

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE OF WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Monday, May 5, 2014
10:26 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILMAN CURTIS JONES, JR.
COUNCILWOMAN JANNIE L. BLACKWELL
COUNCILMAN WILLIAM K. GREENLEE
COUNCILMAN DAVID OH
COUNCILWOMAN CINDY BASS
COUNCILMAN W. WILSON GOODE, JR.
COUNCILMAN JAMES KENNEY
COUNCILWOMAN MARIAN B. TASCO
COUNCILMAN MARK SQUILLA
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILMAN KENYATTA JOHNSON
COUNCILWOMAN BLONDELL REYNOLDS BROWN
COUNCILMAN BOBBY HENON

BILLS: 130489, 140140, 140144, 140145,
140146, 140147, 140148
RESOLUTIONS: 140159

COUNCIL PRESIDENT CLARKE: Good morning,
everyone.

(Public Audience: "Good morning.")

COUNCIL PRESIDENT CLARKE: This is the Public Hearing on the Committee of the Whole regarding Bills No. 130489, 130724, 140140, 140144, 140145, 140146, 140147 and 140148 and Resolution No. 140159.

I'm going to ask Ms. Lewis to please read the titles of the Bills and Resolutions.

MS. LEWIS: Bill No. 130489, an Ordinance amending Chapter 19-2500 of The Philadelphia Code, entitled "Real Estate Non-Utilization Tax," by changing certain tax rates; all under certain terms and conditions.

Bill No. 130724, amending Chapter 19-1300 of The Philadelphia Code, entitled "Real Estate Taxes," by authorizing the School Reform Commission to determine whether certain tax exemptions from School District of Philadelphia real estate taxes shall continue; and by making technical corrections; all under certain terms and conditions.

1 Bill No. 140140, an Ordinance amending
2 Chapter 19-1500 of The Philadelphia Code, entitled
3 "Wage and Net Profits Tax," by decreasing the rate
4 of rates of the tax imposed upon certain low
5 income persons, providing for refunds of excess
6 taxes paid, directing the Revenue Department to
7 develop procedures and forms whereby eligible
8 taxpayers can obtain such refunds, and requiring
9 employers to provide refund forms to employees;
10 all under certain terms and conditions.

11 Bill No. 140144, an Ordinance to adopt a
12 Capital Program for the six Fiscal Years 2015-2020
13 inclusive.

14 Bill No. 140145, an Ordinance to adopt a
15 Fiscal 2015 Capital Budget.

16 Bill No. 140146, an Ordinance adopting the
17 Operating Budget for Fiscal Year 2015.

18 Bill No. 140147, an Ordinance amending
19 Section 19-1806 of The Philadelphia Code, entitled
20 "Authorization of Realty Use and Occupancy Tax,"
21 to further authorize the Board of Education of the
22 School District of Philadelphia to impose a tax on
23 the use or occupancy of real estate tax within the
24 School District of Philadelphia under certain

1 terms and conditions.

2 Bill No. 140148, an Ordinance amending
3 Section 19-1801 of The Philadelphia Code, entitled
4 "Authorization of Tax," to further authorize the
5 Board of Education of the School District of
6 Philadelphia to impose a tax on real estate within
7 the City of Philadelphia, under certain terms and
8 conditions.

9 And Resolution No. 140159, providing for
10 the approval by the Council of the City of
11 Philadelphia of a Revised Five Year Financial Plan
12 for the City of Philadelphia covering Fiscal Years
13 2015 through 2019, and incorporating proposed
14 changes with respect to Fiscal Year 2014, which is
15 to be submitted by the Mayor to the Pennsylvania
16 Intergovernmental Cooperation Authority (the
17 "Authority") pursuant to the Intergovernmental
18 Cooperation Agreement, authorized by an Ordinance
19 of this Council approved by the Mayor on January
20 3, 1992 (Bill NO. 1563-A), by and between the
21 City and the Authority.

22 COUNCIL PRESIDENT CLARKE: Thank you,
23 Ms. Lewis.

24 Today we continue the Public Hearing on the

1 Committee of the Whole to consider various bills
2 read by the Clerk that constitute proposed
3 operating and capital spending measures for Fiscal
4 2015, a Capital Program and forward looking
5 Capital Plan for Fiscal Years 2015 through 2020.

6 We will hear testimony today from the
7 School District of Philadelphia. And since you
8 have already approached the Witness Table and
9 actually sat down, I want to thank you very much.
10 And please, make sure that you state your name
11 prior to your testimony.

12 And Councilman Green, welcome back. Kind
13 of interesting seeing you sit over there. Look
14 forward to having a fruitful and thoughtful
15 conversation today.

16 Please proceed, gentleman.

17 CHAIRMAN GREEN: Thank you, Mr. President.
18 It is a pleasure to be back. The six years I
19 spent on Council are truly some of the most
20 rewarding in my life. And so, it's nice to be
21 here. Thank you very much.

22 COUNCIL PRESIDENT CLARKE: Thank you, sir.

23 CHAIRMAN GREEN: Good morning, Council
24 President Clarke and Members of City Council.

1 Thank you for the opportunity to testify before
2 you. My name is Bill Green. I am the Chairman of
3 the School Reform Commission of the School
4 District of Philadelphia. I'm joined today by my
5 fellow Commissioners, Farah Jiminez, Feather
6 Houston, Wendell Pritchett and Sylvia Simms who I
7 want to acknowledge for their tireless volunteer
8 service. I particularly want to thank
9 Commissioners Houston, Pritchett and Simms who
10 have served our public schools during an extremely
11 challenging period and made heart wrenching
12 decisions. I appear before you today both humbled
13 and hopeful.

14 I am humbled by the awesome responsibility
15 we collectively have to give our students a
16 meaningful opportunity to succeed. I am humbled
17 by our amazing students who are so full of
18 potential and talent. I am humbled by the
19 difficult decisions district leadership and the
20 SRC has made over the last 18 months. Dr. Hite is
21 the first district leader in recent memory who has
22 not punted on tough decisions. Although we
23 brought Dr. Hite to Philadelphia to improve
24 educational opportunities for our children, we

1 welcomed him with an unending fiscal crisis.

2 Dr. Hite did not flinch. He faced the
3 challenge head on and recommended the
4 consolidation or closure of dozens of schools,
5 reduced nearly 5,000 positions resulting in 3,800
6 layoffs and convinced our principals to take a pay
7 cut and obtain significant benefit concessions
8 from all school administrators. I believe the
9 District can succeed because I have confidence in
10 Bill's leadership and the team he's assembled.
11 They know how to make all of our public schools
12 great. They have a real plan based on real data.

13 This team knows what works, increased
14 instructional time and quality, realtime feedback
15 and coaching for teachers and principals, improved
16 school climate and safety, greater autonomy for
17 school leaders to make decisions and meaningful
18 engagement of teachers, principals, families and
19 community partners for improving our schools.
20 Just as importantly, they have the courage to
21 challenge the status quo which has failed our
22 students for far too long.

23 This spring, they took bold action
24 including filing a case with the Pennsylvania

1 Supreme Court to get needed work rule flexibility
2 such as preventing exceptional teachers from being
3 moved out of schools just because they are the
4 most junior. But Dr. Hite's ability to improve
5 educational opportunities for all Philadelphia
6 children has been undermined by the lack of
7 resources. It is tragic that even as we know what
8 works for our students, we are in a vicious cycle
9 of making cuts that we know will make it harder
10 and harder for them to succeed.

11 All of us who have spent any time in
12 schools this year know that we are not providing
13 our students with the educational opportunity they
14 deserve. We know that our principals, teachers
15 and support staff are holding things together with
16 duct tape and stretching to the breaking point in
17 their efforts to protect students as much as
18 possible from the impact of the cuts. Most
19 shameful of all, we know that our students
20 understand that they aren't getting a fair chance
21 to succeed.

22 How long can we go? At what point do our
23 schools stop being schools?

24 As our Chief Financial Officer Matt

1 Skansi -- Skansi -- excuse me, Matt. As our Chief
2 Financial Officer Matt Stanski will detail, we got
3 through this year with one-time funds which
4 haven't yet been replaced with recurring revenue
5 and face fixed costs that continue to grow. There
6 aren't any gimmicks or quick fixes to solve our
7 financial challenges. There is no fat or even
8 flesh left to cut. We are now talking about
9 amputations.

10 We cannot spend funds we do not have. So
11 if we have to take drastic actions such as
12 increasing class sizes to 40 students or canceling
13 contracts in order for schools to open, we will do
14 so. I don't say this to be dramatic. I say it to
15 clarify the choices before us. My fellow
16 commissioners and I will continue to advocate for
17 additional state funding and for savings and labor
18 agreements. But I fear there is no calvary coming
19 over the hill in the next two months. There is a
20 billion dollar plus hole in the State Budget.

21 Despite that grim picture, I'm hopeful.
22 I'm hopeful because I think you all recognize our
23 collective obligation to children which starts
24 with providing free, quality public education.

1 Many of you have taken hard votes to support the
2 District over the years. If I were still on
3 Council, I would vote for additional funds for
4 this team to do what works and make all of our
5 public schools worthy of our students. If we
6 don't want to miss this once in a generation
7 chance, let's build a five year plan that will
8 enable Dr. Hite and his team to do what works for
9 students.

10 It starts with passing the 1 percent sales
11 tax extension, preserving the current split
12 between the District and the Pension Fund which
13 doesn't increase any constituents taxes. It
14 continues with working together to identify the
15 additional recurring revenue need to stabilize and
16 enhance our schools. If we do this, the District
17 will succeed, our children will succeed and
18 Philadelphia will succeed.

19 Our population will grow as families have
20 school options that keep them in the City. Our
21 tax base will grow as our young people graduate
22 with the skills needed for college and career and
23 employers have the confidence to expand in our
24 city because we have a workforce that they desire.

1 Rather than our current vicious cycle, we will be
2 in a virtuous in which our investment and
3 education returns greater and greater dividends
4 for all Philadelphians. In five and then ten
5 years, we will have all the money needed for other
6 priorities. It is possible. It all starts and
7 could all end with our schools.

8 Thank you.

9 SUPERINTENDENT HITE: Thank you, Chairman
10 Green. Good morning, Chairman Clarke, City
11 Councilmembers. I am William Hite,
12 Superintendent, CEO of the School District of
13 Philadelphia. Thank you for the opportunity to
14 testify before you today.

15 Last year I testified about a \$304 million
16 shortfall in the proposed 2013/14 Operating
17 Budget. Needless to say, I did not expect to face
18 a similar predicament today. The possibility of
19 making permanent in Philadelphia public schools,
20 the Draconian cuts of the past year and taking
21 them even further. It is hard to put in words my
22 frustration over the message that the proposed
23 2014/15 Budget sends to our parents, families,
24 students, teachers, principals considering

1 everything that they have gone through this school
2 year, but I'm frustrated nonetheless. This is not
3 the conversation that we should be having in one
4 of the largest big city School Districts
5 nationwide. Discussing how we will make ends meet
6 should not be our annual Rite of Spring.

7 Since last year, I joined many others in
8 calling for a fair funding formula and recurring
9 revenues that would enable the District to deliver
10 on our responsibility to our students. The
11 urgency of this need is felt by school districts
12 across the Commonwealth. I'm dismayed that a
13 budget with a 216 million-dollar shortfall is the
14 best we can do.

15 Despite the challenges of the past school
16 year, there have been snapshots of success.
17 Masterman High School continues to be the best
18 school in Pennsylvania. The football team at the
19 Promise Academy at Martin Luther King High School
20 starred in a documentary "We Could Be King" about
21 blending two school cultures for success on and
22 off the field. Teachers from around the city
23 recently held the first in a series of convenings
24 about greater collaboration and empowerment.

1 We would like to share that success in
2 academics, climate and professional development
3 more broadly. In looking to move beyond
4 short-sided initiatives of the past, we have
5 committed to implementing evidence-based programs
6 that will make a difference in the lives of our
7 students. We will do only what works. And thanks
8 to the volumes of research, we know what works.

9 Students who graduate ready for the college
10 or the workforce are more prepared for life beyond
11 our high school doors. Students who can read on
12 grade level by age eight are at lower risk of
13 dropping out. Students with great principals and
14 great teachers are more likely to be academically
15 engaged and adequate funding helps to stabilize
16 schools and school districts. Our path is
17 straightforward. Four goals around college and
18 career readiness, early literacy, teacher
19 development and school leadership and financial
20 sustainability anchor my vision to the reality of
21 the School District of Philadelphia.

22 This District's Action Plan Version 2.0 and
23 the accompanying financial supplement acknowledge
24 the need for continued sustained and increased

1 investment. We currently lack the resources to
2 significantly improve our early literacy and
3 kindergarten readiness program, to provide
4 students with adequate counseling supports, to
5 offer a range of extracurricular options, support
6 students who demonstrate advanced academic
7 potential. We lack a lot -- we lack the resources
8 to currently provide teachers with more meaningful
9 classroom observations to improve their
10 instructional practice or to incubate or replicate
11 our high performing schools or dramatically
12 improve the physical environment of all schools.

13 In knowing what works yet unable to secure
14 the resources needed to move forward, the School
15 District sends a troubling message not only to our
16 current students and families but to all residents
17 of this great city and those yet to come. If we
18 cannot or will not invest in children in their
19 futures, then we have already decided our own, a
20 future that institutionalizes inequity in public
21 education.

22 Every day we ask so much of our students,
23 our teachers, our families. We ask them to listen
24 to us. We ask them to trust us and to follow us

1 despite the circumstances they face at home or in
2 their neighborhoods or other aspects of their
3 lives. Now, we must live up to our end of the
4 deal. It is unfathomable that we are discussing
5 the prospect of putting 40 students in the
6 classroom that have already been stripped to the
7 barest of bones. Forty children in the classroom.
8 Yet, we are here.

9 The District's effort to confront our
10 fiscal challenges have included making more than
11 \$140 million in cuts for Fiscal Year 2014, closing
12 dozens of schools, laying off thousands of staff
13 members and obtaining two contracts with deep
14 concessions from labor unions. As I stated at
15 last week's School Reform Commission Budget
16 Hearing, the School District of Philadelphia
17 cannot cut its way to solvency or to a system of
18 great schools. Just cannot be done.

19 Moreover, the conditions in our schools are
20 simply not sustainable. Not from the standpoint
21 of a teacher and principal capacity, not from a
22 student's persistence perspective and certainly
23 not from the view of families. The work that
24 faculty and staff members are doing to shield our

1 students from the impact of these severe program
2 cuts and eliminations cannot be sustained year
3 after year. Right now we are severely testing
4 school communities' ability to withstand these
5 conditions. These cuts are testing their schools
6 in ways that range from inadequate and unfair to
7 immoral and unconscionable.

8 We greatly appreciate the additional
9 funding that Council has provided in support of
10 the District in recent years and we need more. A
11 proposed budget shows the need for 440 million in
12 increased investment just to maintain the
13 inadequate support levels in place this year. The
14 District needs at least \$216.2 million. The
15 anticipated 120 million in recurrent revenues from
16 the 1 percent sales tax extension could also go a
17 long way towards filling that gap.

18 In addition to that revenue, the District
19 is requesting 75 million from the City,
20 150 million from the State and 95 million in labor
21 concessions. With sufficient investments, the
22 School District is poised for greatness. Our
23 focus should be on what we want to accomplish and
24 how success looks. We need your help in making

1 that our focus. As students deserve more than
2 empty shells and a "normal" of cuts, cuts and more
3 cuts, a city deserves a system of great schools in
4 every neighborhood for every student. We need
5 approval for the proposed sales tax extension and
6 support of the Mayor's request for 75 million. We
7 need stability and sustainability and we need it
8 now.

9 I'm joined today by several of my
10 colleagues and a student. And I have asked them
11 to provide examples of the successes they had
12 despite these budget conditions and what they need
13 in order to do more. They will now come to the
14 podium and make a few comments.

15 The first is Cindy Farlino, principal of
16 Meredith Elementary School. She will be followed
17 by Michelle Jackson, language arts and community
18 service teacher at the Promise Academy at Martin
19 Luther King High School. And they will both be
20 followed by Olivia Paris, a student at West
21 Philly. One of our alternative options. Once
22 they are done, our Chief Financial Officer
23 Mr. Matthew Stanski will come up and provide a
24 brief presentation about a proposed budget.

1 Ms. Farlino.

2 MS. FARLINO: Thank you.

3 Good morning, Council President Clarke and
4 members of City Council. Thank you very much for
5 the opportunity to testify before you this
6 morning. My name is Cindy Farlino. I'm the
7 principal of William M. Meredith Elementary
8 School, which is located at 5th and Fitzwater in
9 the Queens Village section of the city.

10 I am here representing the more than 100 of
11 my colleagues who signed the op-ed piece that
12 appeared in the Inquirer last week. And I am
13 submitting that op-ed piece for your perusal as
14 part of my testimony here today.

15 September 9 marked the beginning in 2013 of
16 a school year. Everyone inside of our schools
17 knew that things were not normal. Yet because we
18 had committed principals, teachers, students and
19 parents, we have tried to keep it mostly together
20 throughout the course of this year. It has been
21 difficult in many circumstances and tragic in one.
22 However, we tried to cope. And I guess most of us
23 believed that no one in power in this city would
24 tolerate this for very long. And that people

1 could see that we were hanging on by a thread and
2 would come to help.

3 So in September, the hundred thousand
4 students came to school in buses and by foot and
5 we greeted them in the school yards. Teachers
6 greeted them in the classrooms. We yelled
7 "welcome back, this is going to be a productive
8 year." Did we lie? They found teachers ready to
9 teach, but it was not okay. We opened schools
10 without adequate staff to provide security,
11 nursing, counseling and with inadequate resources
12 and supplies. And though it looked to many in our
13 city that this was the beginning of a normal
14 school year, it definitely was not normal.

15 And I'm here today just to offer you a
16 glimpse of what is going on inside of our schools
17 at a very specific level. And I'm here to ask for
18 your support on behalf of the students, the
19 children in our city and on behalf of the
20 principals like myself who lead them, who work
21 very, very hard to dedicate ourselves to continue
22 to provide the bare necessities that our children
23 need and very much deserve.

24 The reality is that the 2013/14 school

1 year, there has been far from adequate basic
2 services. Most of our elementary school and
3 several of our high schools did not have
4 counselors for the first three months of school.
5 And then later we received one day or two days of
6 counseling.

7 Without full counseling services, ask
8 yourself who provides the help for students with
9 special needs? Who provides help for students
10 with emotional needs? Who helps students fill out
11 applications to go to high school and applications
12 to go to college for our high school students?
13 Not very many people were available to fill these
14 roles.

15 Most of our schools have a nurse only one
16 or two days a week. Without a full-time nurse,
17 who injects insulin three times a week into the
18 arms of students with diabetes? The answer at my
19 school is that I inject the insulin. Who provides
20 ongoing evaluation for students regarding hearing
21 and eye exams? The answer is no one. And, of
22 course, you know because we serve a population of
23 students who often do not have regular family
24 doctors or medical care, very often students come

1 to school sick expecting help from school nurses
2 who are not there. Not having enough nurses in
3 our school, that is not okay. That is not
4 acceptable.

5 Many of our elementary schools do not have
6 recess this year. And you may think that that's
7 not super important not to have recess. But for
8 an elementary school child, that's almost tragic
9 when you think about it. How do students not have
10 time in the middle of the day to regroup and then
11 come back ready to learn? That is just one
12 example of the lack of resources we have. And,
13 you know, the people who man the school yard, who
14 monitor the school yard, that is the noon time
15 aides, they get paid \$9,000 a year. And we could
16 not even afford that.

17 Teachers and colleagues, basically we
18 ration copy paper. We ration toner for our
19 machines. We just don't have it. And, of course,
20 there is the critical issue of safety, monitoring
21 the halls, the perimeter of the buildings,
22 worrying about intruders. In the school, who does
23 that? Well, the person sitting here in my school
24 who does that. (Raises hand)

1 Principals can no longer adequately
2 supervise teachers and monitor instruction, the
3 academics in our school. We are the only person
4 available in most schools that are available to
5 monitor the halls, to be in the lunchroom every
6 lunch period, to provide conflict resolution
7 between students, to answer phones in the office
8 when the secretary goes to lunch and, of course,
9 to be the nurse. And who covers the classes when
10 teachers are ill or don't come to work because
11 they are absent or sick? Here we are, the one
12 person.

13 So, the critical side effect of principals
14 playing all these roles is what is not happening
15 in the school. And that, unfortunately, falls on
16 the side of instruction and academic success.
17 Students who need -- who are at risk and need
18 identification and pull out, we are not able to
19 adequately do that this year.

20 All of these issues impact our schools
21 negatively and directly impact the performance of
22 our students in math and reading and social
23 studies and science. So while we strive to make
24 improvements every year, our children in

1 Philadelphia are disadvantaged because they do not
2 receive the services that they so desperately
3 need.

4 And please do not get me wrong. My
5 colleagues, like the ones sitting behind me,
6 Margie Neff from Masterman, and Brianna Dunn from
7 Waring to give you a couple of people, the ones
8 sitting behind me and the teachers in our school
9 are committed to our students. Educators across
10 this city have stepped up and worked tirelessly to
11 fill the gaps. They made do for our students. It
12 is because of their extra work and commitment that
13 you might think that things are okay in our
14 schools. But I am here to say resoundingly they
15 are not okay.

16 Of anything I say today, I hope that you
17 can take away that we are trying to make it work
18 but we can only carry this so far. The thread we
19 are holding is being stretched to a limit. And we
20 hope and we know that you can throw us a rope
21 today. We are clear that the shortcomings our
22 students and our city children face are very
23 critical. There is no do-over for our students if
24 the years are not productive for them. It's

1 definitely not okay.

2 Our Superintendent asks for additional
3 staffing so that he does not -- so that he is not
4 forced to make even more resource cuts. We are
5 asking -- just as we are asking our State
6 officials, we are asking you to help our students.
7 We have done everything in our power and of
8 course -- even though this is not the point --
9 even taken salary cuts to try to help. But now we
10 implore you to provide our students, the
11 Philadelphia children, with the resources they
12 need so that we can provide them with the
13 education that they deserve.

14 Thank you very much.

15 (Applause)

16 MS. JACKSON: Good morning, Chairman
17 Clarke, City Councilmembers. My name is Michelle
18 Jackson. And I'm the Language Arts and Special
19 Education Teacher at the Promise Academy of Martin
20 Luther King High School. So, I want to thank you
21 first for the opportunity to testify today.

22 This has been an amazing year at Martin
23 Luther King High School despite the School
24 District's massive budget challenges and following

1 the merger of King and Germantown High School led
2 by the great Principal William C. Wade. We have
3 created a positive school culture that sparks
4 pride in our students in spite of predictions to
5 the contrary. The spirit and camaraderie and
6 challenges as depicted in the movie "We Could Be
7 King" can be felt not only among the football
8 team, but the school at large even though we've
9 increased responsibilities due to fewer staff.

10 My colleagues and I collaborate daily on
11 strategies to aggressively improve student
12 achievement. And students in our vocational
13 programs, they are excelling on advance placement
14 courses. They are obtaining professional
15 certifications to prepare themselves for college
16 and post-secondary opportunities. We have made
17 remarkable progress despite our budget limitations
18 by finding ways to do the best with what we have.

19 On a personal level for myself, 50 percent
20 of my students' reading and writing levels
21 increased by one level in just one semester. And
22 each day my colleagues see other signs of success
23 in the classroom in big ways and small ways. So,
24 it's been very gratifying to see the instructional

1 strategies that we know make a difference pay off.
2 But imagine what we can do with more funding,
3 resources and support. My colleagues and I know
4 what to do and we feel a little frustrated in our
5 attempts to do more for students.

6 So, for twelve years I trained and
7 developed managers in corporate America in data
8 analysis, strategic planning, coaching and
9 development, team building for a major telecom
10 company. I know what it takes to be successful in
11 the real word. And as a born and raised
12 Philadelphian, service and accountability for my
13 neighborhood first inspired me to lead others.
14 Therefore, I left telecom to become a teacher.
15 So, the experience that prepared me best for the
16 transition was through the Philadelphia School
17 District. I am a Girl's High graduate.

18 I applied and was accepted into the
19 Philadelphia Teaching Fellows Program. And I
20 started out as a substitute teacher, first daily
21 then long term. Now in my second full year of
22 teaching, it is with great honor to be a recipient
23 of the 2014 Lindback Award for Distinguished
24 Teachers. To help my students get better, I have

1 to get better, too.

2 And in my roles at King, I have encountered
3 students in language art courses -- excuse me,
4 language art courses, special education and
5 vocational education. I need professional
6 development that allows me to meet each student
7 where he or she is in terms of their academic
8 development, social and emotional skills as well
9 as their unique learning styles. That kind of
10 professional development does not fit in our
11 current budget. At King we nearly have 40 percent
12 of students who are in special education. And the
13 budget cuts require us to pay undue attention to
14 the availability of basic supplies such as copy
15 paper and construction paper.

16 Now the other end of the spectrum, many of
17 my students would benefit from more access to
18 technology in the classroom to improve their
19 research, writing and presentation skills. And
20 with modern classroom technology, students can
21 learn in their natural learning style and teachers
22 can diversify and differentiate lesson plans to
23 provide hands on as well as student led activities
24 for growth. Technology such as SMART boards and

1 laptops are fundamental today. Yet I do not have
2 a good answer for students when they ask why such
3 fundamental technology is not readily available
4 for them. Every day my colleagues and I give our
5 all, and we do not understand why we are not being
6 given the opportunity to unleash our students'
7 full potentials.

8 My job as a teacher is to turn learners
9 into leaders in order to be successful in the real
10 world. And in order for us to lead effectively as
11 educators, we must have the proper tools,
12 resources, opportunities and financial
13 sustainability. So building a better future for
14 Philadelphia, will build a better society and a
15 better world.

16 And as Nelson Mandela once said, "Education
17 is the most powerful weapon which you can use to
18 change the world."

19 So please, help me and my fellow teachers
20 across the District help our students to change
21 our current world. Thank you and thank you for
22 the opportunity to express my thoughts.

23 (Applause)

24 MS. PARIS: Good morning, everyone. I want

1 to first thank you all for giving me this
2 wonderful opportunity to start -- to speak on this
3 matter. My name is Olivia Paris. I would like to
4 first thank you for giving me this opportunity to
5 speak on this matter.

6 I am a student from YESPhilly. YESPhilly
7 is an alternative accelerated high school for
8 students that want to finish their high school
9 education. My classmates include a student who
10 came from being on house arrest and now she's on
11 honor role. I can relate to that, the struggle.

12 For me, my last school didn't work out well
13 because it was too big. I didn't have any
14 friends. I didn't have help to direct me to the
15 classes that I needed to go to. I knew that this
16 wasn't the school for me. At YESPhilly the
17 teachers take the time for you. They won't let
18 you leave class. They really actually want you --
19 want the best for you. They aren't just pushing
20 you forward, they want you to understand the work.
21 No matter if you have personal issues or whatever,
22 you can always confide in teachers and counselors.

23 I don't know what I would do without
24 YESPhilly. If it weren't for YESPhilly, I

1 probably wouldn't take the steps to get my
2 diploma. I probably wouldn't take my education
3 seriously. I would only be concerned with working
4 and providing for my son.

5 My son is my motivation to achieve success,
6 to move farther, to go to college, get my degrees
7 and become a pediatrician. I watch him and I want
8 him to have a better life. I want him to be
9 better than I. That's not just -- it's not just
10 the educational part, it's a second home for
11 students.

12 We long for the attention, the words of
13 encouragement that we don't get at home. A lot of
14 students look up to the teachers here, see them as
15 family members. That's how school should feel.
16 The teachers should feel like -- the students, I'm
17 sorry, should feel like I can come here, feel
18 free, I can talk to them. They will understand.

19 I know a lot of students/parents my age go
20 through the same things. There are a lot of
21 distractions and things that get in the way of us
22 coming to school, being in school on time and just
23 staying focused. YESPhilly shows me that I can do
24 it. And it pushes me to continue to do better and

1 not give up. It is possible. A lot of times I
2 wanted to give up and throw in the towel, but
3 that's because I didn't think I could do it. Now
4 I want to. I want to finish, get my diploma and
5 go to college.

6 Honestly, I think it's very inconsiderate
7 if someone feels that -- the need to close these
8 alternative schools or cut budgeting. They give
9 students a second chance on becoming successful
10 and earning their high school diploma. I feel
11 like this is my last way out. I have no other
12 option. I can't do this without YESPhilly.

13 Thank you for giving me this opportunity.

14 (Applause)

15 COUNCIL PRESIDENT CLARKE: Thank you all
16 for your testimony.

17 MR. STANSKI: President Clarke, Members of
18 the Committee of the Whole, Matthew Stanski, Chief
19 Financial Officer for the School District. I'll
20 be walking through a brief presentation about our
21 Fiscal Year '15 proposed budget. Give you just a
22 brief background and then a budget overview and
23 then our gap closing reduction proposals and the
24 impact on schools, funding options and a brief

1 overview of our federal grants budget as well as
2 our capital budget.

3 (PowerPoint Presentation)

4 The District expenditures have outpaced its
5 revenues since Fiscal Year 2011 as you can see
6 from the chart. The large reduction in State
7 revenues happened from obviously FY11 to FY12.
8 The District had to make over \$700 million worth
9 of either one-time budget reductions or permanent
10 budget cuts to get expenditures back in line with
11 revenues. Obviously, in Fiscal '13 the District
12 entered into deficit financing, over \$300 million
13 to meet its current -- to meet its obligations.

14 For Fiscal '14 we have projected initial
15 budget gap \$304 million that I alluded to. We
16 have made reductions. But we are right now
17 projecting to end the fiscal year with budget
18 deficit of about \$28 million. And then for Fiscal
19 '15, without any additional revenues, the District
20 will be facing again significant reductions in
21 their expenditures.

22 We believe we have met this financial
23 crisis head on. Have made some drastic
24 expenditure reductions to include two significant

1 labor contracts with concessions from 1201, 32BJ
2 as well as our Administrator Union CASA. We did
3 make over 662 million in permanent reductions in
4 Fiscal Year '12.

5 For this current fiscal year, we had
6 initially made reductions over \$250 million. And
7 then after the budget was approved, additional
8 funding was -- came into the amount of
9 112 million. But we've also -- but we had to make
10 140 million worth of reductions that have been
11 permanent through this school year.

12 As we have alluded to earlier, we had
13 drastic reduction in our workforce. We have cut
14 over 6,500 positions over the last three years.
15 And we've also drastically reduced our
16 administrative overhead. As alluded to before,
17 expenditures are continuing to outpace revenues.
18 This is primarily due to the rising costs of
19 personnel benefits, debt service and charter
20 schools.

21 Mandated pension contributions from the
22 State have increase from 5.6 percent of salary in
23 Fiscal Year '11 to a projection next year of over
24 21 percent of salary in Fiscal Year '15. During

1 the same time period, healthcare costs have risen
2 by over \$45 million even with fewer employees.
3 Our debt costs have also increased again from
4 7.2 percent of the budget in Fiscal Year '12 to
5 just over 11 percent of the budget in Fiscal Year
6 '15. Again, to drive home the impact of
7 retirement costs, roughly \$55 million or
8 \$56 million is spent on pensions in Fiscal Year
9 '11. We are now projecting over 159 million in
10 pension costs for Fiscal '15.

11 Our charter school expenditures have
12 increased from 18 percent of the District's budget
13 in FY11 to 31 percent of the budget in Fiscal Year
14 '15. And this is again a reflexion of choices
15 parents are making to move their students from
16 district-operated schools to charters. In Fiscal
17 Year '11, there was roughly 44,000 students
18 enrolled in charter schools. And now we are
19 projecting for next school year nearly 72,000
20 students being enrolled in charters. This
21 includes a fairly sizable growth in cyber charters
22 which are not authorized by the SRC but are
23 authorized by the State of Pennsylvania.

24 In addition to the 120 million from the

1 potential enactment of the City Sales Tax, the
2 District had requested through its Lump Sum
3 Statement an additional \$320 million in new
4 funding to accelerate the transformation of
5 schools. As you can see, we are, for estimated
6 FY14, projected to end the year with a deficit of
7 \$28.8 million. We did in our Lump Sum Statement
8 ask for an additional 320 million in additional
9 funding to again help accelerate transformation of
10 our schools.

11 But our proposed budget does not include
12 any of that funding. Our proposed budget does
13 include the \$120 million, but -- and then based
14 projected revenues and then expenditures to
15 reflect those revenues.

16 Where the District is requesting funding
17 from the State of \$150 million; the City of
18 Philadelphia, 75 million; and labor partners for
19 95 million. We believe this \$320 million will
20 help us to improve early literacy in kindergarten
21 readiness, expand extracurricular options for
22 students, advanced placement programming, SAT prep
23 opportunities, dual enrollment in our IB
24 programming, also continued and increased

1 investments in development of our teachers to
2 improve effectiveness allowing us to replicate our
3 high performing schools, our ability to better
4 respond to socially, emotional and behavioral
5 needs of students and improving the physical
6 environment of our schools.

7 If our assumptions in the proposed budget
8 are not realized and the District does not receive
9 at least \$96 million in new revenues, we will be
10 forced to make roughly 148 million in expenditure
11 reductions. However, our budget assumption does
12 include the 120 million from the reauthorization
13 of the 1 percent sales tax. It does also include
14 flexibility of use of the \$29 million of the
15 Governor's proposed Ready to Learn block grant and
16 also \$10 million in savings from the Governor's
17 Pension Initiative. What the budget does not
18 include is the 320 million to ensure sufficient
19 services for students and accelerate the
20 transformation of our schools.

21 The 148 million in cuts will be difficult
22 because, one, the District has very little
23 flexibility of what it can cut. 61 percent of the
24 District's expenditures including debt service,

1 charter school payments and transportation are
2 legally mandated. Therefore, reduction must
3 primarily come from District schools and
4 administrative support.

5 In prior years, as you can see from the
6 chart, we had over 17,000 employees in the
7 District funded through the operating budget. If
8 we had to make these reductions, the District will
9 be lower than 13,000 full-time employees funded
10 through the operating budget.

11 So the question is, why does the District
12 have to cut \$148 million to save 96 million?

13 Well, in FY14 through the red -- because of
14 reduction of employees and layoffs, the District
15 saved only 56 percent of an employee cost due to
16 separation costs and lost reimbursements.

17 Therefore, 74 percent of the FY15 expenditure cuts
18 are expected to come from personnel. And the
19 District will have to reduce 148 million to yield
20 96. So the four big areas of separation costs are
21 severance pay, which is pay for work that's
22 already been done by ten-month employees;
23 termination pay, which is the payout -- leave
24 payout which is both contractually mandated and

1 legally mandated; obviously unemployment costs if
2 those employees file for unemployment. And then
3 we do get a reimbursement from our pension
4 contributions. And so, the District would lose
5 that, as well.

6 This next chart just gives a high level
7 overview of expenditures and where the District
8 has spent its dollars comparing FY11 to where
9 we're proposed in Fiscal Year '15. As you can
10 see, the big shift obviously is from in FY11, the
11 District spent 64 percent of its revenues on the
12 District operated schools, where 18 percent were
13 charters. And for Fiscal '15, were not -- 30.7
14 percent for charters and roughly 51.1 percent for
15 District operated. And then within that District
16 operated line, I think it's important to note that
17 of the 64 percent, 7.5 percent in FY11 went to
18 healthcare and pension contributions; whereas,
19 Fiscal '15 of the 51 percent, over 11.3 percent of
20 the expenditures in that line item went for
21 healthcare and pension costs.

22 So without the 96 million in new funding,
23 the District will again be forced to make
24 148 million in expenditure reductions to include

1 increase in class size of 37 students in grades
2 one through three, 40 students grades four through
3 eight, 41 students in high schools. Funding for
4 school police would have to be reduced by nearly
5 16 percent. Transportation services would be
6 reduced, meaning ride times for students would be
7 increased. For special education, only basic
8 legally mandated services will be provided, which
9 we believe is wholly inadequate to serve the
10 students in that population.

11 We'd have a continuing reduction in
12 facilities budget which was already reduced by
13 19 million in the prior fiscal year. And other
14 cuts to other programming such as alternative
15 education will have to be made, as well.

16 This next slide just gives you an example
17 of a school in the District that's had roughly the
18 same enrollment for the last five years, and to
19 see how the staffing and supports of that school
20 has declined over the same time period. A high
21 school with 1,300 -- roughly 1,300 students in
22 Fiscal Year '11 had a total of 123 positions
23 supporting that school and 179,000 in other
24 funding. This current school year, it's down to

1 106 for roughly the same number of students. You
2 have personnel supporting that school. And if
3 further reductions are made, that number would go
4 down to 101 and severely reducing its
5 discretionary money to -- to support the school.

6 So again, what are the options laid out
7 before us? Funding option number one is base
8 revenues in the 120 million in sales tax
9 reauthorization, which is currently in our
10 proposed budget which would mean \$148 million in
11 reductions to net us 96 million. If the District
12 gets 96 million in new recurring revenue, we will
13 be able to maintain the services that we currently
14 provide our students, which we believe our wholly
15 inadequate. So, we believe we need then an
16 additional 224 million in new recurring funding to
17 help accelerate the transformation of our schools.

18 It's just a reminder to the Committee that
19 we also receive federal money. And as you can see
20 from the chart, that we have lost over a thousand
21 positions that have been federally funded over the
22 last five years. This is again mainly due to two
23 factors. One is the sequestration that the
24 Federal Government instituted to help balance

1 their budget or attempt to balance their budget, I
2 should say, and the ending of federal stimulus
3 dollars.

4 And then also, the District also has a
5 Capital Improvement Program. District has over \$2
6 billion in deferred needs for our aging buildings.
7 Right now we have a proposal for \$166 million in
8 spending in our capital budget. About over half
9 of that will be life cycle replacements with also
10 some investments coming in our infrastructure.

11 With that, Mr. President, we will be --
12 concludes my presentation. And we'll be happy to
13 answer any questions.

14 COUNCIL PRESIDENT CLARKE: Thank you.

15 Before we get into questions, I would --
16 Councilwoman Blackwell will make an opening
17 statement.

18 Councilwoman, who happens to be the Chair
19 of Education and done a very good job over the
20 last several years.

21 COUNCILWOMAN BLACKWELL: Thank you,
22 Mr. President. And good morning and thank you all
23 for being here.

24 I'll only make -- I will have questions to

1 ask. But we are concerned in Council that the
2 focus always seems for those who visit us on us
3 and not the State, which is why we have the SRC in
4 the first place. Council has never failed the
5 School District. We've always done our part. But
6 we would like to know that the District, of
7 course, goes to the State whose responsibility it
8 is in the first place.

9 But we have a lot of concerns. We read
10 with interest the various schools in our
11 districts, and we are concerned that some of them
12 even have 0 as a score; college and afterschool
13 activities, 0 progress. We are concerned that we
14 have schools that even the universities deal with,
15 that score 0 to 24 percent. Many, many, many
16 schools. And it's very disheartening even in our
17 testimony, those who came up, we could use those
18 statistics.

19 So, it's very disheartening that we can
20 operate a whole year and have 0, or 0 to 10 or
21 scores that say less than 10 percent when it comes
22 to schools in our district. And one of my
23 questions will be then if we say we want
24 youngsters on grade level by eight years old,

1 which is generally the third grade, then what do
2 we do to make that happen so the rest of their
3 school lives won't be big failures? We spending
4 all of this money and our youngsters can't read,
5 write and count.

6 In fact, someone told me -- I don't know
7 whether it's true or not, whoever has the
8 authority to testify on it. Told me that they
9 don't teach cursive writing anymore, so kids don't
10 learn their signature or they only teach their
11 signatures. But many of my concerns will be about
12 that.

13 My concerns will be about this core
14 curriculum. How you add math, and what we're
15 doing to fight that issue that many parents across
16 the state and country are having. And we're also
17 concerned about charter schools. None of us, as I
18 always say, created this system. We didn't create
19 funding to come out of the same pot. So, we
20 didn't create it, neither did the charter schools.

21 But we are concerned, for example, for the
22 Walter D. Palmer Leadership & Learning Partners
23 Charter School, that they weren't given due
24 process. They were told you are closed and all

1 charter schools will have to consider that. That
2 you're closed. You are not making AYP. We didn't
3 do this to all traditional public schools, and we
4 didn't to the other charter schools. We picked
5 one out and said we are closing you down certainly
6 without -- without due process and certainly
7 without consideration for the lottery or people on
8 the waiting list. And all of those things. The
9 School District just started telling everybody to
10 apply someplace new. I don't understand where we
11 are with regard to -- with regard to those things.

12 And last thing I will make in my opening
13 statement, I hope somebody will respond to some of
14 it, is, Dr. Hite, I read your four goals. All
15 students must graduate ready for college and
16 career, one; two, all eighth grade students should
17 read on grade level; three, all schools should
18 have great teachers and principals; and four, we
19 must spend our money wisely.

20 So, we want to know how that fits in to
21 intervention. I read, you know, what we said
22 about neighborhoods and what our goals are. But
23 how were we going to intervene so that we can
24 assume that we have standards for everybody and

1 the same standard, and that we feel that there is
2 some intervention across the board that's going to
3 improve learning.

4 And the last thing I will say which I
5 forgot to mention when I mentioned the charter
6 schools is that in the Walter D. Palmer -- it's
7 all in the material. They made them a renaissance
8 school without even telling them. So, I just say
9 that we have to be fair. We have to be
10 transparent. We have to have one standard for
11 everybody. We have to talk about what we're going
12 to do to -- to make these interventions real.

13 I know we have goals and you have to start
14 with a goal and a vision, but you also have to
15 bring it down to where the rubber meets the road.
16 And we have to have actual plans for how we make
17 those things happen.

18 So, that concludes my opening remarks. And
19 I will come back for questions.

20 Thank you, Mr. President.

21 COUNCIL PRESIDENT CLARKE: Thank you,
22 Councilwoman.

23 Good morning, again.

24 SUPERINTENDENT HITE: Good morning.

1 COUNCIL PRESIDENT CLARKE: All right. I am
2 just going to make a quick statement.

3 One of the things that we do here in
4 Council is that we have really good people that
5 put together information that allow us to be in a
6 position to ask the appropriate questions,
7 substantive questions, have all the pertinent
8 information to make intelligent and informed
9 decisions. And obviously, we are here today with
10 all the aforementioned information.

11 We actually had a little presentation
12 point/counterpoint. You know, we had this chart
13 up here that's covered. Because we are -- this
14 morning I said I got to make a decision personally
15 if I'm going to get very aggressive with respects
16 to the School District. And you all kind of
17 softened me up with the three people that
18 proceeded you in terms of their testimony. That's
19 a good little touch that you did a little
20 different than before. Everybody always changes
21 their approach. Dr. Hite, Mr. Chairman, I guess
22 you guys figured out a way to get that done. I'm
23 inclined to believe that there's probably some
24 people in the audience that figured out to change

1 that approach.

2 There is a simple reality. I came here.
3 This chart, you have a chart, I got a chart. I
4 mean, your chart talks about, you know, when you
5 started having fiscal issues. And this chart
6 tells you exactly why and who's the culprit. With
7 respects to some of the fiscal issues, we clearly
8 have information to show why some of those things
9 are before us today. Don't take it personal.

10 My good friend and former colleague, Lord
11 knows you've given us a whole lot of information
12 in some of your past statements that, you know, we
13 can turn this into pretty -- pretty ugly
14 conversation. But you know, Dr. Hite, I was a
15 little disappointed about the school approach on
16 the school building sales and you referenced that
17 in your testimony. I mean, there are a lot of
18 things that we can reference today that could
19 present a pretty negative and controversial and
20 probably not a substantive debate today which some
21 people may actually want. But I'm not going to
22 get into that at this point.

23 But the reality is, is that Councilman
24 Jones made an interesting statement in the

1 newspaper about -- what did you call it,
2 Councilman? The custodial parent?

3 COUNCILMAN JONES: Non-custodial parent.

4 COUNCIL PRESIDENT CLARKE: Non-custodial
5 parent. Every year you come before us, we sit
6 here and we take the beating leading up to the
7 budget hearings because we are the most accessible
8 people in government. You know, we're here.
9 Every Thursday we're going to be sitting right
10 here. Budget process over them two months, we are
11 going to be sitting right here. Press is here.
12 Everybody's here. Let's go beat City Council up.

13 And you know what, it got to the point
14 where, you know, we expect it. And it's not a
15 problem. Because the people that are here today
16 with the signs, they are doing what they are
17 suppose to do. They are supposed to advocate for
18 schools, right.

19 (Applause)

20 COUNCIL PRESIDENT CLARKE: Because at the
21 end of the day, it's not their responsibility to
22 fix municipal pensions. It's not their
23 responsibility to make sure there are adequate
24 police on the street and trash pick up and all of

1 the other things associated with our primary
2 responsibility for running government. But the
3 story needs to be told, and it needs to be told
4 accurately.

5 Our challenge here is on an annual basis
6 that we sit here, you know. We have young people
7 and the children come in, and what's Council going
8 to do. And you know, you guys are here asking us
9 for more money, which is what you do every year.
10 And every year City Council steps up to the plate.
11 Last three years we increased revenue to the
12 School District \$158 million, clearly far superior
13 than the Federal Government and the State. And we
14 had these charts that can show you some of the
15 fiscal issues. Guess what? We are going to pony
16 up more money this year, right, because we are.
17 We always do, right.

18 But at some point, our ability to continue
19 to make intelligent decisions and informed
20 decisions that will require us to put additional
21 revenue on the table should have some involvement
22 with City Council of Philadelphia.

23 Councilman Green, I know you feel the same
24 way although you're sitting on the other side of

1 the table right now. I can see the level of
2 frustration you had when you say in that chair
3 over there about not being able to have access in
4 realtime about what the heck is going on with the
5 fiscal house of the School District of
6 Philadelphia. When we dealt with the school
7 building sell, I found out about all this debt on
8 all these buildings. The 440 debt, I'm like, are
9 you kidding me?

10 Those decisions that were made over the
11 past decade are quite scary as it relates to
12 understanding how things operate up there. So,
13 one of the things that I'm going to be asking for,
14 and I'm not even going to ask the question of you
15 at this point. Always leave that little caveat,
16 "at this point." We are going to be asking for
17 some level of oversight beyond simply a phone call
18 or a meeting, Councilwoman Blackwell and Vice
19 Chair Reynolds Brown having a conversation with
20 you in a small room to talk about some of the
21 issues. We are going to ask for real fiscal
22 oversight, all right. And we may not get it, all
23 right, because it is required by the State to
24 basically create a Fiscal Oversight Committee

1 comparable to PICA. When PICA was enacted when
2 the City of Philadelphia had serious fiscal
3 problems, we had no choice. We got our fiscal act
4 in order, all right.

5 But the School District, guess what, they
6 can always come down here and get more money. And
7 ask the taxpayers to pony up with no oversight
8 because people in the State decided years ago that
9 the SRC was going to be put in place. And it was
10 going to be the entity that would oversee
11 operations. And in all honesty, I don't think
12 it's done that great a job, all right. The School
13 Reform Commission has not done that great a job,
14 all right. Because we are sitting here years
15 later still waiting for that reform that was going
16 to happen.

17 So, I'm going to, along with a number of my
18 colleagues because we discussed this -- some level
19 of involvement. And our preference is to have
20 this -- the School District Oversight Committee
21 that allows Councilmembers and allows members of
22 the Philly Delegation, both House and Senate, to
23 be in a position to have significant and
24 substantive fiscal oversight. So when we make

1 these decisions about passing Sales Tax or
2 Cigarette Tax or Real Estate Tax or all of the
3 other various taxes we've been doing for various
4 years, we need to have skin in the game. And I'm
5 just going to tell you now, I've been referencing
6 it to the Press that we are going to ask for this.
7 Ideally, I would hope that you all would welcome
8 something like this. To have your partners, like
9 you called us in the past "your partners" be a
10 part of this fiscal oversight process.

11 Again, I'm not going to ask any questions
12 at this point. And what I would like to do -- and
13 I know Chairman -- Chairwoman, I'm sorry,
14 Blackwell you had some questions.

15 COUNCILWOMAN BLACKWELL: Yes.

16 COUNCIL PRESIDENT CLARKE: And Councilwoman
17 Blackwell will start with questions. Then we will
18 have Jones -- Councilman Jones and Councilman
19 Goode.

20 COUNCILWOMAN BLACKWELL: Thank you again,
21 Mr. Chairman. And I say to Mr. Majority Leader,
22 that non-custodial parent is called "in loco
23 parentis" by the School Board. All former
24 teachers know that. You got to know it in order

1 to pass your interviews. And -- but we want to
2 ask for a response to some of the issues we
3 raised.

4 I would like to thank Ms. Simms for voting
5 for the Walter D. Palmer Leadership Learning
6 Partners Charter School at the hearing. And we
7 feel that he was picked on because of their
8 fight -- they were fighting the School Board.

9 And the SRC -- and let me say to my
10 President, when he talked about an oversight
11 board, that we have another term. And we call it
12 an Elected School Board. So, there are a lot of
13 people who've been contacting us for a year
14 talking about Elected School Board. We want the
15 taxing authority. But there are a lot of meetings
16 going on to decide where we go from here because
17 people are just not satisfied that the SRC
18 reflects the opinion of the populous. And these
19 are the people who send us here, who elect us.
20 And so, we have to listen and be involved in so
21 many meetings.

22 And like I said, when you can look here and
23 see that progress over the year is 0 in many
24 schools achievement, people want to go to college,

1 people want to move forward, that is pretty hard
2 to take. But -- but we do want to say thank you.
3 And we do say we concur with Jerry Jordan. We
4 attended his press conference where we talked
5 about a change. And -- but we are always happy to
6 listen to our President to see how that will
7 evolve, but change has to come. It's hard no
8 matter what we do.

9 If we say go to the State first, if we say
10 there's -- you talk about 120 million, if we want
11 to deal with that one tax again, then you come
12 with whole new -- you come over with a whole new
13 amount of minute, 75 more million over the 120
14 that we are supposed to somehow come up with in
15 figures that we don't know about. I mean, as the
16 President says, to have no -- no pony in the show
17 but just the -- be giving the authority to pay,
18 pay, pay is just not realistic and it's not --
19 it's just not acceptable. And Council is not
20 willing when we get push back from, as you all
21 know, people who don't have children in the
22 system. Our city is getting older and people keep
23 complaining.

24 You know, they -- the charter schools are

1 properly -- because the first thing they offer is
2 safety. We don't have safety. And I'm not saying
3 that is not a societal issue. But there are a lot
4 of issues that we have to consider when it comes
5 to funding and where we take money from to move
6 forward with the School District. And we really
7 would like to have some transparency.

8 Having said all that, and I will defer to
9 you. I want to thank you for Reverend Johnson and
10 Powell School and that issue that you resolved
11 today. We want to always be fair and honest. But
12 we hope you will respond to some of these issues,
13 and then I will move forward.

14 COUNCIL PRESIDENT CLARKE: Don't everybody
15 rush to the mic at once.

16 (Laughter)

17 SUPERINTENDENT HITE: Not a problem. I was
18 just -- I was trying to discern if it was a
19 question or a statement, Mr. President.

20 COUNCIL PRESIDENT CLARKE: I think there
21 were a couple of questions in there -- in
22 Councilwoman's earlier --

23 SUPERINTENDENT HITE: Yeah.

24 So the -- so number one, Councilwoman

1 Blackwell, we have -- we have no problem with --
2 with providing the transparency around the
3 decisions that we make, particularly around
4 spending. And you -- and both you and Council
5 President actually referenced the things that have
6 happened over the years, and there are some truth
7 to that.

8 And but the -- the other thing, though,
9 that I think is really interesting is I can only
10 reflect on this for the time that I've been here.
11 It's been about 18 months now. And during that
12 18-month period, it's really interesting because
13 if -- in fact, I thought about another agency
14 inside of the City or in the Commonwealth that has
15 closed the number of facilities we closed, reduced
16 the amount of workforce we've reduced, got two or
17 received two concessionary contracts with Labor
18 and still face a \$216 million budget shortfall, it
19 is an indication that this is not something that
20 we can cut our way to achieve.

21 It is going to require additional spending
22 for -- for our School District from all groups,
23 not just City Council. And as I indicated
24 earlier, I'm pleased and I want to thank Council

1 for the -- for the support it has provided.

2 With respect to Walter D. Palmer, it will
3 be -- the vote actually begins the process of due
4 process. It begins the due process. So, the act
5 had to proceed the due process now that's
6 associated with the act of revoking the charter.
7 So, the School Reform Commission will be hearing
8 from Walter D. Palmer Leadership Academy as well
9 as from the District on why that recommendation
10 was made. So, the vote actually begins the
11 process.

12 But I do think it's really important to
13 talk about the perspective of standards. And
14 because earlier in your comments, Councilwoman,
15 you mentioned standards for everybody. And you're
16 right. So, we should have one criteria that we --
17 that we put on -- that we use when we're talking
18 about schools. And that is, are children
19 learning? And if the answer is yes, then it means
20 certain things. If the answer is no, it should
21 mean something, as well. And so, I think that
22 this -- this -- how we talk about success in
23 schools becomes critically important.

24 And you're right. I mean, it's a lot of --

1 we are asking again for additional revenue as well
2 as all of the other agencies and all of the other
3 services that you provide. And now, I'm proud to
4 say that I'm a homeowner in the city. I'm a
5 taxpayer in the city. And I appreciate all those
6 other services, some of which we could -- well,
7 some of which as a taxpayer and homeowner, I could
8 let go or see discontinued.

9 Schools, unfortunately, don't have the
10 ability to discontinue. We can't discontinue the
11 fact that we're going to teach every child. We
12 can't discontinue the fact that all children
13 deserve to have a counselor working with them. We
14 can't discontinue the math curriculum or the
15 reading curriculum. All of those things must
16 occur. And so, our problem is trying to meet
17 those expenses inside of the current revenue
18 structure that we have. And it's becoming
19 increasingly difficult.

20 It's also very difficult and very
21 disconcerting to think without any additional
22 revenue we will be talking, unfortunately, about
23 the prospect of 40 children in the class. That
24 doesn't make sense to anybody, especially our

1 children and their families. So, what we are
2 trying to do is everything that we can to provide
3 for an educational environment that doesn't end
4 with 40 children in the class.

5 And the last point is that on the 120, it's
6 not a different number. We were making
7 assumptions about the 120. And the -- because we
8 were making the assumption because it was approved
9 into law a year ago. So we are making an
10 assumption about the 120. Even with the 120, we
11 need additional revenues just to maintain the
12 status quo.

13 COUNCIL PRESIDENT CLARKE: Thank you.

14 COUNCILWOMAN BLACKWELL: Do we have -- do
15 we have a relationship between Community College
16 and our high school seniors dealing with the Obama
17 funds that talked about training students for
18 careers?

19 SUPERINTENDENT HITE: Yes, ma'am, we do.
20 And we have -- now we've actually increased the
21 number of children who have access to those types
22 of training opportunities. We are also in
23 conversation with the Community College to talk
24 about a pathway for many of our high school

1 seniors to have dual enrollment courses,
2 particularly in reading, math and in writing that
3 you -- that you described earlier. So that before
4 they leave high school, they already have some
5 experience with college.

6 But in addition to that, many of our career
7 and technical education options actually consist
8 of a partnership with the Community College. And
9 we are trying to expand those opportunities for
10 our students.

11 COUNCILWOMAN BLACKWELL: Do you know if we
12 teach cursive writing?

13 SUPERINTENDENT HITE: I don't know if we
14 teach it. I'm looking at the principal.

15 MS. FARLINO: It's not a separate
16 curricular area.

17 COUNCILWOMAN BLACKWELL: We had to have it
18 by fourth grade when I was a kid. I don't know.
19 Maybe you can check on that. You can let us know
20 and --

21 SUPERINTENDENT HITE: We teach it. She
22 just -- yes. And she wasn't mic'd. But Cindy
23 Farlino said it is a part of the general
24 curriculum. It's not separate cursive writing in

1 and of itself, but it's a part of what we learn.

2 COUNCILWOMAN BLACKWELL: That's the way we
3 learned when I was kid a hundred years ago.

4 Do you know about the Common Core? This
5 whole issue that is real big problem across the
6 country.

7 SUPERINTENDENT HITE: Well, it is -- we
8 have now the -- we have the Pennsylvania Core.
9 And I think that -- and the assessment associated
10 with that, all the Keystones, it's all about a set
11 of standards for children. It's what we want them
12 to know and be able to do upon graduation from
13 school. I think that national problem with all of
14 this is that the people are conflating the
15 standards what children should know and be able to
16 do with a lot of the assessments and the frequency
17 and number of assessments.

18 And so, we -- I think standards are
19 extremely important. Think we -- a broader view
20 has been instituted. Some are tied too quickly to
21 evaluations of individuals. They've been tied too
22 quickly to making decisions about schools. And
23 it's not about growth and development, but instead
24 it's about a got-you type of process.

1 And so, I think that standards are
2 important. I think that the standards should be
3 at the appropriate level of rigor that will
4 provide our children with the opportunity to get
5 into college or get into a job that they want to
6 pursue. And -- and I don't think that the
7 conversation should be all connected because the
8 standards in and of themselves are important. We
9 should think of how or what other ways are
10 available to access or to evaluate individuals who
11 are working with their children and working in
12 their schools.

13 COUNCILWOMAN BLACKWELL: I guess that buzz
14 was for me, huh? I am sure it wasn't for you.

15 Okay, Mr. President. I will wait till my
16 next time.

17 COUNCIL PRESIDENT CLARKE: Thank you,
18 Councilwoman.

19 Chair recognizes, Councilman Jones.

20 COUNCILMAN JONES: In loco parentis?

21 COUNCILWOMAN BLACKWELL: Yes, sir.

22 COUNCILMAN JONES: All right. You went to
23 public school, too, right? I like it.

24 First of all, I want to shift gears. In

1 loco parentis is right. 99 percent of the people
2 in this chamber on both sides of this and that bar
3 care deeply about the young people in
4 Philadelphia. And I know that. I've been in
5 rooms with each of you, many of you, so I know
6 this to be true. Let us start this process with
7 that as a given.

8 I want to thank Ms. Jimenez and Chairman
9 Green for sacrificing their time and jumping head
10 first into the pool without pay, I understand, to
11 take on this challenge. So, I want to thank you
12 for joining the other members of the SRC.

13 And with that, I want to switch a little
14 bit. And I'm going to deal with my five minutes
15 and then subsequent questions in batches in areas.
16 And I want to start, quite frankly, with
17 preschool. And I want to talk about the
18 18 percent of the available students that actually
19 take advantage of preschool, and why that number
20 is so low. And then the corresponding statistic
21 that says that later on 46 percent of the students
22 in the population wind up being -- no, 35 percent
23 of the students wind up being suspended;
24 46 percent of them more than once; and then

1 39 percent of them wind up even expelled.

2 And to bring your attention to a report
3 from the Office of Civil Rights that collected
4 this data and to suggest their suggestion and
5 recommendations are that we stop suspending
6 out-of-school students and where you stand on
7 that.

8 So, I talked about preschool, and then I
9 went into disciplinary actions and whether or not
10 you're changing your policy to go along with that
11 federal recommendation.

12 SUPERINTENDENT HITE: Start with the
13 preschool, Councilman Jones. Thank you for your
14 questions. And you -- you started with 18 --
15 serving 18 percent of the eligible populations.

16 COUNCILMAN JONES: Correct.

17 SUPERINTENDENT HITE: And at the moment,
18 with the Head Start Funding, Pre-K counts and
19 the -- I think we spend 4 --

20 MR. STANSKI: 1.5 million.

21 SUPERINTENDENT HITE: 1.5 million out of
22 operations to provide the seats for the early
23 childhood programs. That is now all that -- those
24 are all of the seats we are able to make

1 available. And it just shows you the significant
2 need across our -- across the city. And I do
3 think that this goes back to a earlier point that
4 Councilwoman Blackwell made. And there was a
5 point about if, in fact, we are going to get
6 children reading by the -- reading on grade level
7 by the time they're eight years old, that's one of
8 the places that we have to focus a lot more
9 attention and a lot more resources, quite frankly.

10 But right now --

11 COUNCILMAN JONES: So, you'll give us stats
12 on what that -- to increase that. Because there
13 are also --

14 SUPERINTENDENT HITE: Yes.

15 COUNCILMAN JONES: -- some alarming stats
16 that my colleague Wilson Goode talked about. If
17 they are not reading by third grader, I believe it
18 was, that planners know how many prisons to build
19 by the time they are 18. So if we address it at
20 the core root of the problem, we can do that.

21 So, I need to know specifically in your
22 line item budget, how you address that portion of
23 the population and preschool.

24 SUPERINTENDENT HITE: Sure.

1 COUNCILMAN JONES: And are more schools
2 outsourcing that service as opposed to doing it in
3 schools and why?

4 SUPERINTENDENT HITE: That -- that is
5 correct. And I want to come back to a earlier
6 point. The -- and we will show you -- we will be
7 able to provide for you the percentage -- I mean,
8 the -- what in the 320 if, in fact, we were
9 fortunate enough to receive the full 20 -- the
10 full 320 million, that massively expands the
11 number of seats available particularly at that --
12 at that age level.

13 In addition, we -- a year ago we lost some
14 of the -- there were reductions in the federal
15 funds that were associated particularly around
16 Head Start. And in order to maintain the same
17 level of service and provide the same number of
18 seats because of -- we contracted out to other
19 providers that had the high ranking that is needed
20 in order to operate one of those programs. So,
21 they had to have the certification and have the
22 same ranking.

23 The reason we contracted those services was
24 because those entities, for a variety of reasons,

1 were able to use the reduced amount of money that
2 we provided and offer the same number of seats.
3 And I'm sure those were because of labor costs
4 and -- and other things that they did not have.
5 They weren't accounting for.

6 The third one was on the discipline, and
7 how we are really talking about young children,
8 especially many of our young people. We are
9 taking a approach that's very consistent with what
10 the President recommended. We had already begun
11 that process and working with quite a few of the
12 youth agency and youth organizations. This goes
13 back almost a year and a ago. But a couple of
14 things.

15 Number one, we are beginning to talk about
16 how we manage conflict, and how we do that
17 proactively. When and how school police should
18 actually become involved and the types of things
19 that they should become involved with. And really
20 trying to manage more proactively all of those
21 things associated with children particularly
22 around how to recognize trauma, how to calm -- how
23 to talk with a child who is experiencing some
24 significant problems in the home or in the

1 neighborhood.

2 But what we are trying to do is make sure
3 that we are dramatically reducing the number of
4 arrests in our schools that don't begin because of
5 criminal behavior. Instead, they begin because
6 someone is taking -- talking to a student and they
7 asked the student to remove the hat. And then it
8 escalates to a point where from asking someone to
9 remove a hat then it is an arrest. And
10 unfortunately for many of our students, that is
11 their first interaction with -- with the justice
12 system.

13 And so, what we are trying to do is
14 dramatically reduce those incidents by providing
15 training to individuals who manage conflict and to
16 have staff at school so that we can begin changing
17 a culture from like command and control to one
18 that respects students, that recognizes students
19 and appreciates them.

20 COUNCILMAN JONES: So, Mr. President, I am
21 going to try my best to adhere to your time
22 guidelines today because I know everyone -- is
23 passionate issue. But -- no but. I'll stop.

24 COUNCIL PRESIDENT CLARKE: Yeah.

1 COUNCILMAN JONES: Thank you, Mr.
2 President.

3 COUNCIL PRESIDENT CLARKE: Well,
4 Councilman, you said your five minutes so we
5 gave -- I put five minutes up for you. I thought
6 you just requested five minutes.

7 COUNCILMAN JONES: No. Oh, no.

8 COUNCIL PRESIDENT CLARKE: I'm just
9 kidding.

10 COUNCILMAN JONES: Because I can go on as
11 you know.

12 COUNCIL PRESIDENT CLARKE: I'm just
13 kidding. I know that. No, actually, Councilman
14 we did set five. Thank you.

15 Chair recognizes Councilman Goode.

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

18 Good morning.

19 SUPERINTENDENT HITE: Good morning.

20 COUNCILMAN GOODE: Good morning, Chairman
21 Green, to Dr. Hite and Mr. Stanski.

22 First to Dr. Hite and Mr. Stanski, thank
23 you very much. My main request to the two of you
24 was that you provide me with a real number in

1 terms of what it takes to educate our public
2 school children. You did that, so I applaud you
3 for that. And so, you are excused from the table.
4 And if the other School Reform Commission members
5 would come forward, my questions will be directed
6 toward the Chair and other members can weigh in.

7 Good morning, Mr. Chairman.

8 CHAIRMAN GREEN: Good morning.

9 COUNCILMAN GOODE: You voted for the Lump
10 Sum Budget?

11 CHAIRMAN GREEN: I did.

12 COUNCILMAN GOODE: It was a unanimous vote?

13 CHAIRMAN GREEN: That's my recollection.

14 COUNCILMAN GOODE: And you agree with the
15 funding scheme laid out by Dr. Hite in his
16 testimony?

17 CHAIRMAN GREEN: I agree with the need for
18 the District to have \$440 million. I do not agree
19 with the Lump Sum Budget, but it's what we have.

20 COUNCILMAN GOODE: So, you do not agree
21 with the funding scheme laid out in Dr. Hite's
22 testimony?

23 CHAIRMAN GREEN: I agree with the \$440
24 million, yes. I agree we need \$440 million.

1 COUNCILMAN GOODE: So, you're aware that
2 our Press accounts Governor Corbett's Office said
3 that this is up to City Council and the Teachers
4 Union to resolve?

5 CHAIRMAN GREEN: I'm not aware.

6 COUNCILMAN GOODE: That is what the
7 Governor's Office said. So, I think that we need
8 to straighten out that matter as quickly as
9 possible. If the Governor's Office believes that
10 it's strictly up to City Council --

11 CHAIRMAN GREEN: I certainly -- I certainly
12 don't believe, Councilman, that it's up to City
13 Council. That is why we have asked the City to
14 provide \$75 million in revenue. We have asked the
15 State for \$150 million in revenue. And we asked
16 for Labor concessions of \$95 million, which --
17 which gets us to --

18 COUNCILMAN GOODE: So, you do agree with
19 the funding scheme laid out in Dr. Hite's
20 testimony?

21 CHAIRMAN GREEN: Yes. I agree -- yes. I
22 agree with the funding scheme laid out.

23 COUNCILMAN GOODE: So, very quickly. Let's
24 assume that we don't get \$150 million from the

1 State. Let's assume that \$75 million identified
2 in terms of new city money is a Cigarette Tax and
3 we don't get that.

4 What is Plan B? And who should pay for
5 Plan B?

6 CHAIRMAN GREEN: Well, if we don't get
7 State money and we don't get city money, Plan B is
8 a drastic scenario which is worse than what Matt
9 Stanski testified to. In other words, if we don't
10 get State money, there is State money that's in
11 the Governor's budget which is currently included
12 in our budget.

13 COUNCILMAN GOODE: The question --

14 CHAIRMAN GREEN: So we're talking --

15 COUNCILMAN GOODE: The question is --

16 CHAIRMAN GREEN: We're talking \$175/180
17 million --

18 COUNCILMAN GOODE: I don't want to jump
19 around with numbers. I'm talking about as laid
20 out there's a funding scheme. I want to deal with
21 this as quickly as possible.

22 What is Plan B if the \$150 million was
23 supposed to come from the State and \$75 million
24 was to come from the City and that's supposed to

1 be Cigarette Tax money? And I don't want to hear
2 the School Reform Commission is agnostic about how
3 the money gets there. I want to know where you
4 think the money is supposed to come from?

5 What's Plan B?

6 CHAIRMAN GREEN: We have no taxing
7 authority. So, Plan B based on the resources we
8 will get means class sizes in excess of the 40
9 that Dr. Hite and Matt referred to. So, we're
10 talking 43, 44. And it also means that we will
11 have no choice but to cancel contracts that are
12 currently existing because there is nowhere else
13 to go.

14 COUNCILMAN GOODE: So, there is no Plan B
15 in terms of funding?

16 CHAIRMAN GREEN: I'm not -- if we go to the
17 State and strike out and we go to the City and
18 strike out and the Federal Government doesn't
19 provide additional resources, and those are the
20 three potential sources of revenue --

21 COUNCILMAN GOODE: It's not that simple, so
22 I will jump to my other line of questioning.

23 Question is really who should pay and who
24 shouldn't pay under Plan B? And there should be a

1 Plan B. So the question is, if -- you can't just
2 say the State should give up some money, the City
3 should give up some money and the Teachers Union
4 should give up some money. It's not that simple.
5 And that's one of the reasons why people think SRC
6 should be disbanded because we should have a more
7 honest conversation about who should pay.

8 And the question is, should business owners
9 pay more? Should homeowners pay more? Should new
10 residents pay more? Should developers pay more?
11 Should large taxes and organizations pay pilots?
12 That is the question. Where is the money going to
13 come from and who should pay?

14 I actually want is a list from the SRC --
15 I'm not singling you out. That's why I asked the
16 other members to come up, too. I want a list of
17 who shouldn't have to pay more to fund your Lump
18 Sum Budget.

19 Thank you, Mr. President.

20 (Scattered applause)

21 COUNCIL PRESIDENT CLARKE: Thank you,
22 Councilman.

23 Chair recognizes Councilman Greenlee.

24 COUNCILMAN GREENLEE: Thank you,

1 Mr. President.

2 Good morning, everyone.

3 On the issue of the schools that were --
4 that were closed and the potential of having them
5 sold, how many have been sold and how much money
6 has been generated so far?

7 MR. STANSKI: We've actually sold two
8 properties that were not part of this recent
9 closure that have been closed for a number of
10 years that have generated a million dollars. We
11 currently have six, I believe, six or seven under
12 contract to be sold by June 30 that we believe
13 will net us roughly 25 million.

14 COUNCILMAN GREENLEE: 45 million?

15 MR. STANSKI: 25.

16 COUNCILMAN GREENLEE: 25. I'm sorry.
17 Okay. How many others are out there on the
18 possible list, I guess you would say?

19 MR. STANSKI: I believe we have another 14
20 that will be putting up for RFP here in the next
21 week or two.

22 COUNCILMAN GREENLEE: In the next week or
23 two. The six or seven that were -- that are
24 listed, how were they decided? It was just

1 thought that they could generate the most interest
2 at first? Is that how --

3 MR. STANSKI: Yes.

4 COUNCILMAN GREENLEE: Okay.

5 MR. STANSKI: We can sell them the quickest
6 and generate the most interest.

7 COUNCILMAN GREENLEE: And I know everything
8 revolves around funding. But the issue that's
9 been in the media a lot has been the problems at
10 Bartram High School. And obviously, there's
11 problems at a lot of schools, but that seems to
12 be -- I don't know if that's the attention it got,
13 but it seemed to be above the average, if you
14 will. Way above what it should be.

15 Can you discuss that a little bit. Like,
16 what were the root problems? What kind of things
17 are you trying to do there if you could, Doctor.

18 SUPERINTENDENT HITE: Sure. Thank you,
19 Councilman, for the question.

20 At Bartram we have a -- Bartram began the
21 year with a new principal who was from outside of
22 the area. After a short period of time, we made a
23 replacement and put in a principal who was more
24 familiar with the school. But the person had been

1 the assistant principal there before, not the
2 principal.

3 And in addition to that, Bartram lost quite
4 a few of the staff members who were there
5 previously. And many of the staff who were placed
6 in the school were from other places. And we --
7 because Bartram was a receiving school, it already
8 had in place more staff -- I mean, more staff on
9 average than some of the other schools that
10 already had in place restorative practices and
11 programs of that sort.

12 And then over a period of time -- and this
13 is just in my opinion. Over a period of time, it
14 became more about just allowing students to -- to
15 roam the halls and not get to class and come in at
16 any time and not have a general expectation for
17 the deportment or behavior. And it just
18 escalated.

19 COUNCILMAN GREENLEE: Just kept
20 mushrooming.

21 SUPERINTENDENT HITE: It kept mushrooming.
22 To a point in the year where we had to go in and
23 make significant changes. And so, now we have
24 another individual who is assigned to the

1 principal. Mr. Ozzie Wright has been working. We
2 have reinstituted the training for restorative
3 practices. I will add that Bartram actually --
4 had two fewer people beginning this school year
5 than they had last year. Two fewer. It wasn't
6 like many of the other schools.

7 Number one, it was a receiving school. And
8 number two, we thought that it was really
9 important to add some additional resources to the
10 schools.

11 But since that time, now individuals are
12 working on the -- all of the behavioral related
13 things that we talked about. Equally important is
14 the atmosphere and the environment that students
15 are exposed to. So, having more opportunities for
16 individuals to engage students, to talk to them.
17 And it's less like that every time they hear from
18 an adult, it's about some sort of direction or
19 command or -- or something like that. But
20 instead, individuals are actually conversing with
21 students, problem solving on issues. And so, now
22 we have begun almost a biweekly process of talking
23 with the faculty at Bartram.

24 In addition to that, many of the

1 organizations within that community have actually
2 come together. And we're not just thinking about
3 Bartram now, but thinking about Bartram, Tilden
4 and Morton as a group and trying to engage the
5 community around all three schools as opposed to
6 just Bartram. In addition to that, we have
7 announced a vacancy. We are in the process of
8 interviewing for principal candidates.

9 COUNCILMAN GREENLEE: Okay. Thank you. So
10 you see some progress?

11 SUPERINTENDENT HITE: Yes.

12 COUNCILMAN GREENLEE: And lastly, as far
13 as -- you know, again getting to the safety
14 issues. When a lot of schools closed last year,
15 it was a concern that there was going to be
16 conflict with students going to different schools.
17 I know Councilman Jones talks a lot about the safe
18 routes to school and all.

19 In your general opinion, are you satisfied
20 with how that has worked out? Has there been
21 particular challenges with the -- with the school
22 closings and the potential conflicts with
23 different students?

24 SUPERINTENDENT HITE: Yes. And I will say

1 it's been challenging. And it's been challenging
2 because it was exacerbated by the need to operate
3 with fewer -- even fewer resources. And so,
4 schools that would normally receive additional
5 resources in order to -- in order to support
6 children actually had less and were bringing in
7 populations from multiple places.

8 I think at some places it's worked well.
9 And it's worked well at many of the places where
10 we actually put in additional resources. At every
11 high school that was a receiving high school,
12 there was restorative -- we put in -- we put in
13 programs and support programs and conflict
14 resolution, summer leadership for students. And
15 you see the -- you see the distinctions between
16 schools that really supported those things --
17 South Philadelphia, Martin Luther King and
18 Germantown -- coming together where individuals
19 predicted that there would be a lot more conflict
20 than what has actually occurred.

21 COUNCILMAN GREENLEE: Okay.

22 SUPERINTENDENT HITE: But it was made more
23 challenging simply because we were asking
24 principals and teachers and families to -- to

1 really try to address particularly the issues
2 related to students with fewer resources. And the
3 most -- the most significant thing was the loss of
4 counselors particularly at those schools. And so,
5 that made it much more challenging than it would
6 in a normal year.

7 COUNCILMAN OH: Got you. All right. Thank
8 you. Thank you, sir.

9 Thank you, Madam Chair.

10 COUNCILWOMAN BLACKWELL: Thank you.

11 When you said vacancy, did you mean
12 Bartram? Were you talking about John Bartram at
13 that point?

14 SUPERINTENDENT HITE: Principal of vacancy,
15 yes, ma'am.

16 COUNCILWOMAN BLACKWELL: Okay. Thank you
17 very much.

18 Councilman Oh, you're next.

19 COUNCILMAN OH: Thank you very much,
20 Chairwoman.

21 Good morning.

22 SUPERINTENDENT HITE: Good morning.

23 COUNCILMAN OH: So, let me start kind of
24 broadly and work my way down. I'm sure it will

1 take more than one set of questioning.

2 So, I'm looking at page 32 of your FY14,
3 '15 consolidated budget. And it discusses the or
4 provides the time table beginning October 2013.
5 The CEO provides a status report to the SRC on the
6 budget for the current fiscal year, ensuing fiscal
7 year, multi-year projections. And then
8 October 2013 to March '14, meeting with managers,
9 Superintendent CEO to draft overall budget. March
10 '14 submission then in front of Council and so
11 forth and so on.

12 So, I'd like to understand that in this
13 process since you have been appointed by both the
14 Mayor and the Governor, that the information would
15 be provided to both the Mayor and the Governor
16 about the needs of the School District. And I
17 don't see the request for this money in the
18 Mayor's Budget. I don't know that it's in the
19 Governor's Budget.

20 In other words, the request that you're
21 making now for the amounts of money that need to
22 be covered, are they in the Governor's and the
23 Mayor's Budget?

24 CHAIRMAN GREEN: Good morning.

1 COUNCILMAN OH: Yes. Thank you.

2 CHAIRMAN GREEN: The Mayor has \$75 million
3 in his budget that was presented to Council for
4 the School District. And that is what we are
5 requesting of the City. Specifically, the Mayor's
6 Budget said he would prefer that it be the
7 Cigarette Tax. But that -- that is not a
8 requirement of the 75 million he would like to
9 give the School District.

10 The Governor's Budget was early -- early in
11 the process before our budget. But -- but the
12 Governor put in his budget \$240 million in a Ready
13 To Learn Block Grant. Did some pension relief and
14 some other things that as presented would allow
15 the District to get from the State approximately
16 39 million -- sorry, roughly with pension and
17 everything else \$55 million. Some of that was
18 assumed in advance by us. And so, net compared to
19 what we assumed is like \$39 million. But the
20 State is providing 55 this year.

21 We just learned that in the next 15 months,
22 the State has a billion dollar budget gap to
23 close, 500 million in the last part of this year
24 and 500 million next year. And so, I would expect

1 that all the line items that the State put forth
2 getting increases like education will be cut back.
3 And that will severely hamper our ability to
4 succeed.

5 I want to be specific. I have specifically
6 advocated with the Administration, with leaders of
7 the Senate and the House for additional resources
8 for the Philadelphia School District. We have
9 asked that -- that the Ready to Learn Block Grant
10 be changed to charter reimbursement formula, which
11 would get us instead of \$29 million, about 70 to
12 80 million dollars.

13 And we continue to press for additional
14 funding and make our needs known.

15 COUNCILMAN OH: So at this point in time,
16 what you're saying which I'm not really that clear
17 on, is that in the budget that is in front of
18 Council now, that the Mayor has already identified
19 \$75 million in his budget for the schools. We
20 simply have to pass that, and there's \$75 million
21 for the schools?

22 CHAIRMAN GREEN: It's not quite that simple
23 because, obviously, the Cigarette Tax is not City
24 Council's province.

1 COUNCILMAN OH: It's inherent.

2 CHAIRMAN GREEN: It's the one thing that we
3 all agree on that we need from Harrisburg.

4 COUNCILMAN OH: Right. Okay. So, there is
5 actually no money in that if the Cigarette Tax
6 doesn't pass?

7 CHAIRMAN GREEN: That's correct.

8 COUNCILMAN OH: So, concerning the \$75
9 million --

10 COUNCIL PRESIDENT CLARKE: Hold on a
11 second.

12 Councilman Goode, you had a point of order?

13 COUNCILMAN GOODE: There is no money in the
14 Administration's Budget for education. There is
15 not \$75 million in that budget. The Mayor has not
16 requested \$75 million.

17 COUNCILMAN OH: Thank you very much.

18 So -- so now that -- all right.

19 Council President?

20 COUNCIL PRESIDENT CLARKE: Please,
21 Councilman.

22 COUNCILMAN OH: So, the other thing that
23 I'm not clear on about this request is when I read
24 the budget, it says that there's a request for \$75

1 million from the City but then indicates in
2 footnotes on page 14 that 39.5 million in fund
3 balance is there for FY14. And 4 million in
4 reserves resulting in a negative 28.9 million
5 projected end fund balance.

6 For FY14, out of the 75 million, do you, in
7 fact, need 28.9 million or do you need 75 million
8 for FY14?

9 MR. STANSKI: The 75 million request to the
10 City is for FY15 only.

11 COUNCILMAN OH: Okay. So, that's FY15?

12 MR. STANSKI: Correct. We are not
13 questioning any additional funding for FY14.

14 COUNCILMAN OH: Okay. It says FY14 in my
15 notes on page 13. But that's incorrect, or is
16 that --

17 CHAIRMAN GREEN: 14, Matt.

18 MR. STANSKI: Okay. First note on page 14.

19 COUNCILMAN OH: Yes.

20 MR. STANSKI: That's just a note to talk
21 about FY14. It's an overall note. It has nothing
22 to do with the request for '15. That is just a
23 note to explain the situation in the current
24 fiscal year.

1 COUNCILMAN OH: All right. Thank you very
2 much.

3 I'll come back, Mr. President. Thank you.

4 COUNCIL PRESIDENT CLARKE: Thank you,
5 Councilman.

6 Councilman, I'm not sure I heard an answer
7 to the question. So the 75 million additional,
8 which is above the 120 that has not been approved,
9 correction of earlier statement up there, is
10 coming from where? It was their projection on
11 that?

12 MR. STANSKI: I think the Mayor's indicated
13 he would like it come from the Cigarette Tax.

14 COUNCIL PRESIDENT CLARKE: All right.
15 Okay. Doesn't reference that in the document.
16 Just says the 75 million --

17 MR. STANSKI: We just said the ask is
18 75 million.

19 COUNCIL PRESIDENT CLARKE: So that's the
20 Cigarette Tax?

21 MR. STANSKI: That is what the Mayor has
22 proposed to fund the request of the District.

23 COUNCIL PRESIDENT CLARKE: Okay. I just
24 want to make sure. We were wondering where that

1 was coming from. Matter of fact, my colleague
2 just next to me asked me a minute ago. So, that's
3 the Cigarette Tax. Okay. Thank you.

4 Chair recognizes, Councilwoman Tasco.

5 COUNCILWOMAN TASCO: Thank you.

6 Just on that note in terms of the
7 75 million for the Cigarette Tax. How likely do
8 you think that the Cigarette Tax will pass in
9 Harrisburg? And what are you doing in terms of
10 lobbying the legislature to pass it?

11 CHAIRMAN GREEN: I think it is at best
12 50/50 at the moment that we will get through an
13 authorization of that revenue in a election year.
14 And we are actively lobbying the leaders of the
15 House and Senate and the Governor's Office. In
16 fact, Dr. Hite and I will be up there tomorrow
17 dividing and conquering.

18 COUNCILWOMAN TASCO: How often are you up
19 in Harrisburg lobbying? How often are you -- are
20 you constantly there? Do they see you every day?

21 Do you know how serious this issue is?

22 CHAIRMAN GREEN: I've been up probably
23 three times since I've been appointed Chair of the
24 SRC in the last two months. And made numerous

1 phone calls to the people in charge of the Senate
2 and House.

3 COUNCILWOMAN TASC0: On page 2 of your
4 testimony, budget testimony, you state that "there
5 is no calvary coming over the hill with regards to
6 School District funding."

7 Later in the testimony you argue for
8 passing the 1 percent Sales Tax Extension. And in
9 the same sentence, support preserving the current
10 split between the District and the Pension Fund.

11 This sentence is somewhat confusing.

12 CHAIRMAN GREEN: The way the Bill passed
13 the General Assembly last year, taking advantage
14 of revenue identified by this Body for another
15 purpose, but we have what we have at the moment.
16 It passed 120 million flat for the School
17 District. And then the revenue above 120 million
18 is available for the City.

19 And that's, I think, estimated to be -- and
20 someone can correct me if I'm wrong --
21 \$137 million total. So that above the 120, there
22 is 17 million in Sales Tax revenue that as long as
23 there's not a borrowing against that, which the
24 State also authorized but the City would have to

1 do the borrowing. As long as there is not a
2 borrowing against that, that makes 17 million a
3 year each year plus growing as the Sales Tax
4 revenue increases available for whatever purpose
5 the City would desire. Estimated, I think to
6 be -- someone can correct me -- 17 million a year.

7 So, that is a current split. 120 for the
8 District. And everything above 120 for the City
9 as long as there's no borrowing as contemplated in
10 the State Legislation.

11 COUNCILWOMAN TASC0: You also stated in
12 your testimony that if you were still on Council
13 you would vote for additional funds for the School
14 District. However, you voted against Bills No.
15 120166 and 130180 that provided approximately
16 \$49 million and \$69 million to the School
17 District.

18 Further, you voted against two tax
19 increases Council passed in 2012 for more money
20 for the School District.

21 Can you explain how your views have changed
22 with regard to funding the School District?

23 CHAIRMAN GREEN: Certainly. At this -- I
24 guess I'd like to take this time to recognize

1 Dr. Hite's senior leadership team. I think all of
2 them are here with us or most of us. We have Paul
3 Kihn, the Deputy Superintendent; Matt Stanski, the
4 Chief Financial Officer; Fran Burns, whom you all
5 know; David Hardy; Melanie Harris; Stacy Holland;
6 Laurie Jones; Karyn Lynch and Naomi Wyatt.

7 I would say that the main difference, and
8 this makes Dr. Hite uncomfortable. In fact, he
9 severely cut back my discussion of him in my
10 statements. But this team with Dr. Hite's
11 leadership is the equivalent of leaving the
12 starters with Dr. Hite as Cliff Lee off the field
13 during the 2008 World Series.

14 Unless they have the revenue to execute
15 Plan 2.0 -- said another way, the positive way.
16 If they have the revenue to execute Plan 2.0, I'm
17 convinced they will be successful. And I was not
18 convinced that was possible with previous District
19 leadership. This is a team worth investing in
20 because it can win if it has the resources.

21 COUNCILWOMAN TASC0: So, you were dealing
22 in terms of leadership and not specifically
23 totaling in -- focusing in on the need for the
24 dollars, which we could have controlled in terms

1 of giving to the School District but to the
2 constraints on how that money would have been
3 spent. Because we probably wouldn't in as bad a
4 position as we are in now had we done it --

5 CHAIRMAN GREEN: Fortunately, the majority
6 of Council disagreed with me. And I'm thankful in
7 my current position.

8 COUNCILWOMAN TASC0: Dr. Hite,
9 Councilman -- one of the Councilman talked about
10 early education. If we focused on early education
11 say from 0 to 3 or as early as we can and targeted
12 that population for intensive attention, wouldn't
13 it cut back on the expenses later on as they move
14 forward?

15 SUPERINTENDENT HITE: No question about it.
16 Yes, ma'am, they would.

17 COUNCILWOMAN TASC0: So, is there an
18 effort -- I know you care about that.

19 Is there an effort to begin to focus on --
20 more on early childhood education as opposed --
21 not as opposed. We still have to deal with what
22 we have now with that population. But as we move
23 forward, how we begin to focus on early childhood
24 education?

1 SUPERINTENDENT HITE: Yes, that's correct.
2 Within the 320 that Mr. Stanski described as
3 beginning to transform our schools, a significant
4 part of the 320 million is focused in that -- in
5 that area around early childhood, making sure that
6 more families that qualify for that have access to
7 those opportunities. That's the first thing.

8 The second thing is in a -- is the training
9 and development of all of the entities that work
10 with those children and work with those families
11 and really coordinating with all of the other
12 groups around the City that are also focusing on
13 the early literacy, particularly at 0 to -- 0 to 3
14 and then from 4 to 7 or 8 years old.

15 And then the third thing is really making
16 sure that as a District or anyone working with
17 those young people, we have the ability to
18 understand the results of children's -- analysis
19 of children's ability to learn and readiness to
20 learn. We're able to analyze their cognitive
21 development and what is more appropriate for those
22 families based on those children based on that.

23 And in just really with that whole focus at
24 the early literacy and the reason we're focusing

1 there, is because it's a whole set of other
2 factors associated with that of children are not
3 reading by the time they are 8. Things like
4 attendance, graduation, suspensions, even
5 identification for special education. All of
6 those things become extremely important. And that
7 is why we've been focusing at 0 to pre-K and then
8 pre-K to third grade.

9 COUNCILWOMAN TASC0: Thank you. I'll come
10 back.

11 COUNCIL PRESIDENT CLARKE: Thank you,
12 Councilwoman.

13 Chair recognizes Councilwoman Bass.

14 COUNCILWOMAN BASS: Thank you,
15 Mr. President.

16 Good afternoon. Or is good morning --
17 afternoon. How are you?

18 COUNCILWOMAN TASC0: It's afternoon?

19 COUNCILWOMAN BASS: I just had a couple of
20 questions. And they were probably more specific
21 to my area to my district.

22 The first thing that I really wanted to say
23 is that I think, you know -- and I know that most
24 people join us in the Council in being greatly

1 concerned about the prospect of having 40 or more
2 children per class. Recipe for disaster. And so,
3 you know, just really a lot of concern about that.
4 You know, I just think that we have to do some
5 things differently.

6 You know, I think it was a Council
7 President or maybe Councilwoman Blackwell who
8 mentioned earlier that change has to come. And I
9 couldn't agree more because we are still doing
10 things that we were doing 20 years ago. We are
11 still doing things we were doing 30 years ago.
12 And times have changed. The experiences of the
13 children and their parents have changed. You know
14 we as a society, the way we function, things are
15 very different. And so, to continue what we've
16 been doing obviously isn't working.

17 And so, you know, I just really feel
18 strongly and wanted to just say that for a second.

19 I just had a couple of questions. And I'm
20 going to start with what happened with the Steel
21 School last week. And it's a school that was, you
22 know, there was a recommendation that was put
23 before the parents that Mastery Charter would come
24 in and take over the school. And one of the

1 issues that I heard consistently and that I
2 actually observed was that their seems to be
3 inconsistency when it comes to what the process is
4 and how it's going to work and what we're going to
5 do. And the process has changed whether it's, you
6 know, looking at what happened last week with the
7 Steel School or what happened last week with
8 Walter Palmer or what happened also with
9 Munoz-Marin School.

10 All three should have been handled, I
11 believe, a bit differently. And handled in a
12 process that was well defined, appropriate, clear
13 to all who participated. And it just really
14 wasn't no matter which one of the those three
15 schools you're talking about. So, I was hoping
16 that you can comment on that further.

17 SUPERINTENDENT HITE: Sure. I'd be glad
18 to. Thanks for the question.

19 The -- we have -- and you're right. The
20 process for -- I think I was -- you were in
21 attendance at the Steel meeting.

22 COUNCILWOMAN BASS: Yes.

23 SUPERINTENDENT HITE: When I agreed that
24 the process was much shorter than what we would

1 like. And it's short for several reasons.

2 One, it is -- this notion of not knowing
3 what revenue will look like moving forward is one
4 of the challenges that -- one of the many
5 challenges that we have. The other is a -- a
6 point that, number one, it's still our focus even
7 with this challenge to make sure that regardless
8 of where children attend schools, that those
9 schools are going to be meeting their needs.

10 COUNCILWOMAN BASS: Sure.

11 SUPERINTENDENT HITE: And the -- I don't
12 want to -- I don't want this lost in the
13 conversation about to renaissance or not to
14 renaissance. But Steel is a low performing
15 school.

16 COUNCILWOMAN BASS: Yeah.

17 SUPERINTENDENT HITE: So is Munoz-Marin.
18 The Mastery is a -- is an organization that is
19 known for taking similar populations and -- and
20 doing very well.

21 COUNCILWOMAN BASS: Let me -- I'm sorry.
22 Not to interrupt you.

23 SUPERINTENDENT HITE: Sure. Sure.

24 COUNCILWOMAN BASS: But it's less about the

1 organization at Mastery and it's much more, in my
2 opinion, about the process, and a process that
3 really does respect the community and the parents.

4 (Applause)

5 COUNCILWOMAN BASS: And so, where you
6 don't have -- where people feel like they've been
7 really excluded and there wasn't really a choice.
8 And you know, you tell me there's a choice, but
9 you know, you already made the choice. So where
10 people feel excluded, you know, there's -- you
11 have to expect there's going to be some revolt on
12 it. That people are not going to embrace it.

13 And obviously, it becomes problematic. The
14 most important thing, obviously, is the education
15 of our young people beyond anything else. So
16 regardless of who the provider is, I am most
17 focused on making sure that our young people get
18 the quality of education that they need to be able
19 to function in our society and in this world. So,
20 it's a little bit less about, you know, who we
21 pick and more about how we go about it in a
22 process going forward that's stable and
23 predictable.

24 SUPERINTENDENT HITE: Yeah. And I do think

1 that the process going forward, we have to begin
2 so that, number one, it's clear on the criteria we
3 are going to use to make those selections. It's
4 clear on the time frame and really talking about
5 beginning the spring for the identification of
6 whatever the next round of schools are --

7 COUNCILWOMAN BASS: Exactly.

8 SUPERINTENDENT HITE: -- that would be
9 candidates for that.

10 The other thing is that we try to take into
11 consideration what we heard during last year's
12 process. Although, last year's was a little
13 longer, not much longer, but was a little longer.

14 Last year's process we had the District
15 identify providers and the SAC then -- the School
16 Advisory Council, selected among the SAC. What we
17 heard particularly from the parents who were not
18 active in those School Advisory Councils was to
19 have a process that involved a lot more parents.
20 That's why we went to a popular vote this year.

21 COUNCILWOMAN BASS: Okay.

22 SUPERINTENDENT HITE: We also -- we also
23 got recommendations that they didn't like the
24 process at least from last year's. The feedback

1 was they didn't like the process of choosing the
2 SAC -- I mean, choosing the provider. District
3 choose the provider and then the individuals up or
4 down whether or not they want to move in that
5 direction. And so, although our timeline was much
6 shorter this year, what we were trying to do was
7 take into account the recommendations that we
8 heard from last year's program.

9 COUNCILWOMAN BASS: Okay.

10 SUPERINTENDENT HITE: But to your point, it
11 would be -- the whole process is different if, in
12 fact, there's more time. And so, we are trying to
13 commit to making sure that these are time
14 processes so that everyone knows the calendar
15 associated with it and they know the cycle
16 associated with it and they know when they are
17 going to have to, as a District and school
18 communities, make these decisions.

19 COUNCILWOMAN BASS: Because if I have some
20 ideas as a parent that -- what is happening with
21 my school is a failing school, it's not performing
22 and I know that the District, you know, the policy
23 is, you know, a one-year notice or, you know, a
24 two-year notice or whatever the standard is, then

1 I know that I have time to organize the parents,
2 let's get in there. Let's see what we can do or
3 help out. You shorten that window to, like, two
4 or three months. I really don't have the time to
5 try to save something that's important to me and
6 to my children and to my community.

7 SUPERINTENDENT HITE: Right.

8 COUNCILWOMAN BASS: And so, it becomes a
9 little bit of an issue. I know I am just about
10 out of time. I am also wondering if we can have
11 you address the grievance that was filed by the
12 parents because that is obviously a part of this
13 process.

14 So, there were some parents who were
15 allowed to participate and vote in which direction
16 the school would go. And there were some parents
17 who were not allowed. As I understand it,
18 80 percent of the parents -- or according to
19 reports, 80 percent of the parents were not
20 allowed to vote.

21 Can you -- can you talk about that?

22 SUPERINTENDENT HITE: Yeah. I will just
23 speak to the -- what my understanding of the
24 grievance.

1 COUNCILWOMAN BASS: Okay.

2 SUPERINTENDENT HITE: And the School
3 Advisory Committee had 17 members on it. All of
4 them voted. And the grievances around whether or
5 not two could or two were allowed.

6 COUNCILWOMAN BASS: Oh, it's two.

7 SUPERINTENDENT HITE: Two. But they
8 were -- participated in all of the meetings and
9 all of the programs. We had a 22 percent of
10 the -- the population that was eligible to vote
11 and actually voted in the --

12 COUNCILWOMAN BASS: 22 percent?

13 SUPERINTENDENT HITE: 22 percent of all
14 the -- all of the parents or family of students in
15 the Steel School participated in the election.
16 And so the -- but the grievance was more about who
17 voted as a member of the SAC. That was the --
18 that was the specific -- that's what the grievance
19 speaks to specifically.

20 CHAIRMAN GREEN: With respect to your
21 concerns about process, I think everyone -- you
22 heard Dr. Hite say the Administration agrees with
23 that. The SRC agrees with that. And with respect
24 to process in future years, we are trying to set

1 forth timelines that will be transparent for an
2 SRC and Administration schedule in terms of
3 presenting recommendations to allow plenty of time
4 in the future. Those timelines once -- once the
5 Administration recommends them to us and we agree
6 on them, will be known to everybody.

7 COUNCILWOMAN BASS: Okay. I think that
8 will be very helpful. I will come back.

9 Thank you.

10 Thank you, Mr. President.

11 COUNCIL PRESIDENT CLARKE: Thank you,
12 Councilwoman.

13 Chair recognizes Councilwoman Reynolds
14 Brown.

15 COUNCILWOMAN REYNOLDS BROWN: Thank you.
16 Good morning. Good morning.

17 I first would be remiss not to underscore
18 the remarks shared by Councilman Jones that we
19 really do view this as a collective obligation in
20 trying to figure out how we can responsively find
21 the dollars and/or beg for the dollars and follow
22 the lead of President Clarke with the work he's
23 been doing in Harrisburg. So know that the work
24 you're doing does not go unrecognized. Because

1 too often we are forced to look at the glass as
2 half empty because it's so obvious to us.

3 Charter schools. I joined many members on
4 Council who have lots and lots of questions about
5 charter schools. And my thinking is with the
6 consent of the Chair of the Committee, it might be
7 useful and helpful should we not get done all we
8 want to around the School District, to have a
9 separate briefing on charter schools where we can
10 really hear about process which Councilwoman Bass
11 has spoken to and have a better handle on all of
12 that it means. Looking to also how charter
13 schools are a heavy part of the budget. I would
14 like to make that request formally once we get
15 past that milestone to have separate briefing just
16 on charter schools, Councilwoman Blackwell.

17 A lot of discussion has been given to the
18 City side of the ledger and the State side of the
19 ledger. I don't see a lot in here about the
20 Federal side of ledger particularly around Title I
21 Dollars where you indicate there's been a
22 reduction.

23 So can you speak to the why and remind us
24 what Title I buys? When we look at what you have

1 to cut. Is there any -- given the strict
2 regulation of the feds, where there are
3 opportunities to use Title I Dollars for some of
4 those needs that are going to be eliminated
5 because of lack of State dollars.

6 MR. STANSKI: Basically, Title I was
7 originally authorized through ESEA. And it is
8 based supplemental on dollars given to school
9 districts to provide supplemental services around
10 instruction for children who come from
11 circumstances of poverty.

12 COUNCILWOMAN REYNOLDS BROWN: Slow down a
13 little bit and talk into the mic. What was the
14 acronym you said? PSEA?

15 MR. STANSKI: ESEA.

16 COUNCILWOMAN REYNOLDS BROWN: ESEA.

17 MR. STANSKI: Yeah. And the District has
18 seen a dramatic decline in Title I funding over
19 the last three years. Two main reasons for that.

20 First, there was a dramatic increase in
21 Title I funding when the stimulus authorization
22 was introduced and provided by the Federal
23 Government. And when that expired, those dollars
24 obviously went away.

1 The second reason was get through
2 sequestration. The Federal Government did an
3 across the board reduction in expenditures for
4 most departments in the Federal Government to
5 include the Department of Education, which
6 included entitlement grants like Title I.

7 COUNCILWOMAN REYNOLDS BROWN: Okay.

8 MR. STANSKI: And then the third reason is
9 the decline of enrollment in the District. So,
10 the shift of students from district run schools to
11 charter schools has also had an impact on -- on
12 the Title I budget for the -- for the School
13 District.

14 COUNCILWOMAN REYNOLDS BROWN: So, have you
15 exhausted those Title I dollars? Were they
16 exhausted last year?

17 MR. STANSKI: They were actually -- yes,
18 they were completely exhausted. This year we will
19 have a small balance that will carry over into the
20 next school year, which will help us offset the
21 nearly \$8 million reduction that we believe we
22 will be getting in our award for next year.

23 COUNCILWOMAN REYNOLDS BROWN: Okay. And so
24 to underscore, one of the principle reasons is

1 because of the number -- fewer number of children
2 attending Philadelphia public schools?

3 MR. STANSKI: District schools, correct.

4 COUNCILWOMAN REYNOLDS BROWN: Okay.

5 MR. STANSKI: Because the charter schools
6 get their Title 1 dollars directly from the PDE,
7 Pennsylvania Department of Education.

8 COUNCILWOMAN TASC0: From where?

9 MR. STANSKI: The Pennsylvania Department
10 of Education. Charter schools get their direct
11 Title I allocation from them.

12 COUNCILWOMAN TASC0: So, the money goes
13 from the Federal Government to the State.

14 MR. STANSKI: To the State, to the charters
15 or to the State to the District, correct.

16 COUNCILWOMAN REYNOLDS BROWN: Now, we've
17 spoken about young people in the early part of the
18 continuum.

19 What is the nature of the relationship and
20 partnerships with universities in helping ninth
21 through twelfth graders be connected to these
22 schools? What is the level of the -- just
23 elaborate on that, if you will. Because there is
24 a growing sentiment, as Councilman Goode has

1 intimated that universities could and should be
2 doing more particularly in light of the crisis
3 that we're facing.

4 SUPERINTENDENT HITE: Right. And I talked
5 earlier, Councilwoman, about the -- about the
6 partnership with the Community College.

7 COUNCILWOMAN REYNOLDS BROWN: Yes.

8 SUPERINTENDENT HITE: And we are -- we're
9 really excited about that because it could
10 become -- we know the percentage of students who
11 would need the courses, the reading, the writing,
12 and mathematic courses if they enrolled in the
13 Community College. And we are partnering with
14 them so that becomes the twelfth grade --

15 COUNCILWOMAN REYNOLDS BROWN: Okay.

16 SUPERINTENDENT HITE: -- course for many of
17 our students. And so, they -- they meet a
18 criteria. If they want to go on to the Community
19 College in addition to already having a college
20 experience by the time they graduate from high
21 school. So, that's one.

22 Many of the -- so we have -- we have
23 partnerships with a lot of them, a lot of colleges
24 and universities. Penn has helped us with Sadie

1 Alexander School. Now they're helping us with the
2 Lee School. They partnered to really look at that
3 program. Drexel is working with us with the
4 Powell School and several --

5 COUNCILWOMAN REYNOLDS BROWN: McMichael?
6 With McMichael?

7 SUPERINTENDENT HITE: And McMichael. And
8 have several stim related programs that are
9 designed --

10 COUNCILWOMAN REYNOLDS BROWN: Very good.

11 SUPERINTENDENT HITE: -- for many of our
12 other schools. Temple is helping us particularly
13 around early literacy. And they're helping with
14 schools in that particular area. And it is also a
15 partner with some of our new high schools that
16 we're opening that also are in that area of --

17 COUNCILWOMAN REYNOLDS BROWN: Is there a
18 catalogue someplace of universities and what
19 they're doing?

20 SUPERINTENDENT HITE: We have -- it's not
21 catalogue, but we have a list of things.

22 COUNCILWOMAN REYNOLDS BROWN: That will
23 work.

24 SUPERINTENDENT HITE: And we can provide

1 that for the Council because there are other
2 colleges like Bryn Mawr that are helping us with
3 social workers who are in training.

4 COUNCILWOMAN REYNOLDS BROWN: Okay.

5 SUPERINTENDENT HITE: Johns Hopkins that is
6 helping us with things on track to graduation.
7 So, we have quite a few colleges and universities
8 that are actually helping. And I will also add
9 that we meet four times a year with the college
10 president and really talk about how we can
11 strengthen that level of service and support.

12 COUNCILWOMAN REYNOLDS BROWN: Okay. So,
13 sounds like there is opportunity to connect.

14 SUPERINTENDENT HITE: No question.

15 COUNCILWOMAN REYNOLDS BROWN: I mean, it's
16 reasonable to suggest that with 92 higher
17 institutions in the region and X number of high
18 schools -- how many high schools do we have?

19 SUPERINTENDENT HITE: Fifty-six.

20 COUNCILWOMAN REYNOLDS BROWN: It's
21 reasonable to suggest that at least one university
22 is connected to one high school across the system.
23 And so, that is an issue a few of us on this body
24 are going to push and insist upon particularly

1 when they are exempt from paying taxes for all the
2 reasons that we understand. That if we don't make
3 the ask, we will never get those institutions to
4 step up in the way that -- especially now given
5 the crisis we're facing.

6 So, a list of what current exists will be
7 useful. The lists should reflect what high
8 schools are connected and which ones are not.

9 SUPERINTENDENT HITE: Right.

10 COUNCILWOMAN REYNOLDS BROWN: For starters.

11 SUPERINTENDENT HITE: Okay. And it's --
12 and we will also add on that list -- because a lot
13 of them are partnering with elementary schools, as
14 well.

15 COUNCILWOMAN REYNOLDS BROWN: Okay.

16 SUPERINTENDENT HITE: So it's --

17 COUNCILWOMAN REYNOLDS BROWN: Some level of
18 engagement. If you forward that to the Chair,
19 that would be useful.

20 Thank you, Mr. President. I will wait till
21 the next round.

22 SUPERINTENDENT HITE: And --

23 COUNCIL PRESIDENT CLARKE: Go ahead, sir.

24 SUPERINTENDENT HITE: Councilwoman,

1 Mr. Stanski referenced ESEA. It is the federal
2 term for Elementary Secondary Education Act. And
3 so, it's -- that's the term. So, I know we're
4 hearing a new term. It's the Elementary Secondary
5 School Act. What No Child Left Behind was formed
6 under.

7 COUNCILWOMAN REYNOLDS BROWN: Got you.
8 Thank you.

9 SUPERINTENDENT HITE: You're welcome.

10 COUNCILWOMAN REYNOLDS BROWN: Thank you,
11 Mr. President.

12 COUNCIL PRESIDENT CLARKE: Thank you.

13 Chair recognizes, Councilwoman
14 Quinones-Sanchez.

15 COUNCILWOMAN QUINONES-SANCHEZ: Thank you,
16 Mr. President.

17 Good afternoon, everyone.

18 SUPERINTENDENT HITE: Good afternoon.

19 COUNCILWOMAN QUINONES-SANCHEZ: Going to
20 start with a statement, and then I have some
21 questions around accountability that I think are
22 very important.

23 This weekend I watched "We Can Be King."
24 And I want to acknowledge my Council colleague

1 Councilwoman Bass. I was very moved by it. And
2 if my colleagues haven't seen it, they should. It
3 demonstrated what I believe is what should be at
4 the focus of this conversation. That the kids can
5 achieve. That the kids given the opportunity, the
6 resources and dedicated adults, they can achieve.

7 We've created a climate where it is about
8 who is lucky enough to be in the right building
9 under the right leader versus all children having
10 good education. Every single night my son comes
11 home. He is at Central, so he is one of the lucky
12 ones, where a benefactor kicked in a quarter of a
13 million dollars so his library could be open.
14 Every single day he comes home and he challenges
15 me because he feels the frustration because the
16 kids that go to school with him at Central are the
17 parents that we're going to lose from this City
18 because they are going to make choices and they're
19 going to leave and they have the options of -- of
20 leaving.

21 The big picture on this is, it is the
22 State. I mean, I think this Council has been more
23 than committed to providing the resources. I
24 mean, we see the need. One of the things that's

1 been effective in the past is when we speak in the
2 collective. I still haven't heard an articulation
3 from you, Mr. Chairman, and Dr. Hite around the
4 Mayor, this Council and you and -- and the SRC,
5 where are we speaking in the same voice as we go
6 to Harrisburg as Tasco says? And where are we
7 differing? And how are we going to ensure that we
8 don't let the -- the culture of the State impact
9 our ability to get resources into the system?

10 CHAIRMAN GREEN: Well, I -- good afternoon.

11 We agree -- I believe everybody agrees on
12 it as lobbying for one specific thing, and that is
13 the Cigarette Tax. With probably no expectation
14 that that would get accomplished before May 20,
15 but it is an authorization. We all are for it,
16 and we all are asking for it.

17 There is a slight difference between the
18 District's position and what I understand to be
19 what the Mayor and Council are asking for in
20 Harrisburg, although I haven't -- I been told
21 indirectly what that is, and it's been reported in
22 the paper. And that is while the District's
23 message is we're in a desperate situation and we
24 need all the help we can get for our funding, the

1 City's message is, yes, we want the Cigarette Tax.
2 But with respect to the Sales Tax, we want to take
3 money back from the schools. And I think --

4 COUNCIL PRESIDENT CLARKE: Excuse me.

5 CHAIRMAN GREEN: -- that inconsistency --

6 COUNCIL PRESIDENT CLARKE: Excuse me. I
7 know I'm not supposed to do a point of order, but
8 I can't let you get away with that
9 characterization, sir. We're not taking money
10 back from the schools because the Sales Tax has
11 been authorized in its entirety to the School
12 District of City of Philadelphia.

13 CHAIRMAN GREEN: You're correct,
14 Mr. President.

15 COUNCIL PRESIDENT CLARKE: So, we are not
16 taking back anything. That 120 was for the last
17 three years targeted for municipal pensions. So,
18 I can't let you get away with characterizing that.
19 It might be good theater, but not facts.

20 CHAIRMAN GREEN: I'm not attempting to make
21 theater, Mr. President. And I'm sorry for the
22 characterization. It was not accurate.

23 COUNCIL PRESIDENT CLARKE: All right.

24 CHAIRMAN GREEN: What I'm -- what I'm

1 attempting to say is the District feels like it is
2 in a desperate situation. It would like to invest
3 in Action Plan 2.0 in counselors, in teachers, in
4 instruction. And the District would seek all
5 available revenue, ask City Council to pass the
6 120 million and ask Harrisburg to pass 75 million.

7 And in that regard, our request in
8 Harrisburg is inconsistent.

9 COUNCIL PRESIDENT CLARKE: I understand
10 that. And we are sitting on \$5 billion pension
11 problem. In your testimony today you referenced
12 the pensions in the School District. So, we all
13 have a pension problem. And I know I shouldn't
14 get into this long -- but you made that statement.
15 And it kind of ticked me off.

16 That both the School District and the City
17 Council's Municipal Pension Fund and maybe even
18 the School District's Pension Fund requires
19 annualized dedicated revenue, all right. That's
20 why we approached it in this way because initially
21 the entire 120 or 137 was supposed to go to
22 pensions. And Councilmembers during the cost --
23 course of the conversation with representatives
24 from the State backed off of that 137 or whatever

1 that number is and agreed with a Transitions Sales
2 Tax stream of revenue.

3 So, I understand you're now on the other
4 side of the table and it's your job to ask for
5 everything. But I can't have you mischaracterize
6 this issue with respect to the 120. And somehow
7 us asking for a balance approached is taking money
8 out of the schools because that would be the
9 headline, City Council proposes to take money from
10 schools. And that's not what we're doing.

11 CHAIRMAN GREEN: No. I'm just referring to
12 the bill that's currently introduced in Harrisburg
13 which adjusts the Sales Tax Formula in states.
14 You're correct. It would be the General Assembly
15 passing that bill and taking resources from the
16 District. It would not be City Council.

17 COUNCIL PRESIDENT CLARKE: Thank you.

18 COUNCILWOMAN QUINONES-SANCHEZ: Let me --
19 let me say that one of the apprehensions with the
20 Sales Tax for folks like me, I really believe that
21 the Sales Tax is a very regressive tax. I am very
22 concerned about the legislation in Harrisburg to
23 take out some of the exemptions of what it means
24 to the people in the City of Philadelphia. I

1 think that -- that our problem has been in Council
2 that we have to almost be willing to accept what
3 Harrisburg wants to give us as opposed to what we
4 need. And that's -- that's a difficult place to
5 be. And it's very frustrating.

6 Because again, I don't like the Sales Tax.
7 I said that last year when we had it, and when
8 they wanted to borrow from it. And I'm a little
9 concerned around some of that.

10 My biggest concern is that this is an
11 election year. And here again, the State is
12 playing gamesmanship with our children in that,
13 you know, the likelihood -- and you're giving it a
14 50/50 the Cigarette pass is not going to happen.
15 And for the Governor to put forth, you know,
16 \$39 million or \$55 million, it's clearly a drop in
17 the bucket to what we need.

18 So my question to you is, you know, we're
19 going to have to figure this out. And Council
20 President said that ultimately this Council has
21 always been willing to put something. But how do
22 we get to the accountability around not having
23 this conversation every single year and allowing
24 the State -- because this is what's going to

1 happen.

2 This is an election year. And then they
3 don't have an election. In 2015, we are going to
4 be having this conversation in the middle of our
5 election cycle. And then we are going to be told
6 we're not acting because it's our election cycle.
7 And we are going in this cycle around -- how do
8 we -- who are we going to hold accountable for
9 some of this stuff? And ultimately, how do we
10 know -- you know, three years in a row we sat
11 here. We took votes. We counted on the State.
12 It didn't come through. And the conditions on our
13 schools are deplorable.

14 Councilman Kenyatta Johnson and I were
15 talking about this. What we are asking principals
16 to do in this schools is not acceptable.
17 Ultimately.

18 SUPERINTENDENT HITE: Right. Right.

19 (Applause)

20 COUNCILWOMAN QUINONES-SANCHEZ: And
21 ultimately -- you know, we are 14 days from an
22 election. People have to speak up. And they
23 can't count on this Body carrying all the weight
24 that Harrisburg is asking us to carry and then

1 saying, you know, the speeches around, you know --
2 we have had concessions. Like you said, we have
3 had cuts. I can't see what else you can do to a
4 principal and then expect them to do their job.

5 CHAIRMAN GREEN: I think -- I think the
6 key -- the key thing in Dr. Hite's testimony is
7 that principals and teachers are the people
8 keeping our schools going. They're overworked
9 doing it because of the lack of other adults in
10 the building and it is not sustainable. So while
11 we have good schools like Masterman who is named
12 school of -- the best school in Pennsylvania again
13 this year, that's not going to be sustainable if
14 we can't restore adults to that building.

15 And so, while we have some very low
16 performing schools we are trying to work with, our
17 best schools are going to start to deteriorate
18 over years because what they are doing is not
19 sustainable. Even if we have a sustainable budget
20 and only get the \$96 million that is -- that would
21 keep us at status quo, the performance of our
22 schools with the adults that are in those
23 buildings now is not sustainable. We will
24 deteriorate rather than execute on an awesome plan

1 which will allow us to grow and achieve and
2 students to learn and the City to grow and
3 increase tax base, et cetera.

4 That is the choice before Harrisburg. It's
5 the choice before us. And it is unfair. We agree
6 completely that it is consistently left to this
7 body. You know I felt that way when I was here.

8 COUNCILWOMAN QUINONES-SANCHEZ: My time is
9 up or should I keep -- thank you, Mr. President.

10 COUNCIL PRESIDENT CLARKE: Thank you,
11 Councilwoman.

12 Mr. Chairman, I just got a call. Somebody
13 says you are a little too rough on Councilman
14 Green. I apologize.

15 (Laughter)

16 CHAIRMAN GREEN: Thank you, caller. Please
17 stay by the TV.

18 COUNCIL PRESIDENT CLARKE: Thank you,
19 Councilman.

20 Chair recognizes Councilman Squilla.

21 COUNCILMAN SQUILLA: Thank you,
22 Mr. President.

23 Good afternoon, guys. Thank you for
24 testifying. And you can hear the frustration from

1 Council. And Councilman Green, you know how it
2 was when you were here. Because even past
3 practices, there were times when we had additional
4 dollars and stimulus dollars. And the previous
5 Chair of the SRC had said that, all right, we
6 allowed those dollars to be spent wrongly. It was
7 bad fiscal management and bad fiscal decisions,
8 but somebody has to pay for that and then somebody
9 has to come up with additional dollars. We need
10 to make sure we have sustainable funding in order
11 to be able to continue our education. I think we
12 all agree with that.

13 But my -- my -- my questions, I guess,
14 based on Dr. Hite, you had four specific points
15 that are brought out about improving our schools,
16 which is where I want to go into. And I think we
17 all agree with the four points.

18 My question is, how do we get to those four
19 points? What are we using for those? Nothing is
20 really mentioned as far as, I mean, how to get
21 there. Are we using more teachers? Are we using
22 more counselors? Are we doing things that are
23 necessary to get to those four points?

24 And then, what is needed to ensure that we

1 reach those four points?

2 SUPERINTENDENT HITE: Thanks for your --
3 thanks for your question.

4 The four anchor goals -- and I think that's
5 what you're referring to.

6 COUNCILMAN SQUILLA: Yes.

7 SUPERINTENDENT HITE: Councilman, the four
8 anchor goals are supported by -- I apologize up
9 front for putting more numbers to this. But it's
10 essentially supported by six strategies. And
11 those strategies then contain a set of action
12 items that get to each point. And I will use -- I
13 will use an example.

14 And it is the first anchor goal, a hundred
15 percent of the students will graduate ready for
16 college and career. A strategy under that goal
17 may be to improve student learning. And that
18 means a couple of things. And so, then actions
19 inside of that are rigorous. I mean, one action
20 could be having a rigorous and linguistically
21 appropriate learning experience for English
22 language learners.

23 Another is to improve the student nutrition
24 in the school or to have a literacy rich early

1 childhood reading program. I mean, so that it's
2 getting to specific actions around the types of
3 things or behaviors that must happen in order to
4 do that.

5 With respect to the people, because I heard
6 you talk about it doesn't mention specific people.
7 Because we -- we need those individuals, period.
8 I mean, we need more adults in that building. We
9 need individuals who are responsible for the
10 social and emotional well being of their children.
11 We need individuals that are on recess when the
12 children are out at recess. We need all of those
13 individuals right now.

14 And in addition to that, some of the things
15 associated with the Action Plan are really a set
16 of strategies and actions associated with those
17 strategies that then talk about what those things
18 are. And I will add the accountability part of
19 this is that for every action, there is a measure.
20 And the measure actually determines for everybody
21 whether or not we as a School District are meeting
22 those -- those actions associated with those
23 goals.

24 COUNCILMAN SQUILLA: All right. I mean, I

1 know it's general. And I know it's hard to get in
2 actual specifics. But it doesn't say anywhere
3 like to be able to do this, we need at least this
4 type of personnel or we need at least, you know,
5 counselors able to adhere to certain standards or
6 so many counselors per student or something that
7 we can say this is the goal that you want to get
8 to in order to make this happen.

9 Is there a personnel number associated with
10 this or a money level associated with these goals?
11 Because the goals are great. And we all agree
12 with them. We just -- how do we get there?

13 By just saying we would like maybe to do
14 this or maybe to do -- you know, have students
15 reaching certain levels, I just -- I mean, they
16 sound like wonderful ideas. I'm just not sure how
17 we get there, what the cost is, and then what the
18 personnel levels are to get there.

19 SUPERINTENDENT HITE: Yes. So we define --
20 part of -- part of trying to use evidence-based
21 practices, Councilman, is that we are trying to
22 use those things that have been proven to -- they
23 have already been proven. They worked at other
24 places. They worked in other districts with --

1 with similar populations. The -- the reason
2 we're -- the reason we're talking about the
3 actions is because those are the actions that we
4 want individuals to fulfill if they are in those
5 roles.

6 One reason we are not just talking about
7 staffing is something that the Councilwoman said
8 earlier. That you look at some of the schools and
9 some of the performance in some of the schools.
10 And when we had very different budgets and when we
11 had a lot more individuals, many of the outcomes
12 weren't much different. And so, part of this is
13 really focusing on what will the -- what will the
14 work be.

15 Now the money -- what do we need? We need
16 320 because 320 does put more counselors in
17 schools. It does put more individuals that can
18 attend to the health needs of children. It does
19 put more reading coaches and schools and assistant
20 principals and individuals who can watch children
21 in the cafeterias and in the hallways. But what
22 we want those individuals to do is what I'm
23 talking about inside of the Plan.

24 So the need is for both, yes, the money but

1 also those functions associated with that, that
2 are not necessarily just putting additional
3 resources in schools and expecting the outcomes to
4 change if, in fact, you don't change anything else
5 about the expectations or behaviors.

6 COUNCILMAN SQUILLA: So, one last quick
7 thing. So that you're saying that the personnel
8 that's there may not be doing what you're
9 expecting to do in that type of position in order
10 to get this outcome?

11 SUPERINTENDENT HITE: In some cases. And
12 in some cases, they're doing a lot more than we're
13 expecting them to do under these financial
14 circumstances that are getting schools still to
15 some pretty significant outcomes.

16 What I'm saying is in the past when there
17 are a lot more individuals in the schools, we were
18 not getting to different outcomes because it was
19 around more people, more spending and not really
20 defining what those individuals should actually be
21 doing. And what we're trying to do now is define
22 not just the resources that are needed, but also
23 the functions and behaviors of those individuals.

24 COUNCILMAN SQUILLA: And the outcome that

1 you're looking for?

2 SUPERINTENDENT HITE: And the outcome. I
3 mean, that's the accountability part that's really
4 important.

5 COUNCILMAN SQUILLA: All right. Thank you.
6 Thank you very much.

7 COUNCIL PRESIDENT CLARKE: Thank you,
8 Councilman.

9 Chair recognizes Councilman Johnson.

10 COUNCILMAN JOHNSON: Thank you,
11 Mr. President. Just a couple questions and -- and
12 also a statement.

13 How you doing, Dr. Hite?

14 SUPERINTENDENT HITE: I'm good, Councilman.

15 COUNCILMAN JOHNSON: And Chairman Green.
16 How you doing young man?

17 You know, as I sit here, you know,
18 reflecting upon how we are coming up on the
19 anniversary of Brown vs. the Board of Education
20 and I think about, you know, the path that I took
21 specifically through our public education system
22 and how we are really sitting here today talking
23 about a crisis in addressing our public school
24 system and making sure every young person get a

1 quality education, I think about the
2 responsibility of the leadership in Harrisburg
3 whether it be the Governor, whether it be members
4 of the House on both sides. And how in the State
5 of Pennsylvania, it's the Constitutional right to
6 make sure every young person receives a quality
7 education. This has always been, in my mind, a
8 civil rights issue. Specifically, educating
9 students in urban areas not only in the City of
10 Philadelphia but throughout America.

11 My question to you, Dr. Hite, and I've been
12 working with you since you have arrived here in
13 the City of Philadelphia. And you have made some
14 tough choices as the District leader.

15 One, since you have arrived and you did an
16 analysis of rightsize -- rightsizing this ship,
17 fixing this ship that has been broken prior to you
18 coming here, elaborate on some of the things that
19 from your analysis that are working under your
20 action plan that you want to see move forward.
21 And also, one decision I was talking a look at was
22 the decision to opening up two new high schools
23 and how does that fit in your overall plan with
24 the current financial situation that we're dealing

1 with today?

2 How did you come to the decision to say we
3 want to open up two schools? And how much would
4 it cost to start up those two new high schools?
5 What would the operating budget look like for
6 those two new high schools?

7 One, your best practices that you are
8 looking to take forward in terms of your Action
9 Plan, Action 2.0 Plan since you have arrived here;
10 two, your decision to open up two new high
11 schools; and three, how much would it cost to,
12 one, start up those two high schools and then,
13 two, how much would it cost to operate those two
14 new high schools in the midst of the financial
15 situations that we are dealing with today?

16 SUPERINTENDENT HITE: Thank you,
17 Councilman.

18 COUNCILMAN JOHNSON: Excuse me.

19 SUPERINTENDENT HITE: Sure.

20 COUNCILMAN JOHNSON: And I will just say
21 for the record, you know -- and I see a lot of
22 activists here and I see the parent groups come
23 out to participate. But truly as it relates to
24 public education and the City of Philadelphia, the

1 primary responsibility lies at the State. But I
2 only really honestly believe that the only way we
3 are going to receive the type of support that we
4 need in Harrisburg is to make sure we do
5 everything possible to make sure that Tom Corbett
6 isn't reelected.

7 (Applause)

8 That's the only way that we're really going
9 to get the type of support. As a former state
10 rep, I have served under Governor Rendell. I
11 participated in three budgets as a State
12 Representative. And so, I understand clearly that
13 the leadership starts in the Governor's office.
14 The leadership starts in the Governor's office,
15 and he have to have a sense of compassion for the
16 students and the people of Philadelphia.

17 And quite obviously, I don't see it being
18 here right now. It's not a priority. And so,
19 that's the only way. And so, I say that to
20 specifically say we are not looking for sound
21 bites. We are not looking to be cute on the mic.
22 This is a very, very serious issue.

23 SUPERINTENDENT HITE: Right.

24 COUNCILMAN JOHNSON: And if you visit some

1 of these schools, and most of us are
2 professionals, to be quite frank with you. And I
3 beg the question how many professionals have their
4 children in a public school system. So at the end
5 of the day, it has to be that same level of
6 passion and aggression to make sure that this guy
7 does not come back in office. And we put whoever
8 the next leadership person is, somebody who
9 understands and have a level of sympathy when you
10 look in the eyes of a child attending some of
11 these schools.

12 When you look in the eyes -- when you look
13 at some of the conditions that some of these young
14 people are forced to deal with in terms of their
15 neighborhood schools. And so, I want to be clear.
16 I wanted to be clear. Because Council, we'll do
17 our part. But also, I'm talking about the
18 advocacy.

19 I've been to Harrisburg as a Councilman
20 with Mark Squilla. We were out there with several
21 different unions across the state. Several
22 different public school advocates from across the
23 State. But that energy has to go into not May 20,
24 not May 20, but the General in November to send a

1 strong signal and a strong message that we do not
2 want Tom Corbett as our Governor. He does not
3 have the best interest of the students and the
4 people of Philadelphia. I just want to make sure
5 we real, real clear on the dynamics of what's
6 going on politically and how it has a severe
7 impact. Because these families won't have a
8 second chance to get it right.

9 SUPERINTENDENT HITE: That's right. Thank
10 you. Thank you.

11 COUNCIL PRESIDENT CLARKE: Thank you,
12 Councilman.

13 SUPERINTENDENT HITE: Thank you for your
14 statement and your question, Councilman. The --
15 toward the end of this week I have a meeting with
16 a group of students who advise me. They are
17 called my student advisory group. And about two
18 months ago, they had a function. In that
19 function, they invited students from every high
20 school. High schools they were district operated
21 and high schools that were -- that were operated
22 by charters.

23 And it was really interesting watching the
24 students talk to each other. And I had a chance

1 to go around to many of the tables as the children
2 were talking. And somehow at one table they got
3 on this notion of being prepared for college. And
4 these were students talking to each other. And so
5 at this table students happen to be from
6 Masterman. They were from Frankford and they were
7 from Edison. And they were talking about what
8 they needed in order to prepare for college.

9 And then I remember the students who
10 attended Masterman, they were saying we get to
11 Masterman even as elementary school and middle
12 school students, we can take honor classes. And
13 then when we get into tenth grade, we can start
14 taking advanced placement. The students from
15 Frankford said we have two advance placement
16 courses that prepare you for college, and only
17 seniors can take them. The students from Edison
18 said, we don't have honors classes.

19 And so, the work -- and your question goes
20 to this -- it cannot be a function of a child's
21 luck on a lottery to get access to high quality
22 programming. That should be available regardless
23 of income, regardless of where children live,
24 regardless of neighborhood. And we have to see to

1 it that that happens for all children. That
2 cannot be based on our ability. That could have
3 been a conversation about good teaching. It could
4 have been a conversation about art, about music,
5 about career and technical education, about
6 technology. But it just so happened to be about
7 college and college attainment.

8 And so, one of the things that we did and
9 we started -- we're going to start three new high
10 schools next year, not two. And the three are
11 around high schools that will be based in
12 neighborhoods that -- that are going to be based
13 on a project learning model where students
14 actually come in, experience things from the
15 perspective of what's relevant to them. And these
16 schools are not going to have admissions criteria
17 or enrollment criteria. But we have to do a
18 lottery because many of the children who live in
19 those neighborhoods and very interested in
20 attending those schools. And they are going to
21 prefer the children in the neighborhoods
22 first.

23 The reason we are doing that is because
24 what we hear from many of the parents and, any of

1 our families and many of our children is that they
2 all want access to a great school. And many of
3 them, unfortunately, are leaving the neighborhoods
4 to access that. And what we are trying to do is
5 make investments back in neighborhoods around some
6 schools. And in this case schools that will be
7 co-located in closed facilities so that children
8 will have an opportunity.

9 And so, the investment to do this this year
10 is 3.1 million. But we think it's going to
11 provide for students a more productive and
12 effective high school experience. And that's why
13 we think it's extremely important to begin
14 particularly at high schools to really start on
15 that series of investments.

16 COUNCILMAN JOHNSON: So, you're balancing
17 between making sure you move forward, progressing
18 academically in the midst of the crisis. So
19 you're making decisions?

20 SUPERINTENDENT HITE: Absolutely. Because
21 the other issue is, and it goes back, many of you
22 have stated it already. That we've been -- well,
23 the School District is coming to you for years for
24 doing all of these things. But many of the

1 outcomes don't change. And what we're trying to
2 do is also change what we -- what we spend in
3 schools and what we spend those things on. But we
4 are also trying to change the outcomes for
5 children and families. And we think that that's
6 really important. So, we're also trying to
7 give -- make sure there are -- make sure there are
8 things that individuals want to make the
9 investments in so we can generate a lot more
10 excitement about what's happening and what
11 individuals, what these monies will purchase
12 inside of some of our schools.

13 This is in -- this is -- after last year,
14 we expanded the Science and Leadership Academy to
15 Beeber so that it was a location out in West
16 Philadelphia. We are wanting to expand Hill
17 Freedman into a high school because they've been a
18 very high performing school. And we bought the
19 Workshop School back into the District. And now
20 that's a high school that is operated in West
21 Philadelphia.

22 I mean, and so, it's wild. Because we are
23 trying to offer more quality options for students
24 during a time when we're trying to fight really

1 hard to make ends meet.

2 COUNCILMAN JOHNSON: One last thing,
3 Council President.

4 Where are those three schools going to be
5 located? Let's -- let's not say, the Fourth
6 District either.

7 SUPERINTENDENT HITE: One -- two are in
8 Ferguson Elementary. And that's in -- that's in
9 North Philadelphia. And the third one is Clemente
10 is also North Philadelphia, I believe.

11 COUNCILMAN JOHNSON: Thank you.

12 COUNCIL PRESIDENT CLARKE: Thank you,
13 Councilman.

14 Chair recognizes Councilman Kenney. And
15 after Kenney -- Councilman Kenney, I will complete
16 the first round. And we are going to take a
17 break.

18 COUNCILMAN KENNEY: Thank you,
19 Mr. President.

20 Dr. Hite, I have full faith in you and your
21 plan. I really do. I have seen an enthusiasm and
22 excitement that I haven't seen in years. And I
23 appreciate you being here. I am glad you have
24 taken -- taken this on.

1 I think, though, that we need to understand
2 that we may be on our own going forward. I mean,
3 outside the southeast region of Pennsylvania and
4 the legislature, I don't sense -- I know there is
5 really no interest in helping us or our kids. So
6 at some point in time, I think we are going to
7 have to budget going forward. I think we should
8 continue asking. I think we should continue
9 trying to get what we can get. But in the end, I
10 don't think this year, next year, even the year
11 after that, don't expect that there's going to be
12 an epiphany in Harrisburg and education is going
13 to become a critical issue as opposed to a luxury,
14 which is what it is looked at now.

15 And I will say this in -- with apologies to
16 the SRC, and notwithstanding the fine people who
17 serve on it now and served on it in the past, it
18 has not done what's it's supposed to have done.
19 When the SRC was put into place, it was supposed
20 to give Harrisburg a level of comfort and a level
21 of a control or oversight that was going to give
22 them more courage or more ability to give us more
23 money. It's actually gone the other way.

24 So, I mean, if we're going to be on our own

1 and we are going to have to row our own boat, why
2 wouldn't we want to control and govern our own
3 destiny as opposed to having a system that makes
4 it look like there's interest in Harrisburg
5 because there's appointees from the Governor and
6 various caucuses. When, in fact, the product of
7 it other than cuts has been nothing. I would
8 rather be in control of our destiny, fund our own
9 issues and move on. And I don't need you to
10 comment because you can't, and I know you're in a
11 precarious situation.

12 But as far as the SRC's efficacy, it hasn't
13 been there. And I will tell you -- again, and I
14 will apologize to the people serving on it. I
15 will apologize to the people serving in the past.
16 I think they are all good people and they have
17 tried their best. I don't thing out of the
18 southeast region area there is any interest. And
19 I think that this was pretty much a sham to begin
20 with. It was a way to kind of get themselves
21 involved in taking over governance and taking over
22 contracts and taking over maybe labor issues. But
23 I don't see any benefit to having it there. I
24 mean, that's just my feeling after seeing what

1 I've seen over the years.

2 I will tell you, I most likely almost for
3 sure -- you're probably going to get what you're
4 asking for from us because you always have and you
5 always continue to do that. But I think going
6 forward we need to figure out a way to row our own
7 boat. Because I don't think it's coming. I have
8 two questions for Mr. Stanski.

9 We don't have -- obviously, we don't have
10 the statewide school funding formula and we don't
11 have a fair reimbursement formula for charters. I
12 just out of curiosity would want to know if we had
13 a reasonable formula on both of those things, what
14 you guys would be sitting there asking us for in
15 additional dollars? I think that would be a
16 pretty stark contrast to what it is you're asking
17 for now.

18 And the second issue, I am trying to talk
19 fast because I know my five minutes goes pretty
20 quick. Do we have -- have we developed or been
21 able to develop performance metric that shows, for
22 example, in the Tourism and Hospitality, it's been
23 clearly agreed to that for every dollar invested
24 in Tourism and Hospitality, return \$4 in tax

1 money.

2 Have you ever determined a performance
3 metric that figures out for every dollar invested
4 in education what we're saving in public safety,
5 in police, in courts, in DHS, in productive
6 citizens to pay taxes instead of get locked up and
7 becomes wards of us?

8 I mean, there has got to be an acceptable
9 approach that everyone would agree on to say that
10 for every dollar invested in public education,
11 whether it comes from the State or comes from us,
12 this is what we're saving in all the other areas.
13 Not only talking about the grief and sadness and
14 lost opportunity and lost potential of kids who
15 become adults that don't contribute, but how do we
16 figure out that formula? Because that's a better
17 argument to make to even our own citizens who
18 don't think we should be putting money into public
19 education. We wouldn't have to put as much money
20 in police and courts or prisons.

21 I need to figure out a way to define that
22 and to identify it. I know we talk about it, and
23 we all agree on it. But I would like to see a
24 number that says this is what we're going to save

1 if we do the right thing on any level of
2 government. I don't need you to do that right
3 now. If you can kind of figure out a way to
4 articulate that to us through the course of this
5 hearing, through the course of this process, that
6 would be -- I really would appreciate that.

7 And again, I think we ought to be looking
8 to take care of ourselves going forward because I
9 don't expect much out of there at least in the
10 next three to five years.

11 So, thank you, Mr. President.

12 COUNCIL PRESIDENT CLARKE: Thank you,
13 Councilman.

14 Councilman, we actually have some of those
15 numbers. The crack tech staff that Council has,
16 they actually calculated some of those numbers
17 earlier. And actually, have calculated numbers
18 that if the School District kept pace with the
19 cost of living as it relates to, you know,
20 funding, the number that we would be at. And
21 that's actually in those charts that I've been
22 talking about all day. So, we can get you some
23 but it would be good for the --

24 COUNCILMAN KENNEY: It's not just in the

1 area of education. What frustrates me in
2 relationship with this Commonwealth is that in
3 every area we contribute more than we get. And
4 we've been contributing more than we get for a
5 long, long time.

6 I mean, we had mass transit bill fight. I
7 mean, there are highways and streets that
8 wouldn't -- would be dirt roads in certain
9 counties in Pennsylvania if it weren't for the
10 southeast region and for Philadelphia. On every
11 level of tax collection, we outpace everybody in
12 the State. Basically, I am tired of begging. I
13 am tired of going up there hat in hand. And I
14 know we have to. I'm not saying you shouldn't do
15 that. I think you should. I think the Mayor
16 should. I think the SRC should.

17 But when -- I mean, when do we get the
18 message that doing the same thing over and over
19 again expecting a different result is insanity? I
20 think we need to figure out what we need to do
21 here. It is frustrating for me because I know how
22 much we contribute to the State. It looks like
23 we're takers? We're not takers, we're givers.
24 But I think we -- we need to figure out a way

1 going forward how to fix our own boat.

2 COUNCIL PRESIDENT CLARKE: All right. I
3 share your frustration, Councilman.

4 We are going to break until two, if that's
5 okay with everybody.

6 CHAIRMAN GREEN: Mr. President, I'd just
7 like to thank Councilman Kenney for his remarks.
8 I saw his quote in the paper the other day which
9 he discussed here with us this morning. I shared
10 that same frustration when I was on City Council,
11 and I understand it. And I can assure everyone
12 here that the SRC would like nothing better than
13 to have a financially stable School District and
14 to vote to eliminate itself, which is a part of
15 the law that created the School Reform Commission
16 when the State took over the School District and
17 provided it at that time with additional resources
18 which, I agree, have gone away.

19 The State should absolutely be 50 percent
20 of school funding, and they're 35 percent of
21 school funding. Most other states approach the
22 50 percent mark. I think it is -- what is
23 happening to the District is it's being starved of
24 resources. And I'm not sure it's conscious, but

1 it's impact can be seen on our streets and in our
2 prisons. I do believe that education should be
3 and is the civil rights issue of our time. And I
4 look forward, you know. And I just wanted to
5 fundamentally agree with the premise and
6 Councilman Kenney's comments.

7 Thank you.

8 COUNCIL PRESIDENT CLARKE: Thank you,
9 Mr. Chair. I will most definitely quote you on
10 that in the future. Thank you, sir.

11 Two o'clock. Thank you.

12 - - -

13 (At this time, a recess was taken at
14 1:10 p.m.)

15 - - -

16 (At this time, the Public Hearing of
17 Committee of the Whole recommenced at 2:30 p.m.)

18 - - -

19 COUNCIL PRESIDENT CLARKE: Okay. We are
20 going to start. We are going to reconvene. Thank
21 you.

22 At this time, Chair recognizes Councilman
23 Jones.

24 COUNCILMAN JONES: Thank you, Mr. Chairman.

1 And thank you again, Dr. Hite.

2 I wanted to ask a question that I got from
3 Councilman Oh from his questions last year. And
4 when he asked you when the District comes again
5 seeking public support, what performance measure
6 should we measure you by? And your response
7 was -- I am going to ask you the exact same
8 questions that you said.

9 What is the number of students that
10 received scores of 1550 on SATs or 21 on ACT
11 during the past two years? Second question, what
12 percentage of students who scored at least 3 on
13 the AP exam or at least 4 on the IB exam or scored
14 at least proficiency on National Occupational Test
15 Institute, NOCTI, assessments for the past two
16 years? Third question, what percentage of
17 students graduated from Philadelphia schools
18 within a four-year period? Your fifth question
19 was, what percentage of students matriculated to
20 college within one year high school graduation and
21 what percentage of students returned to college
22 for a second consecutive year after enrolling in a
23 college within one year or high school graduation?
24 Last question, what percentage of eighth grade

1 students passed Algebra I with a B or better?

2 These are the questions that -- response to
3 Councilman Oh's questions that you said you would
4 want to be graded on. So, those are the
5 questions. Would you want me to repeat them?

6 SUPERINTENDENT HITE: Oh, no. No. I heard
7 all of them. The -- some just because of the way
8 data comes in, we don't have the -- we don't have
9 responses for. In -- because data -- in some
10 cases is a year behind on some of those. And
11 you're right. Those were things that we included
12 as a part of Action Plan 1.0 a year ago. If, in
13 fact, individuals were measuring progress against
14 that, then I would want them to use those same
15 indicators. I think that's really important.

16 Graduation rate has remained. It's now
17 at 60 -- it's over 64 percent. And while that's
18 up from 57 percent roughly several years ago, it's
19 still well below the national average. And we
20 have a lot of work to do with that, particularly
21 among Latino males and African-American male
22 students.

23 But moving forward, I would -- there are a
24 new set of metrics that we want to be judged

1 against. We are making those -- we are making
2 those available for everyone publicly so that
3 everyone would have an idea of how the District is
4 doing, how I'm doing and how respective schools
5 are doing and, in many cases, even how classrooms
6 are doing around a set of indicators that measure
7 something that's really important. And that's the
8 progress that a student is making, we think it's
9 extremely important. Climate and safety, college
10 readiness. We have a new measure on equity,
11 whether or not the -- there are sufficient numbers
12 of all types of children who are having access to
13 many of these opportunities.

14 And so, we moving forward would love for --
15 and in your big book, many of the things that were
16 referenced in the book and I think the
17 Councilwoman Blackwell's point she was talking
18 about some of the indicators on there, and it says
19 school performance -- is a school progress report.
20 We call it SPR now. And inside of those it talks
21 about all of those things: Achievement, progress,
22 climate, college and career. And then coming in
23 next year, we are going to have some additional
24 ones about equity, educator effectiveness and

1 stakeholder feedback about a school. So how --
2 what do parents and families feel about a school,
3 what do teachers feel about a school, what do
4 students feel about their school. And so, we
5 think that those would be -- would make up an
6 accountability framework for us to use.

7 COUNCILMAN JONES: So when I graduated,
8 Mr. President, I was somewhat on the honor roll.
9 I got A's and B's in my grad -- you can look me
10 up. I always got 3's for behavior. I was
11 misunderstood. So, I want you to know it was an
12 accurate predictor of future performance.

13 What I want to say is that I find the
14 questions that you said you would hold yourself
15 accountable for the mainstay. Those are
16 measurements that -- I got parent participation.
17 I think it's important. But those are more
18 behavioral feelings. At the end of the day, the
19 nut and bolt of what public education will be
20 measured by are the measurables you stated.

21 SUPERINTENDENT HITE: Right.

22 COUNCILMAN JONES: One in particular
23 that -- how prepared are public school graduates
24 when they go into university settings --

1 SUPERINTENDENT HITE: Right.

2 COUNCILMAN JONES: -- to compete among
3 their peers internationally?

4 There was a piece on television Sunday,
5 ironically, that said that there are less seats in
6 universities available for people from this nation
7 because they've opened up the competition
8 globally. And if that is indeed the case, we're
9 competing with a wider range of students and these
10 are the measurables that matter.

11 SUPERINTENDENT HITE: Yeah.

12 COUNCILMAN JONES: So, I'm yield and come
13 back on the next round, Mr. President.

14 COUNCIL PRESIDENT CLARKE: Thank you,
15 Councilman.

16 Chair recognizes Councilwoman Blackwell.

17 COUNCILWOMAN BLACKWELL: Thank you very
18 much. I wanted to -- I had three issues, but I --
19 one will come back to me.

20 With regard to AYP, how is the District
21 computing since we closed one charter school who I
22 understand someone from the School District said
23 was five years behind, what makes schools go into
24 renaissance or promise schools versus -- how does

1 that figure into AYP?

2 SUPERINTENDENT HITE: We have a -- we now
3 have a measure. And actually, the State creates a
4 measure now, Councilwoman Blackwell. In the State
5 measure it's called the School Progress -- the
6 School Performance Profile, SPP.

7 COUNCILWOMAN BLACKWELL: Yes. I have seen
8 that.

9 SUPERINTENDENT HITE: And that takes into
10 account things like achievement. Primarily, it's
11 achievement and achievement among many of the
12 subgroups and many of the groups on factors that
13 are associated with progress. I mean,
14 historically, things like AYP. It measures
15 progress of students. It measures their growth.
16 It also measures the absolute achievement results
17 of schools. We have begun -- but it's a couple of
18 issues with that.

19 One issue is that it considers certain
20 groups of children as one group. So it puts -- it
21 combines several groups into one group. And the
22 State refers to this group as historically low
23 performing. And they put different groups of
24 children into that one group. We felt it was

1 really important to disaggregate that so that we
2 would know specifically how those particular
3 groups of children are advancing.

4 So, we have now as opposed to just AYP, we
5 are looking at a measure that measures a school's
6 progress. So where they started versus where they
7 are now we think is extremely important. We also
8 have the ability now to measure a school's
9 progress against other schools that have similar
10 demographics, and think that that's important. So
11 how do you do among your peers in those areas.

12 And in addition to that, we are also adding
13 things like climate. And the big piece that we
14 think is extremely important is stakeholder
15 feedback. What do individuals actually think of
16 schools? And so, we have AYP that has been a part
17 of the State School Performance Profile. But
18 instead, we are using many other factors to look
19 at all types of indicators for schools moving
20 forward.

21 COUNCILWOMAN BLACKWELL: How are charter
22 schools judged AYP and not this way, and the
23 traditional schools are judged they way we have in
24 our binder for each district?

1 SUPERINTENDENT HITE: At the moment, the
2 charter schools are judge the same way the
3 district schools are, but we get those scores from
4 the State. It's a State Performance Profile
5 that -- that we get from them. And that's all of
6 the information that we've had in prior years.
7 That is the exact same way that we measure the
8 District schools, as well looking backwards.

9 Now looking forward, we are going to be
10 using what we call the School Performance Profile
11 which includes the information that the State uses
12 on progress. It will include some of that
13 information. And we're going to be -- we're going
14 to be using that information to consider the
15 district school performance and the charter school
16 performance.

17 COUNCILWOMAN BLACKWELL: So if they fail,
18 if some of these have 0, many of them have less
19 than 10 percent. So, will they become renaissance
20 school or Promise Academy all of those as we have
21 done charter school?

22 SUPERINTENDENT HITE: Yes. Some of these
23 would be based on progress. Some could be
24 renaissance at the moment. Some could be charters

1 at the moment. But what we're going to do is we
2 want to look at how the schools are actually
3 progressing. And looking at these are very
4 much -- the information in your book are baseline
5 data for us because this is a new system. We are
6 looking at how do schools progress from that point
7 moving forward. And schools that progress more
8 would actually then be paired with other schools
9 that progress more so that other schools can learn
10 from that. But our focus will be on all of those
11 schools that are not showing progress and who have
12 not show -- who have not demonstrated growth over
13 a period of time.

14 COUNCILWOMAN BLACKWELL: Thank you. I have
15 two more questions, but I will wait until my turn
16 comes back. Thank you.

17 Thank you, Mr. President.

18 COUNCIL PRESIDENT CLARKE: You're welcome,
19 Councilwoman.

20 Chair recognizes Councilman Oh.

21 COUNCILMAN OH: Thank you very much,
22 Council President.

23 The last that we were talking, the
24 testimony was that the Mayor's Budget does not

1 actually include any hard dollars in it. It is
2 based on the Cigarette Tax if it passes. So
3 there's in fact no money for the schools in the
4 budget.

5 My question is, to your knowledge, will the
6 Mayor amend his budget to include the \$74.5
7 million in the budget that he is proposing to
8 Council?

9 SUPERINTENDENT HITE: I don't know the
10 answer to that Councilman Oh.

11 Mr. Stanski?

12 MR. STANSKI: Nope. I don't know.

13 CHAIRMAN GREEN: We specifically asked the
14 Finance Director that question. He said at this
15 point they're not prepared to give up on that tax.
16 But when they are, they will -- I assume that will
17 be a discussion between Council and the
18 Administration.

19 COUNCILMAN OH: I don't -- I don't see how
20 it will be a discussion between us and the Mayor
21 because that is approved in Harrisburg. And all
22 that we do is approve the budget --

23 CHAIRMAN GREEN: If the Cigarette Tax is
24 not approved in Harrisburg or it becomes likely

1 that it won't be approved, that will be a
2 discussion, from what I understand, between
3 Council and the Administration.

4 COUNCILMAN OH: So from your understanding
5 and conversations with the Administration, if it
6 does not appear it will pass the Cigarette Tax in
7 Harrisburg prior to the conclusion of the budget
8 process, it is possible or the Mayor's -- the
9 Administration will have a conversation with us
10 about the amendment to the budget?

11 CHAIRMAN GREEN: I just don't feel
12 comfortable speaking for what the Administration
13 will do or not do. And I bet they are even more
14 uncomfortable with that prospect.

15 COUNCILMAN OH: Okay. That's fair. I just
16 wanted to know. Then let me ask you that in light
17 of the increasing percentages related to the
18 personal benefits which, as you know, in 2011 was
19 at 5.6 percent and 2017 is like 29.3 percent
20 indicating that even though we are getting more
21 money from the State, once we take the pension
22 money out, we are actually getting 200,000 less
23 from the State. It seems to be continue or be
24 inevitable that we are going to get less and less

1 and less money from the State. In light of the
2 fact that we probably will be getting less money
3 from the State, is there some commitment from the
4 State in terms of what they're comfortable with in
5 terms of funding the School District of
6 Philadelphia?

7 CHAIRMAN GREEN: The Governor's Budget had
8 over \$300 million in funding between pensions and
9 the regular and block grant for schools statewide.
10 There's a billion dollar plus hole in the next 15
11 months. And I can't imagine that that will
12 survive the cuts. We continue to advocate as a
13 District for \$150 million from the State.

14 We've presented ideas regarding that in
15 terms of turning the regular and block grant into
16 restoration of charter reimbursement, additional
17 help with pensions and, of course, the most
18 important thing that won't be achieved for this
19 year but for the long term viability and
20 sustainability of the District as Dr. Hite
21 described is a full fair funding formula that
22 takes into account the demographics of the
23 different districts and the needs of the different
24 districts which we don't have in Pennsylvania.

1 And almost every responsible state that does well
2 in education has.

3 COUNCILMAN OH: In terms of the discussion
4 of the statewide funding formula, Philadelphia
5 being the only city and county that has the type
6 of school system that we have, I would hope that
7 our voice is being heard in Harrisburg. And I
8 don't have a lot of confidence that it is just
9 given the nature of understandably what
10 everybody's views are. I have, as you know,
11 advanced a Resign To Run Amendment which I think
12 will give Philadelphians more voice in Harrisburg
13 on subject matters like this.

14 Could you let us know to your knowledge, if
15 you have the knowledge, what are the scenarios
16 right now in Harrisburg for funding formula
17 reforms in light of things like the effort to
18 remove property tax funding altogether for
19 schools?

20 CHAIRMAN GREEN: I think there's a bill
21 introduced that provides for a commission to do
22 a -- propose a funding formula for the State. And
23 it's my understanding that they expect that work
24 to be completed before the end of 2014. But that

1 is all -- that is all I know about their plans.
2 There is presently no commission. There is a
3 bill. And it is, I understand, supported by the
4 leaders of both houses and the Governor.

5 COUNCILMAN OH: My last point on that is
6 are you at the table or are you hearing about
7 this? Who is at that table making -- discussing,
8 you know, throwing out the theories and ideas and
9 advocating for the different School Districts?

10 Who is at that table?

11 SUPERINTENDENT HITE: I have had a number
12 of discussions about if, in fact, as the
13 Commission is formed and they -- and they actually
14 begin a process, I have asked to be a part of that
15 and have volunteered in order to work on that so
16 that there is voice from Philadelphia. I think
17 it's extremely important. And I've been talking
18 to quite a number of individuals that -- that have
19 been proposing this. Just to say if that comes to
20 fruition, I am -- I look forward to working as a
21 part of the Commission to talk about how we create
22 a formula that provides for specific needs of
23 children.

24 COUNCILMAN OH: All right. Thank you very

1 much.

2 Thank you, Mr. President.

3 COUNCIL PRESIDENT CLARKE: Thank you,
4 Councilman.

5 Just want to follow up on Councilman's
6 question with respects to the 75 million. I've
7 actually sent a message since none of you
8 gentleman here can respond to the Administration's
9 position on the 75. I just want clarity.

10 Is the 75 in this conversation under the
11 City's contribution?

12 SUPERINTENDENT HITE: Yes.

13 COUNCIL PRESIDENT CLARKE: I am concerned
14 that somebody might say it's tax on previously
15 taxed items, i.e., cigarettes and that goes in the
16 State's column. Because some people in the state
17 think the 120 is in the State's column, also.

18 CHAIRMAN GREEN: If we get the passed, we
19 will give the City the credit for that 75 million.

20 COUNCIL PRESIDENT CLARKE: That request was
21 from the SRC in terms of what column it should be
22 in; am I correct?

23 CHAIRMAN GREEN: No. We --

24 COUNCIL PRESIDENT CLARKE: Last year it was

1 just a total aggregate.

2 CHAIRMAN GREEN: We are agnostic with
3 respect to what the revenue is. We are just
4 asking the City for 75 million. And hopefully, we
5 will work together and get Cigarette Tax
6 authorization.

7 COUNCIL PRESIDENT CLARKE: I don't think
8 you understand the question. Last year Dr. Hite
9 said the number is -- I don't know what it was
10 last year.

11 SUPERINTENDENT HITE: 304, right.

12 COUNCIL PRESIDENT CLARKE: Is that the same
13 position this year, or are you defining what
14 entity should put up the designated amounts?

15 SUPERINTENDENT HITE: Yeah. We've -- we're
16 asking for what entity should put up -- and a
17 designated amount.

18 COUNCIL PRESIDENT CLARKE: And the source,
19 also?

20 SUPERINTENDENT HITE: And the source.

21 COUNCIL PRESIDENT CLARKE: The 75 is the
22 cigarette money?

23 SUPERINTENDENT HITE: Yeah. Well, I'm
24 talking about source as what -- what agency or

1 what organization, what state agency. So when I
2 say source, I'm talking about -- when we define
3 the 75, saying that's from the City. I'm not
4 talking about what pool that comes from.

5 COUNCIL PRESIDENT CLARKE: See that's
6 important to us particularly because the 75 --
7 particularly since we can't answer for the City.
8 And if you're saying the City committed 75 and
9 based on our conversations with the
10 Administration, we would assume that that's the
11 cigarette. A conservative estimate.

12 But I'm concerned that that 75 gets counted
13 in the State's column if we are successful in
14 getting that. Now all the sudden we are looking
15 at the 120 and the 150.

16 SUPERINTENDENT HITE: I see what you're
17 saying.

18 COUNCIL PRESIDENT CLARKE: You understand
19 my concern?

20 SUPERINTENDENT HITE: Yeah.

21 COUNCIL PRESIDENT CLARKE: If you're not
22 going to take a position on the source, the real
23 source, I'm not sure you need to be talking about
24 what category it came from unless you know of an

1 additional 75 from some other revenue stream from
2 the City. I don't -- like the Councilwoman said
3 earlier, I have no idea where you would get \$75
4 million from the City of Philadelphia under this
5 current budget process.

6 SUPERINTENDENT HITE: Yeah. And it was
7 never about what source. I mean, when we talked
8 with the Administration, it was an assumption of
9 the cigarettes, but you're right. The 75 -- the
10 Mayor said the 75 million was referencing
11 cigarettes as a part of that.

12 COUNCIL PRESIDENT CLARKE: The
13 Administration believes the 75 is the cigarettes;
14 am I correct?

15 CHAIRMAN GREEN: The Mayor's testimony
16 specifically was that it's 75. And he hopes to
17 get the Cigarette Tax passed. Not his testimony,
18 in his budget address. He mentioned that as one
19 possible source but not the only source for the
20 75. Obviously, Council will have its say and
21 often its way. So, whether that's --

22 COUNCIL PRESIDENT CLARKE: Unfortunately,
23 when it comes to schools, we rarely get our way
24 when it comes to schools. I understand what

1 you're saying.

2 CHAIRMAN GREEN: Whether it's a millage
3 shift or Cigarette Tax, whether it's increasing
4 some other tax, we know what we believe we need
5 from the City. And we're requesting a specific
6 amount and wouldn't presume to get involved in the
7 policy of what the best source of revenue for the
8 75 is from cuts to additional taxes, et cetera.

9 COUNCIL PRESIDENT CLARKE: Okay. I will
10 come back to that. We actually sent a message out
11 to the Administration. We really need to get some
12 clarity on the 75, what their interpretation of
13 the conversation was. I'm not looking forward to
14 having to vote for another increase in real estate
15 taxes for the citizens of the City of
16 Philadelphia.

17 Got a couple questions and then I'm going
18 to get back to the colleagues.

19 School sales. You put up 7, got a decent
20 amount of money which is what we anticipated. The
21 one conversation I'm not hearing is about the debt
22 service. Not only the sales that have happened,
23 but on the potential sales. And it's not
24 characterized as real money, real savings or

1 annualized revenues, so to speak. So, are you
2 calculating the debt service or defeasance of
3 those school sale? What was the total amount for
4 the sales of the seven buildings?

5 MR. STANSKI: Yeah. For the sales of
6 seven, the defeasance cost is about 5.7 million,
7 which would then in the first year save us about
8 three quarters of a million dollars in debt
9 service.

10 COUNCIL PRESIDENT CLARKE: Okay. You're
11 counting that --

12 MR. STANSKI: Would increase to about 2
13 million over time, yes.

14 COUNCIL PRESIDENT CLARKE: So as you move
15 ahead, I just want to make sure that's put on the
16 ledger --

17 MR. STANSKI: Correct.

18 COUNCIL PRESIDENT CLARKE: -- for the short
19 term, actually, long term. You're saying that's
20 the first year?

21 MR. STANSKI: The defeasance costs to pay
22 off would be 5.7 million.

23 COUNCIL PRESIDENT CLARKE: Right.

24 MR. STANSKI: But then that saves us

1 annually about 750,000 in debt service in year
2 one.

3 COUNCIL PRESIDENT CLARKE: And you're
4 putting that on your ledger and your budget?

5 MR. STANSKI: Yes.

6 COUNCIL PRESIDENT CLARKE: Okay. Last two.

7 As I was asking -- making reference to the
8 Fiscal Oversight Committee, you know, for obvious
9 reasons. It was a lady in the audience from your
10 staff shaking her head no the entire time I was
11 talking. Kind of ignored it because my focus
12 should be on you. I couldn't help seeing that she
13 was just shaking her head. If the City Council of
14 Philadelphia along with the State and the General
15 Assembly, particularly the Philadelphia
16 Delegation, would ask for some sort of a more
17 involvement or some level only on fiscal side
18 because I think the educational side is in good
19 hands, what would be the position of the SRC and
20 the District?

21 CHAIRMAN GREEN: Well, you know, frankly,
22 it's something I called for when I was on Council
23 which was additional responsibility and
24 accountability to Council. With respect to the --

1 a mechanism, we would be happy to come monthly,
2 quarterly, whatever you need before the Fiscal
3 Oversight Committee. Also, we would like to
4 invite you to have any person you like, your CFO
5 or others to contact -- be in contact with Matt
6 and Sophie on a weekly or biweekly basis, make
7 sure you're getting any questions answered.

8 We have been tried to be far more
9 transparent in the past this year. Matt and his
10 team put the entire budget up in Excel on the web
11 in manipulative format, so it's available to every
12 citizen in terms of understanding what the choices
13 are and making their own choices and see how that
14 works.

15 Mr. President, we would engage in any kind
16 of conversation you want about getting you
17 whatever information you want. We want to be the
18 most transparent and open SRC and School District
19 that you've ever dealt with. And, you know, you
20 have our cells if there's anything you want, you
21 get it. If there's regular reporting that we can
22 do to you or do for Council, we are absolutely
23 happy to provide it.

24 COUNCIL PRESIDENT CLARKE: Okay.

1 Councilman -- chair recognizes Councilman Goode.

2 COUNCILMAN GOODE: This is not transparent.

3 The discussion of \$75 million is a fake
4 discussion. The truth of the matter is that the
5 Mayor put no new money in his budget. He was
6 clear about that. I questioned the Finance
7 Director about what was Plan B. Finance Director
8 said we'll get back to. I said, we can't afford
9 to wait. That's what happened last year.

10 There is no source for \$75 million that
11 anyone has discussed. So, either it's a Cigarette
12 Tax or there's no \$75 million. Transparency is
13 acknowledging that on the record rather than
14 letting time pass and play this game. \$75 million
15 is the Cigarette Tax or it's nothing. And you
16 know that.

17 CHAIRMAN GREEN: We would hope that the \$75
18 million could be from any source at your disposal,
19 Councilman.

20 COUNCILMAN GOODE: I heard you say that you
21 are agnostic on where it comes from. Do you mind
22 if we tax businesses for \$75 million?

23 CHAIRMAN GREEN: Councilman, we do not have
24 any preference from where you get the money.

1 Everybody knows what my policy preferences are,
2 but with respect to the SRC --

3 COUNCILMAN GOODE: I'm asking because you
4 may have changed where you stand by where you sit
5 now.

6 CHAIRMAN GREEN: We have no preference.
7 Certainly, my job is to get the resources that
8 Dr. Hite and his team, whom I believe in deeply,
9 need.

10 COUNCILMAN GOODE: Okay. Since you are
11 going to choose to be agnostic about where the
12 funds come from, can you at least acknowledge that
13 we really are not dealing with a
14 440 million-dollar request? That we are dealing
15 with what the Governor's Office has said is
16 request of \$120 million from Council and
17 concession from Teacher's Union?

18 That's transparency. That's reality.
19 That's what your actual request is, \$120 million
20 from us from the Sales Tax Extension and
21 concession from the Teacher's Union. Everything
22 else is a bunch of crap.

23 CHAIRMAN GREEN: I would say everything
24 else is highly unlikely. But it is a request we

1 are making, we are working hard to get it.

2 COUNCILMAN GOODE: Thank you,
3 Mr. President.

4 COUNCIL PRESIDENT CLARKE: Thank you.
5 Okay.

6 So, Councilman, glad to hear you started
7 out your response by suggesting that you would be
8 open to some oversight. And then it kind of went
9 downhill with respects to the involvement by
10 having something on the website, you know, having
11 phone calls. That's really not what I'm talking
12 about. I think you know, knowing me, not what I'm
13 talking about. I will give you a copy of the
14 proposal that was on the table.

15 It is something that will require state
16 enabling legislation. But when we talked about
17 cigarettes last year, the first time we had a
18 conversation, we actually crafted a memorandum of
19 understanding with Members of Council and Members
20 of the House and Senate Delegation and also signed
21 off by the SRC which at that time was Mr. Ramos.
22 We just never got a vote for cigarettes, so the
23 point was moot. But we did adopt something
24 stronger than what you just referenced.

1 So, you did say you will be open to the
2 conversation. I will give you the formal
3 document, and we can have a follow-up conversation
4 about that specifically if it's okay with all of
5 you gentleman.

6 CHAIRMAN GREEN: Certainly. We're open to
7 doing everything we can to make you comfortable,
8 Mr. President.

9 COUNCIL PRESIDENT CLARKE: Thank you, sir.
10 One last question and I will get back to
11 the members.

12 With respect to the budget hearings in the
13 State process, do you have similar opportunity in
14 the State level to have this kind of interaction
15 with the State Committee that oversees School
16 District funding where you actually get to go and
17 make the request for dollars?

18 SUPERINTENDENT HITE: I have not in the
19 past, no, nor have we this year.

20 COUNCIL PRESIDENT CLARKE: Have you
21 request --

22 SUPERINTENDENT HITE: We do go and talk
23 with the various members of the two Houses, but
24 have not had this opportunity.

1 COUNCIL PRESIDENT CLARKE: Have you
2 requested that opportunity?

3 SUPERINTENDENT HITE: No, I have not.

4 COUNCIL PRESIDENT CLARKE: Is there a
5 reason why?

6 SUPERINTENDENT HITE: Because was working
7 through the Delegation Philadelphia and the
8 delegation leaders there.

9 COUNCIL PRESIDENT CLARKE: They would.
10 This is my issue. Because the City Council,
11 contrary to some people's belief, is the most
12 transparent process in the state without a doubt.
13 I mean, everything we do is scrutinized.
14 Everything we do is in public. We have a public
15 comment session that nobody else in the state has
16 to have in their legislature. They get to come to
17 the public hearing, say whatever they got to say
18 in the public hearing before we vote. But I don't
19 see a similar approach as it relates to the State.

20 Your ability to have people come up to
21 Harrisburg and witness the interaction -- and I
22 understand being a long time politician that the
23 real work and the real agreements get down, you
24 know, I'm not even going to say in back room, but

1 in a room somewhere. I understand how it works.
2 But the fact that there is no process or you
3 haven't asked to be a part of a process on the
4 state level concerns me. This question keeps
5 coming up, did last year and the year prior, what
6 is being asked of the State as it relates to its
7 contributions to the School District?

8 SUPERINTENDENT HITE: Yeah. Council
9 President, one thing I thought of as you were
10 explaining is that there is a process that exists
11 at the State level, but it's done through the
12 Department of Education because it's that function
13 area. If I were to go up and testify in support
14 of something, it would be the Education Budget for
15 the Commonwealth of Pennsylvania. So, it would be
16 all of those monies together because that's who is
17 making the request.

18 So, it's generally the Secretary of
19 Education who goes in front of the committees to
20 talk about education funding.

21 COUNCIL PRESIDENT CLARKE: So you -- in
22 that process that you have with the Secretary of
23 Education, is that a public process?

24 SUPERINTENDENT HITE: No. It's the

1 Secretary of Education who goes in front of a
2 committee or convening like this and responds to
3 all of the questions in that line item in the
4 government's budget. It's here is why we do this.
5 Here is what it is.

6 COUNCIL PRESIDENT CLARKE: So whatever -- I
7 mean, is he a conduit? Do you ask him, do you
8 give him questions to ask at the hearing?

9 SUPERINTENDENT HITE: Indeed. And have
10 given questions to ask about funding formula, have
11 met with other superintendents from other areas --

12 COUNCIL PRESIDENT CLARKE: Okay.

13 SUPERINTENDENT HITE: -- to talk about that
14 issue. Have talked with superintendents at
15 several places. Actually, was with another
16 superintendent from two other cities in Harrisburg
17 talking about specific issues around the budget.
18 And so, yes, we've had it from that perspective
19 talking about the general budget but no specific
20 to Philadelphia.

21 COUNCIL PRESIDENT CLARKE: No directly.
22 All right. I won't belabor that point. Thank
23 you.

24 Chair recognizes Councilwoman Bass.

1 COUNCILWOMAN BASS: Thank you,
2 Mr. President.

3 Good afternoon. You know, it's kind of
4 ironic that this is Teacher Appreciation Week that
5 we're here. And, you know, when I just thought
6 back and looked at the schools which I attended
7 before attending high school, I went to M. Hall
8 Stanton, which is closed. And I went to John
9 Greenleaf Whittier, which is also closed. And I
10 went to E. Washington Rhodes which was opened,
11 closed and now is open again.

12 And do you know it just leaves a little bit
13 of -- I was concerned about our schools and, you
14 know, what we're doing in our communities. And
15 one of the questions I have for you, Dr. Hite, was
16 you mentioned earlier when we talked about the
17 conversation between the students with Frankford
18 and Masterman and I think it was Edison. One of
19 the things that you said was that our young people
20 should not have the luck of the lottery to
21 determine where they go to school. And how --
22 what kind of access they'll have and AP courses
23 and all that kind of thing.

24 I wanted to ask you about a school that's

1 in my district which is a high performing middle
2 school. I know we discussed it before, which is
3 the Hill Freedman Middle School. And there's been
4 a lot of questions and concerns about affording
5 this school the opportunity to move into a larger
6 building and to expand. And I know I did hear you
7 mention it when you mentioned expansion. For so
8 long it's just being talk. And we really haven't
9 been able to get any further than the conversation
10 that we just seem to keep having over and over.

11 I'm pretty sure that last year about this
12 time that we had this exact same conversation
13 about Hill Freedman and the need for additional
14 higher performing seats in the school and the
15 interest that they had in moving into a nearby
16 vacant school. And the schools in the
17 neighborhood -- I know you are interested in
18 moving them to a different neighborhood.

19 I want to ask you, when you look at these
20 matters, do you look at the convenience factor or
21 the inconvenience factor to the young people, to
22 the particular neighborhood, to the parents? Do
23 any of those things weigh in when you make that
24 kind of a decision about where you're going to

1 relocate a school to?

2 SUPERINTENDENT HITE: Yes, ma'am. And
3 thanks for the question. We look at the
4 convenience factors. We get input, as you know,
5 from many individuals within the community. And
6 in -- with respect to this particular issue, we
7 also have to consider costs and the costs of
8 bringing the school that the community would like
9 to move into up to a standard.

10 And we think it's been a -- it's been --
11 the cost has been analyzed over and over again.
12 And it's been as high as in the 20s. And now we
13 have it down between 13 and 15 million dollars to
14 make that school usable for the -- as a new site
15 for Hill Freedman. So it's -- the reason it's
16 taking long is because with everything else that
17 we are trying to prioritize, it is how do we
18 provide for that level of investment for one --
19 that one particular school. And it's really
20 important. And we are trying to move forward to
21 do that.

22 COUNCILWOMAN BASS: So for the schools that
23 are expanding, for the high performance, I think
24 there are how many of them?

1 SUPERINTENDENT HITE: It was three.

2 COUNCILWOMAN BASS: There are three schools
3 that are scheduled to be expanding and there are
4 higher performing seats. For those schools,
5 what's the average cost of those type of
6 expansions? What amount is the District willing
7 to spend on those kind of expansions?

8 MR. STANSKI: For SLA and Workshop School,
9 they were -- they moved into existing operating
10 schools. SLA was in Beeber Middle School and
11 Workshop School in West Philadelphia. And the
12 capital investments required to get those schools
13 ready were minimal. I would say under a million
14 dollars for each school.

15 COUNCILWOMAN BASS: Okay.

16 MR. STANSKI: Obviously, the issue is for
17 Ada Lewis, it was a facility that was shut down,
18 for a large reason because the building was in
19 serious disrepair. And while, you know, from a
20 neighborhood perspective it makes sense, again, as
21 Dr. Hite alluded to the 13 to 15 million dollar
22 investment in capital dollars for that school is
23 difficult.

24 COUNCILWOMAN BASS: Now part of the concern

1 that I have is that the number keeps changing.
2 Originally it was 25 million, then it was 10
3 million. Now it's 13 to 15, and I heard as low as
4 5 million. It's all over the place. And so,
5 again, it gives sort of like a lack in confidence
6 in terms of what the actual number is. And so, it
7 would be good if we could do a fair evaluation.
8 And because the costs were minimal for the other
9 two schools that moved, it seems as though we
10 would have some resources to spend to put these
11 younger people -- to put these young people into a
12 building that is newer. The Ada Lewis School, I
13 think, was built in the '60s or '70s. And the
14 school you'd like to move them into is about a
15 hundred years old.

16 So, I think that the cost, even though it
17 may be shorter, you know, or more expensive right
18 now in the long term for a hundred year old
19 building, you are greatly going to outspend the
20 amount of money than if I you put them, I think,
21 into the building that is most convenient in the
22 neighborhood, convenient for parents. You know,
23 they could literally walk around the corner to the
24 other school. So, I would like for the District

1 to really set a deadline for the community, for
2 the school and everyone. And say, we're going to
3 make a decision one way or another. And I'm
4 hoping it's one particular way. But one way or
5 another we are going to set a decision and just
6 move forward with this. Because I think it's been
7 going on for the last two and a half years at
8 least.

9 SUPERINTENDENT HITE: Thank you. I just
10 want to conclude with a point that it is -- we
11 have a capital budget that is about \$160 million.
12 We have schools now that have in excess of \$2
13 billion in need of repairs. So it's trying to
14 prioritize inside of that amount. But I
15 appreciate the request.

16 The other thing is we have had a third
17 party review what's needed in the school, and
18 that's how we landed on the between 13 and
19 15 million dollars now. Because we wanted to get
20 an independent group in to do that evaluation.
21 But I appreciate the request of making a decision
22 one way or another.

23 COUNCILWOMAN BASS: Sure. I've been in the
24 building. I went with your district engineers who

1 said, oh, it doesn't look that bad at all in here.
2 The building itself, I think, is capable and is
3 closer to being ready than a building that's, you
4 know, further away and also in the long run is
5 going to need significant repair. I just wanted
6 to put that on the table.

7 Thank you.

8 SUPERINTENDENT HITE: Thanks.

9 COUNCIL PRESIDENT CLARKE: Thank you.

10 Chair recognizes Councilwoman Reynolds
11 Brown.

12 COUNCILWOMAN REYNOLDS BROWN: Thank you.

13 A lot of discussion has been given to the
14 budget, so I am going to push the pause button on
15 the budget since we are all trying to get clarity
16 and move to some operational interests that I
17 have. One is around truancy.

18 It's my understanding that your
19 predecessor -- let me phrase this differently.
20 DHS has always tried very hard to coordinate
21 collaborate, ID young people who revealed
22 themselves as truant. And in the past, it's been
23 difficult to penetrate the procedures and
24 protocols in the School District of Philadelphia.

1 Recently, District Attorney -- I also raised the
2 issue truancy with the District Attorney. And he
3 discussed, too, that first of all, he knows about
4 best practices happening in San Francisco where
5 the City provides the DA's Office there with the
6 addresses of truant students so that letters may
7 be issued to their parents.

8 The concern of the task is, A, the School
9 District's position on giving up that kind of
10 information because there may be some barriers.
11 It's the view of the DA's Office if they can get
12 that information working with DHS who actually has
13 dollars around this particular issue and Judge
14 Kevin Dougherty, we might be able to get a handle
15 on at least the identification of students after X
16 number of days. Because we know what happens with
17 kids that are truant. Typically if not checked,
18 they end up dropping out or over at 1801 Vine
19 Street.

20 What is the School District's policy?
21 Because the DA and Anne Marie Ambrose I know
22 personally because I've had multiple conversations
23 about this issue, want to do something different
24 and better in identifying those truant students.

1 SUPERINTENDENT HITE: Yes. And we thank
2 you, Councilwoman, for the question.

3 We have considerable work that has been
4 coordinated with Commissioner Ambrose and DHS and
5 with Family Court with Judge Dougherty.

6 COUNCILWOMAN REYNOLDS BROWN: Okay. With
7 Judge Dougherty.

8 SUPERINTENDENT HITE: And to the point we
9 have talked at length with the DA's Office.

10 COUNCILWOMAN REYNOLDS BROWN: Okay.

11 SUPERINTENDENT HITE: And all three groups
12 have met together.

13 COUNCILWOMAN REYNOLDS BROWN: That's
14 encouraging.

15 SUPERINTENDENT HITE: Actually, is it four?
16 All four groups have met together. And there is a
17 problem that we're running into legally with
18 providing that information to the DA's Office.

19 COUNCILWOMAN REYNOLDS BROWN: Okay.

20 SUPERINTENDENT HITE: But that emerged once
21 we had the DA's Office --

22 COUNCILWOMAN REYNOLDS BROWN: Everybody at
23 the table.

24 SUPERINTENDENT HITE: -- Family Court, DHS

1 and the School District together.

2 COUNCILWOMAN REYNOLDS BROWN: At the table,
3 right.

4 SUPERINTENDENT HITE: But we are also
5 trying to work through that to see what avenues we
6 have in order to do that. We have done
7 considerable work with Commissioner Ambrose around
8 directing resources to areas --

9 COUNCILWOMAN REYNOLDS BROWN: Yes.

10 SUPERINTENDENT HITE: -- where there is
11 some pretty significant truancy concerns. And
12 Karyn Lynch and her group --

13 COUNCILWOMAN REYNOLDS BROWN: Yes. She
14 mentioned that, Ms. Lynch.

15 SUPERINTENDENT HITE: -- have done
16 tremendous work to move this process forward.

17 COUNCILWOMAN REYNOLDS BROWN: Facilitate
18 that.

19 SUPERINTENDENT HITE: And it's still
20 working. But it's two things.

21 Number one, we're going to begin looking at
22 attendance very differently.

23 COUNCILWOMAN REYNOLDS BROWN: Oh, okay.

24 SUPERINTENDENT HITE: And not looking at

1 truancy which causes us to respond after --

2 COUNCILWOMAN REYNOLDS BROWN: X number of
3 days.

4 SUPERINTENDENT HITE: -- students have been
5 out for a significant amount of time, but really
6 trying to a place where it may be a leading
7 indicator or predictor and really begin looking at
8 it from the perspective of average daily
9 attendance for individuals.

10 COUNCILWOMAN REYNOLDS BROWN: Okay.

11 SUPERINTENDENT HITE: That would then give
12 us some insight on situations that we can then --

13 COUNCILWOMAN REYNOLDS BROWN: Arrest.

14 SUPERINTENDENT HITE: -- direct some
15 attention to so that it doesn't become a truant
16 probably moving forward.

17 COUNCILWOMAN REYNOLDS BROWN: Okay. Well,
18 that's progress then since the DA has been here
19 and since I spoke with Commissioner Ambrose. So,
20 keep us informed as to where that -- as to how you
21 rid yourselves of that legal impediment.

22 SUPERINTENDENT HITE: Will do. Yes, ma'am.

23 COUNCILWOMAN REYNOLDS BROWN: Okay. To
24 charter schools, which is a big elephant. But at

1 some point we got to chew it like most things, one
2 bite at a time.

3 First, speak to the uniformity and the
4 evaluation of AYPs. Because there is a myth or a
5 perception that renaissance schools in particular
6 may or may not be held to the same standard as
7 whether the formula is for the assessment of
8 charter schools.

9 Can you talk to us about that, if you
10 would.

11 SUPERINTENDENT HITE: Yeah. The
12 renaissance, the distinction there is that
13 renaissance is a boundary school that takes the
14 boundary within a school community.

15 COUNCILWOMAN REYNOLDS BROWN: Okay.

16 SUPERINTENDENT HITE: Charter schools --
17 just a charter just in general can take students
18 from all over the City. They take -- the two are
19 the same. I mean, we use the same --

20 COUNCILWOMAN REYNOLDS BROWN: Measuring
21 stick?

22 SUPERINTENDENT HITE: -- measures of
23 success on both schools. But one is beginning
24 from a place where we're beginning to look at

1 progress moving forward. Others we have
2 information over a period of time or even years
3 for that matter.

4 COUNCILWOMAN REYNOLDS BROWN: I see.

5 SUPERINTENDENT HITE: That shows what the
6 academic and growth outcomes are. It's just a --
7 if we just created a renaissance a year ago, would
8 have less information than if it's a charter
9 school that's been in existence for the last five
10 years.

11 COUNCILWOMAN REYNOLDS BROWN: Okay.

12 SUPERINTENDENT HITE: Just different
13 information. But we apply the same accountability
14 framework to both entities.

15 COUNCILWOMAN REYNOLDS BROWN: Okay. All
16 right then. Well, the bell has rung. I have
17 additional questions around charter, so I'll wait
18 my turn.

19 Thank you, Madam Chair Lady.

20 COUNCILWOMAN BLACKWELL: Thank you,
21 Councilwoman.

22 Councilwoman Sanchez.

23 COUNCILWOMAN QUINONES-SANCHEZ: Thank you,
24 Madam Chair.

1 I just want to for the purposes of the
2 record, and I was going to ask Council President
3 for clarity. Because I think to Councilman's
4 Goode's frustration is, you know, what's Plan B?
5 And as I reviewed page 13 of your document, just
6 want to kind of go through it. I think people
7 need to understand what we're talking about. For
8 me, quite frankly, it's difficult to understand
9 how we would open schools.

10 I know last summer we had that conversation
11 about whether we should not even open schools.
12 But in this class size situation, if we don't get
13 the new \$96 million in funding, you talk about how
14 the grades will be impacted. I think it would be
15 beneficial for all of us as District to see how
16 that impacts individual schools. The notion of 41
17 kids per class in high school and what that does
18 to schools, particularly low performing schools
19 and schools where high incidence, I think it's
20 important.

21 You talk about school police being dropped
22 by nearly 16 percent. What that means in terms of
23 safety, currently what we have, I'd like to see
24 that mapped out. And I say that because I know

1 that we have had some troubled situations. I know
2 as Councilman Greenlee said, Bartram has been on
3 the highlight of it. But we have had other
4 schools who are having even more severe
5 situations. They are just not as graphic or
6 videotaped.

7 On the special ed in light of the petitions
8 that have been filed by parents all over, what do
9 you mean by only basic versus, you know -- you say
10 only basic legally mandated services. I'd like to
11 see particularly for the sector schools where you
12 have specialized special ed programs, how that
13 impacts them, you know, speech therapist, all
14 those type of things on a school by school basis.

15 You talk about facilities fewer staff, what
16 does that really mean? I think one of the things
17 that was helpful before was being able to say
18 that. And then around alternative education that
19 this Council has fought so hard to save, what is
20 the impact of that?

21 Now you're talking about assuming -- we
22 keep talking about this infamous \$75 million. If
23 we don't get \$75 million, you guys are looking at
24 1,000 layoffs. But if we don't get \$96 million,

1 how many layoffs are we talking about?

2 MR. STANSKI: The 96 in total gets you to
3 1,059 layoffs that we are projecting.

4 COUNCILWOMAN QUINONES-SANCHEZ: A thousand?

5 MR. STANSKI: Just over a thousand, yeah.
6 1,059 is our estimate.

7 COUNCILWOMAN QUINONES-SANCHEZ: That would
8 be the total. That's assuming we don't get --

9 MR. STANSKI: If we don't get the
10 96 million, right.

11 COUNCILWOMAN QUINONES-SANCHEZ: We would
12 like to see how that gets spread out on a school
13 by school basis.

14 MR. STANSKI: I would say some of your
15 questions we have to get back to you on. At least
16 in the school by school budgets, we attempted to
17 show you from the class size perspectives, the
18 teacher perspective, school by school, what the
19 instructional staff looks like without the
20 96 million.

21 COUNCILWOMAN QUINONES-SANCHEZ: Okay.
22 That's in your --

23 MR. STANSKI: It's in the layout. It's in
24 the big document. It's in the last column on the

1 right.

2 COUNCILWOMAN QUINONES-SANCHEZ: Okay. We
3 will have a column by column basis.

4 As it relates to -- I don't know if the
5 School District is planning to come back. I think
6 it's real important. I think I wanted to ask the
7 Council President and obviously Madam Chair who is
8 Chair of Education, I think it's important that we
9 bring the Administration back to tell us what's
10 Plan B. And I think we need that sooner rather
11 than later. And I want our Council colleagues to
12 remain open that we need to have this discussion
13 again. And what I don't want to see done, which
14 is what we've done in the past, which is wait till
15 the end to then, you know, scrounge up what we're
16 going to do.

17 As you know, I put forth the millage shift
18 bill. We haven't had a hearing on it yet. I'd
19 like to get the SRC's position on that. And I
20 know the Administration has been somewhat
21 reluctant to touch it. As far as I'm concerned,
22 that's the only other alternative on the table. I
23 would like to get your position on it.

24 CHAIRMAN GREEN: We are in favor of any and

1 all revenue source from any and all taxpayers in
2 order to finally stabilize the District and allow
3 planning and positive growth for the schools. And
4 that includes the millage shift.

5 COUNCILWOMAN QUINONES-SANCHEZ: Okay. I
6 want to make sure that I recognize Councilwoman
7 Reynolds Brown and Councilman Jones have also
8 signed on to that. There have been other measures
9 that Council has been introducing, Councilman
10 Greenlee on the PPA and others. I know that up to
11 now your position has been that you're agnostic to
12 where the money comes from.

13 Are there any other revenue sources that
14 you potentially see that you currently receive
15 that we could be doing a better job at enforcing
16 or adding to? I know that the collection piece is
17 going well with the Revenue Department. Are there
18 other things that we can be doing? Liquor by the
19 tax, other things that we can be doing to improve
20 the conditions of schools?

21 CHAIRMAN GREEN: Matt, do you want to take
22 that before I respond.

23 COUNCILWOMAN QUINONES-SANCHEZ: Can give us
24 an update on where we are with Use and Occupancy

1 and our collection efforts.

2 MR. STANSKI: Yeah. So I will -- overall,
3 we are down about \$5 million off the budget for
4 collections. And what we're seeing is probably --
5 mostly centered around the number of appeals that
6 have been filed on the real estate side and the
7 U&O side with the new assessments. The
8 Administration has done a very good job
9 aggressively on the Liquor Tax and delinquent
10 liquor tax collections. And, quite frankly, the
11 delinquent real estate collections are strong, as
12 well. It's the current collection and, again, due
13 to the number of appeals filed, that has put our
14 revenues off by about 5 million for this year.

15 COUNCILWOMAN QUINONES-SANCHEZ: Can you
16 break that down for us? It would be interesting
17 to know what -- what new monies came in that you
18 didn't expect from collections. I know we put a
19 big number. I think it was 31, was it?

20 MR. STANSKI: It was 28 million in total.
21 It was 13 million in increased current collections
22 through all the sources and 15 in delinquent
23 through all the sources.

24 COUNCILWOMAN QUINONES-SANCHEZ: Have we met

1 those goals?

2 MR. STANSKI: So the delinquent, we are
3 meeting -- it looks -- we are anticipating that
4 given the rate of collections, that we will meet
5 those goals. We will not meet it on current.

6 COUNCILWOMAN QUINONES-SANCHEZ: On the
7 current.

8 MR. STANSKI: Because of the appeals.

9 COUNCILWOMAN QUINONES-SANCHEZ: And that's
10 the \$5 million?

11 MR. STANSKI: Correct.

12 COUNCILWOMAN QUINONES-SANCHEZ: Okay.

13 Thank you. I know my time is up.

14 COUNCILWOMAN BLACKWELL: Thank you. Thank
15 you, Councilwoman.

16 COUNCILMAN GREEN: I would take this
17 opportunity to say there are things I think can be
18 done more aggressively. I felt them when I was on
19 Council.

20 For example, very low hanging fruit is
21 liens on properties, tax lien sales on properties
22 where there is a mortgage. The bank always pays
23 that. There are, you know, tens of thousands of
24 delinquent properties with mortgages. The bank

1 will step in and pay that tax because that's what
2 they -- you know, nationally, they, you know, I
3 don't know how much revenue that is because we
4 don't have that information. But certainly,
5 things like that can help where -- and won't
6 impact homeowners in the short run because we know
7 the banks will step in and pay to protect their
8 position.

9 COUNCILWOMAN QUINONES-SANCHEZ: We have to
10 ask the Administration. It would be
11 interesting -- you're talk about commercial
12 properties, as well as --

13 CHAIRMAN GREEN: Commercial properties, I
14 see no reason not to do tax lien sales period
15 regardless of whether or not there's a mortgage
16 because, you know, we're not talking about
17 people's homes.

18 COUNCILWOMAN QUINONES-SANCHEZ: Thank you.
19 Than you, Madam Chair.

20 COUNCILWOMAN BLACKWELL: Certainly.
21 Councilman Jones.

22 COUNCILMAN JONES: Thank you, Madam Chair.
23 I'd like to shift a little bit on the drill down
24 again. We talked about early childhood. We've

1 talked about some other aspects of it. One of
2 them is school safety. In that, I want to deal
3 with not so much the climate because I do
4 understand when I walk through some of my schools,
5 if we have principals actually acting as NTAs,
6 it's relatively dangerous and partly irresponsible
7 on our part to force them into a situation like
8 that.

9 But I want to shift a little bit and say
10 what is our truancy effort within the District? I
11 researched the schools in my district. And
12 there's a shocking correlation between -- it's
13 probably no surprise to you as a life long
14 educator. There's a correlation in my mind
15 between truancy, suspensions and performance.

16 And I want to speak to the fact that, for
17 example, in my higher performing schools, they
18 have a 13 percent suspension rate in house,
19 16 percent suspension rate where they go home.
20 And we're talking about A. Philip Randolph. And a
21 82 percent graduation rate which defies a lot of
22 the national statistics.

23 So, in some of my other challenged schools,
24 which I won't name, they have a 49 percent

1 suspension rate in house, 34 percent suspension
2 rate go home for three days on vacation, and then
3 a 47 percent graduation rate.

4 I bring another one of my high performing
5 schools. I won't talk about my lows. I will talk
6 about my highs. Saul, where they have a
7 7.5 percent truancy rate which is very low, a
8 35 percent suspension rate and a 93 percent
9 graduation rate. I'm beginning to find a pattern
10 as I look at some of my schools to see there's a
11 correlation between keeping them in the building,
12 keeping them in the school.

13 And the last statistic I will speak on
14 before you bring up your folk whoever they are
15 that deal with this is where you have the high
16 percentage truancy rate, couple of my colleagues
17 went down to the Realtime Crime Center where they
18 are helping us on safe corridors. And then we
19 mapped out juvenile arrests where there were
20 instances. And then also, the truancy rate for
21 that higher crime area which -- these are just
22 truanies that resulted in arrests, 547 arrests.

23 So, the correlation between truancy,
24 juvenile crime and graduation rate seems to

1 triangulate itself. And I just need to know what
2 we are doing to keep our children in school more
3 often and out of court more often.

4 MS. LYNCH: Thank you Councilmember for the
5 question. I won't dispute your analysis
6 nationwide. It is, in fact, the trend. If we can
7 manage to keep students in school, if we can
8 manage even with discipline to suspend in schools
9 and not out of school, if we can keep expulsion
10 rates down, we go a great deal towards increasing
11 our graduation rates. So, that's really what we
12 have to work.

13 COUNCILWOMAN BLACKWELL: Could you please
14 give us your name for the record, please.

15 MS. LYNCH: I'm very sorry. My name is
16 Karyn Lynch. And I'm the Chief of Student Support
17 Services for the Philadelphia School District.

18 COUNCILWOMAN BLACKWELL: Thank you.

19 MS. LYNCH: And I am grateful for the
20 opportunity to speak on a subject that means a
21 great deal to me.

22 So attendance and truancy is extremely
23 important. Right now you know that with ten
24 absences, unexcused absences, that establishes

1 truancy. What we're really focus on is the
2 excused absences, as well. That really has to be
3 a target as well as lateness has to be a target.
4 So, we're about the process of establishing trends
5 there.

6 I think what is really important is moving
7 forward -- well, let me -- let me say it
8 differently. Several years ago we had within our
9 schools a position that identified and worked
10 very, very closely and provided case management
11 services to children that had high number of
12 absences and children that were truant. That
13 position no longer exists within the Philadelphia
14 School District. It doesn't exist across the
15 board. Where you have schools that are doing a
16 great job, it's because they are -- they either
17 have not had a traditional problem with truancy or
18 there is, in fact, someone within the school who
19 is working on a daily basis in order to bring
20 children into the school.

21 Moving forward, we are working with our
22 community partners who are -- were in conversation
23 to bring that position back into our schools to
24 help identify and provide case management services

1 to children that are -- have a high number of
2 absences in children that are truant. We also
3 have several studies under way. We are working
4 with, in fact, Harvard University. They are doing
5 parent outreach for us where they are sending
6 information to parents that have children that are
7 truant. And the information conveys to the parent
8 how their child compares to other children in the
9 class, other children in the school and other
10 children in their local network and their learning
11 network so that parents can see through graphics
12 and colors and charts not just through the words
13 of the standard letters that we have sent in the
14 past just what their child -- their individual
15 child's experience is compared to other children.

16 So, there are several initiatives that are
17 underway in addition to our truancy court effort,
18 which has been a tradition within Philadelphia, to
19 find ways, to identify ways to practice bringing
20 children into school. You know, we do the
21 robocall every single day to tell parents when
22 their child has been absent. We think that parent
23 awareness just where their child falls compared to
24 other children and parent awareness about truancy

1 and attendance is extremely important.

2 COUNCILMAN JONES: I would agree. At
3 49 percent truancy, that says half of the kids on
4 any given day aren't there. If that, we won't
5 have to worry about class size. We just stick to
6 this truancy rate, you be done to 20 per class if
7 we did 40. I say that tongue in cheek. I don't
8 mean it. I don't want it.

9 But we have to address this problem because
10 it has rippling effects in the community. Truancy
11 rate effects graduation rate. Truancy rate
12 effects juvenile crime rate. And it's just
13 connected. It's so glaringly obvious that that's
14 an important part of how we do support services.
15 At the end of the day, I'm looking at my better
16 performing schools. And when you go to A. Philip
17 Randolph, their graduation rate is high because
18 people in that school believe at the end of the
19 day when they graduate, there is something to
20 graduate to, a job or going on to higher
21 education. There is a confidence that they have
22 that I'm going to be somebody.

23 We have to fix that in a meaningful way.
24 Whether -- are you planning in this budget to

1 bring truancy officers back?

2 MS. LYNCH: I would share with you that we
3 are working with our community partners to bring
4 case workers into our schools to provide case
5 management services for children who are
6 approaching truancy numbers.

7 COUNCILMAN JONES: Would that be through
8 DHS or some other department?

9 MS. LYNCH: That would be through a
10 community partner. It's not completely all
11 determined and decided. I wouldn't want to make
12 that announcement here. I would move in the
13 direction of what you just said. The other thing
14 that I would add, truancy is a community issue.
15 And everyone in the community of Philadelphia
16 needs to be mindful and aggressive and engaged in
17 this effort.

18 When we see children playing -- for
19 example, earlier today, we saw three children
20 playing in the hallways right here. And the
21 question was asked of the parent, it's a school
22 day. These children are school aged. Can you
23 tell us, why are these children not in school?
24 And he thought about it. He really thought about

1 it. I think when we see children playing in our
2 communities during the school day, it's imperative
3 for all of us to reach out and say there is an
4 opportunity.

5 COUNCILMAN JONES: Are you moving away from
6 out-of-school suspensions to in-school
7 suspensions?

8 MS. LYNCH: Absolutely. We are moving, in
9 fact, towards in-school suspensions. I think that
10 overall -- in fact, I know that overall in the
11 last three years, our overall suspensions have
12 declined in the School District of Philadelphia.
13 That's in part because of the way that we are
14 working to engage students, adults engaging
15 students within the schoolhouse. Also, because we
16 revised our Code of Student Conduct.

17 We looked at those incidences that were
18 discretionary, not black and white, that came --
19 that were the discretion of the person within the
20 school insubordination, uniform. And we took
21 those incidences out of our code for suspension.
22 And so, that I think makes a difference. But in
23 school suspension, some of our schools that are
24 doing extremely well have managed an in-school

1 suspension process which brings down that number
2 tremendously.

3 COUNCILWOMAN BLACKWELL: Thank you.

4 COUNCILMAN JONES: Madam Chair, I would
5 only add one thing.

6 COUNCILWOMAN BLACKWELL: Yeah. Because
7 this is your fourth question.

8 COUNCILMAN JONES: Yes, ma'am. She's tough
9 on that mic.

10 Only add one thing. A lot of our
11 principals are faced with disciplinary actions
12 when these measurements aren't favorable. And I
13 don't know if that's the true way to go. I want
14 to hold them accountable, but I want to give them
15 the resources to be successful. If they need a
16 truancy officer, I don't want my principals
17 running around rounding up the kids in a van. I'd
18 rather them dealing with the young people that
19 manage to come and help them to be successful.

20 So, I get what you're saying about there
21 being a reluct -- a reliance on in-house internal
22 school stuff. But we need to have some
23 coordinated effort centralized to make sure --
24 because again, these are the same kids that wind

1 up getting picked up by cops. 250 arrests in a
2 school area is high.

3 Thank you, Madam Chair.

4 COUNCILWOMAN BLACKWELL: Thank you. Thank
5 you, Councilman.

6 Following up on that, where are we with
7 probation officers in school? I know we brought
8 them up for the last few years. And I thought
9 where we needed them or where we had the most
10 problems they were going to increase them.

11 Do you know where we are on that issue?

12 SUPERINTENDENT HITE: Madam Councilwoman,
13 probation officers or social workers?

14 COUNCILWOMAN BLACKWELL: No probation.

15 SUPERINTENDENT HITE: Probation officers.

16 COUNCILWOMAN BLACKWELL: Yes. So, that
17 students don't have to leave school to see a
18 probation officer so that they may stay in the
19 school for the school day.

20 MS. LYNCH: I'm sorry. Your question was
21 whether or not we're planning to hire probation
22 officers?

23 COUNCILWOMAN BLACKWELL: I assume that -- I
24 know a few years ago we talked about it. We have

1 probation officers in schools where we have
2 students who needed it so they would not have to
3 leave school, and then we couldn't keep them in
4 school for their learning day.

5 Where are we with that?

6 MS. LYNCH: Absolutely. We are working
7 with -- DHS is our partner. Juvenile services, we
8 have probation officers right now in our schools
9 working with our students so that it eases the
10 collaboration and the continuity of the student
11 coming back to school.

12 COUNCILWOMAN BLACKWELL: We have had for
13 years -- we wondered if you have increased them
14 where there was more crime. Maybe you can check
15 and let us know where we are in the status for the
16 last few years. Have we increased it? Or we
17 doing something else differently?

18 MS. LYNCH: I don't know that we have
19 increased the number. We can check that, and get
20 back with you on that.

21 COUNCILWOMAN BLACKWELL: Thank you.

22 MS. LYNCH: I can tell you that Dr. Hite
23 made reference to it earlier. And juvenile
24 probation officers will be involved with the

1 effort to reduce the numbers of arrests that take
2 place in our schools.

3 COUNCILWOMAN BLACKWELL: Yeah. Hopefully.
4 Thank you. So we'll -- you can let us know at
5 some point.

6 MS. LYNCH: I will do that.

7 COUNCILWOMAN BLACKWELL: Thank you.
8 There's been a concern another issue altogether
9 with regard to special ed students and that -- and
10 that the test scores are affected by that.
11 Because some special ed students may be at a
12 certain reading level, but that they're tested by
13 their -- if they are a senior, they may be reading
14 at fourth grade level. But somehow in their
15 special ed program, they are at that level but it
16 affects, obviously, the testing of special ed
17 students are tested with those in -- who are in a
18 different grade.

19 I understand I've been told that that's an
20 issue.

21 SUPERINTENDENT HITE: Well, we have schools
22 with -- I just want to go back and clarify a point
23 I think that Councilman Jones made.

24 COUNCILWOMAN BLACKWELL: Okay.

1 SUPERINTENDENT HITE: It was 49 percent of
2 the students who are truant and means that half
3 the students are not in the school. Actually,
4 means half of the students in the school have
5 missed more than ten days. And so, that's -- it's
6 more significant when you look at truancy because
7 it's after students have accumulated at least ten
8 days. That is why we are going to average daily
9 attendance to look at what is each day.

10 Back to your question about special
11 education. The -- there are some school
12 populations that have greater percentages of
13 students with IEPs. And what we are doing is
14 looking at the growth of those students over a
15 period of time. We think that with the right
16 modifications, those children can excel, as well.
17 And but it takes a level of modification and, in
18 some cases, accommodations to provide them with
19 what they need in order to be successful.

20 And so, at some schools with high
21 population of special education, you actually see
22 significant progress among many of those students.
23 Then at other schools you see some -- you see very
24 little to no growth between that population of

1 students and students without an IEP. And so,
2 part of why we're using the accountability
3 framework that we're using is to make sure that
4 we're able to capture growth with those students.
5 And that growth should be the -- no different than
6 the growth that the School District is making with
7 all other populations. And so, we're measuring
8 where students are and then how they are moving
9 from that place forward.

10 COUNCILWOMAN BLACKWELL: All right. With
11 regard to this issue of reconciliation, because I
12 understand all charters are supposed to reconcile
13 at the end of the school year. And they go
14 through off times till August until they are --
15 till there's reconciliation. That's a state
16 regulation. I bring that up because that's one of
17 the areas where charter schools are told they are
18 behind, but that's the state rule that allows for
19 a reconciliation.

20 What is your -- what do you have to say
21 about that whole issue of reconciliation? And it
22 also affects the cap, which I understand was the
23 state issue. And that the -- that that issue was
24 resolved maybe a week ago.

1 MR. STANSKI: Councilwoman, you're
2 referring to the reconciliation of payments?

3 COUNCILWOMAN BLACKWELL: Yes, sir.

4 MR. STANSKI: Yeah. We go through -- you
5 know, we pay charters on a monthly basis. For the
6 first two or three months, we pay them on their
7 old enrollment, with their prior school year
8 enrollment. And then once the enrollment is
9 computed into our Student Information System, we
10 then pay the charters on a monthly basis through
11 the remainder of the year. But then yes, July and
12 August, there is a time period where there is a
13 reconciliation done based on again the number of
14 students in the school.

15 And also, depending on the number of
16 special education students in the school, there is
17 a two-month period where we reconcile payments.
18 Sometimes we find that we owe the charters money.
19 Sometimes we find that they owe us money. If they
20 owe us money, we deduct it from their future
21 payments. If we owe them money, we obviously make
22 the payment in the following month.

23 COUNCILWOMAN BLACKWELL: Exactly. That was
24 my impression of how the system was. And I

1 mentioned it because when we got into this charter
2 school issue, we understand the charter are
3 accused of not paying but the state law allows for
4 this reconciliation. I mentioned that as we were
5 studying this whole issue of the Palmer issue and
6 his charter school and where reconciliation fits
7 in.

8 MR. STANSKI: But I will say, if there is
9 a -- if we -- you know, if there is a dispute as
10 in that case and we don't pay, the charter school
11 can go to the state for direct payment. And
12 charter schools have gone to the state for direct
13 payment.

14 COUNCILWOMAN BLACKWELL: Absolutely. Thank
15 you very much.

16 I will -- Councilman Bass -- Councilman
17 Tasco.

18 COUNCILWOMAN TASCO: I just missed the
19 first part of your question. I think what I
20 wanted to ask ties into what you say.

21 When the charter schools are given -- I
22 guess they're given a certain number of slots and
23 they go beyond the slots, you have to pay for
24 those slots even if they go beyond those slots?

1 MR. STANSKI: Yeah. We will pay up to the
2 agreed upon cap. If the charter school enrolls
3 beyond the cap, there is a mechanism for them to
4 go to the state for direct payment. The state
5 then deducts our revenues that they pay us to pay
6 that charter for those students that are over the
7 cap.

8 COUNCILWOMAN TASC0: Let me just ask you,
9 what are you doing -- what is the District doing
10 to try to get that changed? If they have a cap
11 and you read this -- develop a budget around that
12 cap and the number of students, and the charter
13 school goes -- you know, I support charter. But
14 if they go -- if they extend beyond the cap and
15 then they can go around the District and go to the
16 State and say, well, I took ten more students.
17 State says, okay, School District, you got to pay
18 for that, I mean I don't -- that's something wrong
19 with that picture.

20 MR. STANSKI: The SRC took action to
21 suspend the School Code around over caps and
22 payments to those charters. And the hope and the
23 plan is that the State will stop paying for those
24 students that are over the agreed upon cap between

1 the District and the charter school.

2 COUNCILWOMAN TASC0: Have you communicated
3 that to all of the charter schools? Do they know
4 that?

5 MR. STANSKI: We have.

6 SUPERINTENDENT HITE: Yes, we have. And
7 some still go to the state directly. And there
8 are two primary issues with this. One is the --
9 when there is an agreed upon cap and then
10 individuals go beyond that. The other is the
11 direct pay issue. And the notion that the
12 provider can go directly to the State and then say
13 I educate this number of students and then get
14 those monies from the State directly. And that
15 comes out of our operating -- that comes out of
16 our revenue. So it is -- it does pose a problem
17 for us.

18 COUNCILWOMAN TASC0: Did you just say you
19 are doing something about it? Have you reached
20 out to the State to say this is wrong, you can't
21 do this, you are disrupting our whole process?

22 SUPERINTENDENT HITE: No. The SRC took the
23 action to suspend the School Code so the State
24 would discontinue those payments.

1 COUNCILWOMAN TASC0: So, they're going to
2 do that.

3 SUPERINTENDENT HITE: They are still
4 paying. But they said will likely to discontinue
5 moving forward next year. But for this year, they
6 are still paying.

7 COUNCILWOMAN BLACKWELL: They're state
8 payments, Councilwoman.

9 COUNCILWOMAN TASC0: I know, but it's not
10 right. Could we bring a suit? Could we sue them?

11 COUNCILWOMAN BLACKWELL: I don't support
12 that. I'm for the charter schools.

13 COUNCILWOMAN TASC0: Well, I'm for the
14 charter schools, too. If they have 200 students.
15 The School District says they'll pay for 200.
16 They can't do 300 and then come -- because it
17 disrupts the School District's budget. They got
18 to follow the rules. I'm not saying they can't be
19 a charter school. I'm saying that they just can't
20 arbitrarily say, well, I can take 100 more kids.

21 COUNCILWOMAN BLACKWELL: Oh, would that
22 life were that easy. Nothing is arbitrary.

23 COUNCILWOMAN TASC0: I think that it
24 disrupts the budget that we're sitting here

1 wrestling with today. It takes the money away
2 from something else that it's been appropriated
3 for to pay for additional students that is not in
4 the contract.

5 COUNCILWOMAN BLACKWELL: When they go to
6 the State and that's -- then that's State
7 financing. They try to reconcile with the City or
8 as was said, they pay back out of next year's
9 budget. Now was this the best process to deal
10 with it all? That's beyond us because the State
11 set up this law in the first place which was my
12 point on bringing it up. Because it creates a lot
13 of problems for us when we deal with charter
14 schools and funding. And that would be something
15 that we in the State have to work out so that
16 neither group is pushed and frustrated with trying
17 to pay back.

18 COUNCILWOMAN TASC0: I agree. But I think
19 it helps the charter schools also as well as the
20 School District. They know that the charter
21 schools have to stay within the financial
22 boundaries or deal with the budget that has been
23 given to them. If they go and take other students
24 and they don't get paid, maybe they will stop

1 doing it.

2 COUNCILWOMAN BLACKWELL: Well, that's an
3 issue that we can agree to talk about. I'm sorry
4 Councilwoman --

5 CHAIRMAN GREEN: Councilwoman Tasco, we are
6 in violent agreement with your position.

7 COUNCILWOMAN BLACKWELL: I didn't hear
8 you Counc -- I didn't hear you. What did you say
9 Mr. President? I am trying to get your title
10 together. Sorry.

11 (Laughter)

12 CHAIRMAN GREEN: Madam Chair, I said we are
13 in violent agreement with Councilmember Tasco's
14 position.

15 COUNCILWOMAN BLACKWELL: Well, I think
16 that's something we should work out. I think that
17 there is a good place for charter schools. And I
18 think not in this case, not with Councilwoman
19 Tasco. I think there is a place for charter
20 schools. As you know, they are viewed as the
21 safest by parents. I think the way the system is
22 set up because they are funded out of the same
23 source and people say charters is taking from
24 public school funding because they are funded out

1 of the same source, they find a lot of reasons to
2 fight them. So, I think that's a whole 'nother
3 issue. But --

4 COUNCILWOMAN TASC0: That's not my issue.
5 My issue is that school funds them. The State
6 funds the charter schools. They give them a
7 number of slots that they have. But what's
8 happening they are going -- we had this discussion
9 last Wednesday at the Council session in my
10 district about --

11 COUNCILWOMAN BLACKWELL: Okay.

12 COUNCILWOMAN TASC0: -- going over the
13 allotted amount of students that you are supposed
14 to have. And they are going back to the State
15 saying pay me.

16 COUNCILWOMAN BLACKWELL: Okay, well, I
17 won't --

18 COUNCILWOMAN TASC0: It takes away from me.
19 It takes away from the School District's budget.

20 COUNCILWOMAN BLACKWELL: I won't certainly
21 respond to an issue you had about your district.
22 I only know mine. I won't respond to that.
23 But --

24 COUNCILWOMAN TASC0: You don't have to

1 respond to it. I'm just saying if we're sitting
2 here trying to figure out how to pay for the
3 public education and we have system, the system
4 says this is how much we have in the budget that's
5 supposed to be allotted for charter schools, and
6 that's fine. I agree with that. But the charter
7 schools will over enroll and then go to the State
8 and say pay me for over enrolling which takes away
9 the money from the District.

10 That's all I'm saying. They got to stick
11 by the rules. If you get 200 students, you keep
12 200 students.

13 COUNCILWOMAN BLACKWELL: That's easier said
14 then done when you have children out there who
15 need places to go and who want to be in a safe
16 environment. So certainly --

17 COUNCILWOMAN TASC0: Well, you can't have
18 it both ways. You can't support the School
19 District and support the problem with the
20 charters.

21 COUNCILWOMAN BLACKWELL: I think the
22 ultimate answer is, and I asked gubernatorial
23 candidates, the ultimate answer lies in having
24 separate funding streams and we wouldn't have to

1 have this discussion in the first place. And --
2 but that is the ultimate. That's for -- that's
3 for -- that's at the gubernatorial level with
4 regard to funding in the first place.

5 We can agree on that, can't we?

6 COUNCILWOMAN TASC0: We agree on that. I
7 just think we're victims of the politics of
8 Harrisburg.

9 COUNCILWOMAN BLACKWELL: That's right.
10 That's right. Well, that we agree on. Thank you.
11 I'm sorry. Councilman Oh was first and
12 then Councilwoman Bass.

13 COUNCILMAN OH: All right. Thank you very
14 much, Chairwoman.

15 And I would pick up on that discussion that
16 had occurred earlier that I do believe that there
17 are ready revenue streams from Philadelphia. The
18 problem is without a comprehensive plan and the
19 cooperation of Harrisburg, every time we raise
20 money internally from Philadelphia, the State may
21 decrease the amount of money that they allocate to
22 the School District in one form or the other.
23 Unless we are on one sheet of music with them,
24 it's very difficult for us to raise more money

1 internally, cannibalize ourselves, and then have
2 them decrease the total amount that we're getting.

3 So, you know, the discussion about how
4 we're going to deal with this education funding
5 and quality issue is, in fact, comprehensive. I
6 think we all know that. But in terms of how we're
7 going to fund this to a comfort level that we're
8 actually making progress and not just taking money
9 out of one pocket of need, putting it somewhere
10 else and having less and less money come from the
11 state is critically important to me.

12 And that would lead me to the question of
13 where, if anywhere -- and I know you just got
14 there Chairman Green. Where are we in terms of
15 the understanding that you have in this total
16 picture of transitioning from where you are today
17 to making progress in the future where we are able
18 to add funds to the school without continuous
19 reduction of money? And ultimately, not only just
20 improving the quality of education and being part
21 of the whole discussion, but moving to the return
22 of local control back to Philadelphia which I
23 believe is part of the SRC's ultimate
24 responsibilities?

1 CHAIRMAN GREEN: I mean, I would say I'm
2 only speaking for myself. But if the District
3 were to get the 440 million in addition to the 120
4 that Dr. Hite and his team requested and we had
5 several years of that with normal revenue growth,
6 so, you know, real estate taxes come in higher,
7 the liquor by the drink tax comes in higher. And
8 they now have a base that is stable and they can
9 make investments and do the exciting things that
10 are in Action Plan 2.0. I would say that the SRC
11 should no longer exist. That the District's funds
12 are stabilized, and that the -- we would go back
13 to the charter where the Mayor appoints the Board
14 of Education.

15 And I look forward to that day. I hope
16 it's, you know, next budget season we have gotten
17 the money and we can look at one year
18 stabilization and members of the SRC can, you
19 know, focus on other public service. But I think
20 that's very important. The difficulty we have as
21 members as an SRC and the difficulty any -- any
22 board has is, of course, that it has no ability to
23 determine other than through being supplicants
24 what the revenue is. We have to go to Harrisburg.

1 We have to come to City Council. And so, we have,
2 I would call, them superpowers that are necessary
3 in an era of a serious lack of funding.

4 And so, you know, we're -- we're using them
5 to do the best job we can for children. And I
6 would say that this SRC is quite aggressive at
7 using the powers that it has. It hasn't been used
8 in the past, and that causes a backlash against
9 the SRC among people who haven't previously
10 complained. But we have a job to do, and that is
11 to try to do the best we can for children, period.

12 COUNCILMAN OH: I would hope that would be
13 the case. And I don't want to be negative about
14 it. So I will say I hope it would be the case and
15 I certainly want to work towards that. I do very
16 much want to see if there is a possibility that
17 instead of everyone -- not everyone -- instead of
18 people trying to do well all separate and apart
19 from each other, that we could get on one sheet of
20 music. And, you know, I do think that the entity
21 to coordinate that to initiate that probably is
22 the SRC. Probably is the SRC to get all our
23 different elected representatives, state, federal,
24 city whatever on to an understandable approach

1 that is satisfactory to the people making
2 decisions in Harrisburg.

3 And, well, I would really like to see that
4 we do pursue that. I do believe that in
5 Harrisburg they are looking for certain things
6 from us that will satisfy them. And without their
7 willing cooperation in the process, I don't see
8 how we're going to, you know, get the funding that
9 we need or the state authorization to be able to
10 do the things that we can in a secure way. More
11 of a statement than a question.

12 Thank you very much, President.

13 COUNCIL PRESIDENT CLARKE: Thank you
14 Councilman.

15 Chair recognizes Councilwoman Bass.

16 COUNCILWOMAN BASS: Thank you,
17 Mr. President. One more quick question for you.

18 Last year we closed a bunch of schools.
19 And there was a report that came out that we
20 didn't know where a lot of those students had
21 gone. We didn't know where they were. They sort
22 of dropped out of sight.

23 Has the District done anything to
24 determine, you know, where the students are? Did

1 they leave the City? Did they just go to private
2 schools?

3 What happened to -- if I remember, it was a
4 significant amount of students.

5 SUPERINTENDENT HITE: Yeah. We do have
6 some information about that, Councilwoman Bass.
7 The -- it was accurate in the report that there
8 were 597 students that we could not account for at
9 the beginning of the school year. And since that
10 time, we know where 238 of those young people are
11 now. And so, there are 359 that we cannot account
12 for.

13 And we are contacting -- Mrs. Lynch has
14 assigned someone to contact the remaining 359 to
15 determine when and how and if they intend to
16 return to school. So, we are making personal
17 contact with the young people we have not
18 contacted before. That number started at around
19 600. Now it's 359 of those students remaining.
20 We know where all of the others ended up.

21 COUNCILWOMAN BASS: Okay. We will be able to
22 hopefully get the 359, you know, assuming -- I am
23 assuming a large portion of them have dropped out.
24 Is that what your assumption is?

1 MS. LYNCH: So, we are making personal
2 phone calls. As well, we have sent letters. We
3 are finding that some of the students have made
4 other educational --

5 COUNCILWOMAN BASS: Some of them are going
6 to -- if they went to a charter, you would know
7 that, also?

8 MS. LYNCH: Yes.

9 COUNCILWOMAN BASS: When I say other, that
10 means private or parochial? Outside of the
11 districts?

12 MS. LYNCH: Right. We are finding that
13 they have either or attended a school that is
14 outside of the District. We are actively
15 contacting them. The letters that they received
16 indicated that there are educational opportunities
17 available. Come back. Rejoin the District. That
18 there are opportunities for them to have credit
19 recovery for them to go to an accelerated school.

20 So, we have shared with them through a
21 phone conversation what options are available as
22 well as through a letter.

23 COUNCILWOMAN BASS: Does the Commonwealth
24 provide any resources so that you can just say we

1 are missing these students, and they can tell you
2 if they are in any other schools?

3 MS. LYNCH: Because of their student ID
4 number, we can frequently find them in other
5 schools. Sometimes if they enter another school
6 and they obtain a different student ID number,
7 then we are not able to find them.

8 COUNCILWOMAN BASS: Okay.

9 MS. LYNCH: There's a statewide number we
10 can use. When that number is not used, we can't
11 find them easily. That is why we are making that
12 individual contact.

13 COUNCILWOMAN BASS: Okay. And so, you
14 know, not to go back into the discussion that was
15 a moment ago in terms of charter schools exceeding
16 their enrollment. Because, obviously, we all
17 agree, I think for the most part, that they really
18 need to stick with the numbers that they have
19 committed to. And when they don't, it causes a
20 problem.

21 But if there was to be an exception, I
22 would say that in the example of, let's say, of a
23 Walter Palmer school which is closing and closing
24 very quickly. And so, parents are now scrambling

1 to try to find out what am I going to do? What
2 other options do I have? When a lot of other
3 schools have already accepted who they are going
4 to accept, made their choices or selection for
5 September. It really leaves a lot of parents, you
6 know, without options.

7 And so, I would just say that the District
8 really has to, you know, when a decision like this
9 is made, the District has to make options
10 available for these young people. And I don't
11 know if you've made options available for those
12 folks who would be displaced by the Walter Palmer
13 Charter School closing?

14 MS. LYNCH: We are absolutely making
15 options available. Several parents, in fact, have
16 contacted us to say that you've already completed
17 the elementary, middle school selection process as
18 well as the high school selection process. We are
19 identifying where there are seats available within
20 the District regardless of the processes that we
21 have conducted already. We are opening it up
22 for --

23 COUNCILWOMAN BASS: I would suggest just
24 because a seat is available doesn't mean that a

1 parent necessarily wants it. There may be a
2 reason that seat is available at that particular
3 school. If you are coming from a school where,
4 you know, you have a stable environment, you like
5 the curriculum, you like, you know, what's been
6 happening and your child is excelling -- I don't
7 know the particulars of that school -- but your
8 child is doing well there. Now you want to move
9 them to a different school that may be, you know,
10 not performing as well. As a parent, there might
11 be seats there, but I don't want one of them.

12 MS. LYNCH: We are looking at high
13 performing seats within the District. We are also
14 looking at charter school seats and reaching out
15 to identify where there might be opportunities
16 there so that parents will have an option of
17 schools -- of seats in schools that have
18 considerably better opportunities for their
19 children.

20 COUNCILWOMAN BASS: It was my understanding
21 that there weren't any high performing seats
22 available. That there, you know, there is not
23 extra seats in a lot of these schools.

24 MS. LYNCH: Several of our schools that are

1 high performing do, in fact, have seats available.

2 COUNCILWOMAN BASS: Really. I'd like to
3 get a list. Okay. All right. Well, thank you
4 very much.

5 CHAIRMAN GREEN: I'd just like to follow up
6 on that a little bit. There are 32 charter
7 schools that are going to receive a letter from
8 the School District asking if a Walter Palmer --
9 and they are the high performing charter schools
10 in the City. If a Walter Palmer parent would like
11 to send their child to that school, will they be
12 able to. We have not heard back from them. But
13 the purpose is to give parents as much choice as
14 possible.

15 I also note that 98 percent of the
16 elementary school students in Walter Palmer would
17 be in a better academic environment in their
18 neighborhood public school than they are currently
19 in Walter Palmer according to the SPR that's in
20 your book there, which is applied to charter
21 schools and public schools.

22 COUNCILWOMAN BASS: It's not my district.
23 I haven't, you know, been particularly following
24 it. But I do note some parents would probably

1 disagree with you on that.

2 CHAIRMAN GREEN: I certainly think so. But
3 our goal is to provide as much choice as possible
4 to parents.

5 COUNCILWOMAN BASS: That's fine.

6 COUNCILMAN GREEN: And quality choice.

7 COUNCILWOMAN BASS: Okay. Thank you.

8 COUNCIL PRESIDENT CLARKE: Thank you,
9 Councilwoman.

10 Chair recognizes Councilwoman Reynolds
11 Brown.

12 COUNCILWOMAN REYNOLDS BROWN: Thank you.
13 Dr. Hit and to Ms. Lynch, I would be really remiss
14 to let these hearings go and not give a huge thank
15 you for the collaborative effort we did on behalf
16 of having 500-plus kids at the University of the
17 Sciences and the heavy lift that Karyn did with
18 the school counselors so we can make that happen
19 for the students.

20 And I shared that as a segue as to what is
21 the status now of counselors in the high schools?
22 Have you been able to stabilize the -- that
23 reality, X number of students? What are the X
24 number of students per counselors in high school?

1 And what is on line to deepen how we can connect
2 young people with our higher institutions next
3 year?

4 SUPERINTENDENT HITE: I am waiting for
5 Mr. Stanski to get specific numbers.

6 COUNCILWOMAN REYNOLDS BROWN: Sure.

7 SUPERINTENDENT HITE: But we haven't -- we
8 were able through the additional monies we
9 received this year. At the beginning of the year,
10 we were able to return more counselors than what
11 we started the year with.

12 COUNCILWOMAN REYNOLDS BROWN: Okay.

13 SUPERINTENDENT HITE: In addition to that,
14 the revenue request actually then assumes that we
15 would be adding back more counselors so that it is
16 a lower counselor-to-student ratio. I will let
17 Mr. Stanski explain.

18 MR. STANSKI: As of right now, what we have
19 allocated to schools for next year still only
20 employs around 220 counselors.

21 COUNCILWOMAN REYNOLDS BROWN: I cannot hear
22 you.

23 MR. STANSKI: What we allocated to schools
24 next year still only employs around 220

1 counselors.

2 COUNCILWOMAN REYNOLDS BROWN: Down from
3 what?

4 MR. STANSKI: Two years ago we had about
5 360.

6 COUNCILWOMAN REYNOLDS BROWN: And that's
7 just high schools?

8 MR. STANSKI: That's district wide. In
9 high schools, at a minimum every high school gets
10 one counselor. For high schools over 950 students
11 to 1,599 students, you get two counselors; 1,600
12 to 1,999 you get three counselors. Then high
13 schools over 1,999 get four counselors.

14 COUNCILWOMAN REYNOLDS BROWN: Wow.

15 MR. STANSKI: Again, this is -- yeah. We
16 are down probably 140 counselors from where we
17 were last school year.

18 COUNCILWOMAN REYNOLDS BROWN: Okay. Okay.
19 That's a harsh reality. We certainly understand
20 the why. Let's transition to STEM programming.

21 Has -- given the bleak budget picture, what
22 is in the pipeline for at least alerting parents
23 to what STEM is. I'm discovering many parents
24 just don't have an understanding of what that is

1 and what the District is doing to uptick the
2 awareness so that parents can know about those
3 opportunities for children in the district.

4 SUPERINTENDENT HITE: Many schools are
5 beginning to communicate what these programs look
6 like in their respective school. Hear from a
7 principal this morning where STEM is a major part
8 of what the children do every day, particularly
9 with respect to math class and science class. But
10 even in some of the other classes, they are
11 actually integrating those types of activities.

12 So, quite a few of our elementary schools
13 are partnering with Temple.

14 COUNCILWOMAN REYNOLDS BROWN: Yes.
15 Dr. Bracey.

16 SUPERINTENDENT HITE: Dr. Bracey is leading
17 that work. And what we are doing is expanding the
18 opportunities for children both inside of our
19 schools and in schools that have afterschool
20 activities. And in their high schools, as I
21 indicated earlier, we have expanded significantly
22 the number of students who have access to those
23 type of programs to career and technical
24 education.

1 COUNCILWOMAN REYNOLDS BROWN: Is there a
2 point person at the District one could call if we
3 wanted to coordinate some programming of any type
4 around STEM?

5 SUPERINTENDENT HITE: It is. At that
6 moment that individual is Mr. David Hardy.

7 COUNCILWOMAN REYNOLDS BROWN: Sure.

8 SUPERINTENDENT HITE: He is the individual
9 to contact with respect to coordinating. If
10 someone's interested in coming and working with a
11 particular school --

12 COUNCILWOMAN REYNOLDS BROWN: Okay.

13 SUPERINTENDENT HITE: -- we welcome that.

14 COUNCILWOMAN REYNOLDS BROWN: All right.

15 Let me revisit the higher ed question this
16 morning. Currently, a formal partnership is in
17 place with CCP or that's in the making?

18 SUPERINTENDENT HITE: Well, yes to both.
19 We have a formal partnership with them. We are
20 trying to expand that partnership to provide more
21 students --

22 COUNCILWOMAN REYNOLDS BROWN: Okay.

23 SUPERINTENDENT HITE: -- with access to
24 those types of courses. We currently have

1 partnerships with CCP for career and technical
2 education, dual enrollment. And for -- in dual
3 enrollment are many of our high school students
4 who are taking a college level course on that
5 campus.

6 COUNCILWOMAN REYNOLDS BROWN: Okay.

7 SUPERINTENDENT HITE: We started last year
8 working with them trying to design what we call a
9 early college program.

10 COUNCILWOMAN REYNOLDS BROWN: Yes.

11 SUPERINTENDENT HITE: But this would be the
12 closes that we could come to do that. The
13 resources didn't allow for us to do that this
14 year, but we are still working that forward.

15 COUNCILWOMAN REYNOLDS BROWN: Okay. All
16 right then. There is the bell. I have one more.

17 COUNCIL PRESIDENT CLARKE: You have any --

18 COUNCILWOMAN REYNOLDS BROWN: This issue
19 around food and the --

20 COUNCIL PRESIDENT CLARKE: Go ahead. Might
21 as well finish. We only have one more so far.

22 COUNCILWOMAN REYNOLDS BROWN: Okay. Youth
23 United For Change is leading a charge focused
24 on -- we discussed that already -- the account to

1 students. That's been addressed. Give us an
2 update on what's happening around the menu, the
3 lunch activities, et cetera, et cetera, et cetera
4 in the School District.

5 SUPERINTENDENT HITE: We have had an active
6 RFP out for what we call pre-plated meals.

7 COUNCILWOMAN REYNOLDS BROWN: Yes.

8 SUPERINTENDENT HITE: And it is looking at
9 the responses to that RFP. And quite a few
10 individuals were involved in that process. Youth
11 United for Change was involved along with several
12 other groups.

13 COUNCILWOMAN REYNOLDS BROWN: Okay.

14 SUPERINTENDENT HITE: Staff did a fantastic
15 job of inviting those individuals and giving
16 feedback on the construction of that RFP to
17 actually include a taste test and other things.
18 And so, we plan to be making a recommendation to
19 the SRC within the next month or so about our
20 recommendations based on the responses to those
21 RFPs. But quite a few students have -- I'm sorry,
22 quite a few organizations have provided for input
23 on those.

24 COUNCILWOMAN REYNOLDS BROWN: And we are

1 hopeful that some are local?

2 SUPERINTENDENT HITE: That was a
3 requirement. At least some of the suppliers be
4 local, number one.

5 COUNCILWOMAN REYNOLDS BROWN: Very good.

6 SUPERINTENDENT HITE: And number two, is we
7 are trying to also move more cafeterias and
8 kitchens to full service. And so, the capital --
9 inside of a capital budget, what we are attempting
10 to do is move more schools away from the
11 pre-plated but move to a full service --

12 COUNCILWOMAN REYNOLDS BROWN: Fresh.

13 SUPERINTENDENT HITE: -- cafeteria so they
14 can have fresh foods and vegetables and all of
15 those things.

16 COUNCILWOMAN REYNOLDS BROWN: Very well.
17 Thank you for that update.

18 Thank you again, Mr. President.

19 COUNCIL PRESIDENT CLARKE: Welcome,
20 Councilwoman.

21 Chair recognizes Leader Jones.

22 COUNCILMAN JONES: Thank you,
23 Mr. President. I'm a switch to some fascinating
24 good stuff. Not that the other things weren't

1 good, but you know.

2 I am a big fan of CTEs. Huge supporter of
3 it. I do not believe every young person that
4 graduates is on their way to a seat in Harvard
5 even though they produced Sophie. We don't think
6 everybody is on that career path. So, we had an
7 opportunity, the Chairman and I, to go to Randolph
8 Skills Trade Center. And when I tell you,
9 everybody should go there because they accept
10 students citywide. So in each our respective
11 districts is just housed.

12 In my district it was enlightening to see
13 the advancement over the last five years. When I
14 went in there, they were 30 or so young persons in
15 welding class that can read blueprints. There
16 were people working on electric cars. There were
17 people that were engaged in vending machine
18 repair. And that was one of the performing
19 schools that doesn't have a truancy problem or a
20 graduation rate problem because those kids are
21 motivated to be there because they believe there
22 is a job at the end of the rainbow or a career in
23 entrepreneurship.

24 My question is, last year CTE planned to

1 open 5,000 new seats within that framework of
2 education. Did that happen?

3 SUPERINTENDENT HITE: Yes, sir, it did.

4 And we are still in the process particularly
5 through the capital budget to continue the
6 renovation of some of those labs at schools. Many
7 was a -- to focus on some of the receiving schools
8 that were receiving students. But we do -- we
9 have increased pretty dramatically the number of
10 students. We haven't gotten to 5,000 yet, but we
11 have increased I want to say 15, 1600 students who
12 now have access in the program.

13 COUNCILMAN JONES: Could you get an
14 accurate number to the President?

15 SUPERINTENDENT HITE: Will do.

16 COUNCILMAN JONES: I mean, that's I think
17 important in a -- for a wide range of things.
18 Also, the CTE vocational schools that exposed
19 young people to nontraditional occupations such as
20 air traffic controller, such as black team, red
21 team cyber ops, insulators of asbestos removal and
22 actuarial sciences and music therapy.

23 Have we moved in any new cutting edge
24 career training in that regard?

1 SUPERINTENDENT HITE: We have quite a few
2 programs. And I was looking at -- because I
3 typically get updates all time from many children
4 who are winning awards in those types of programs.
5 And so, we have had animation, as a matter of
6 fact. Franklin Learning Center won first place in
7 animation. We had like logos and computer fair
8 logos that students have earned, engineering and
9 science particularly around graphic design.

10 At Northeast, they had web page design.
11 And they have an analytics class that the students
12 are involved with. So, quite a few of the courses
13 that have been historically just kind of the CTE
14 labs actually transforming to become programs that
15 will provide skills and abilities for the current
16 day's workforce.

17 COUNCILMAN JONES: Can you also provide
18 that quantitative measurement to the President so
19 we know how much progress we're making. Because
20 again, everybody is not going into white collar
21 jobs.

22 We're in the area of "green" and that whole
23 economy have we broken any new ground by way of
24 those trades? The green economy.

1 SUPERINTENDENT HITE: Yes. I mean, and the
2 best example -- well, there are quite a few
3 examples. The best example is one that's going
4 over in West Philadelphia with the Workshop
5 School. And those students are doing everything
6 from creating sustainable housing, using those
7 technologies to growing produce and designing
8 clothes, I mean, that are based on those
9 technologies.

10 In addition to that, we are one of the new
11 high schools that is going to be in Ferguson.
12 It's called the You School. It's all around urban
13 design. And it's having children to problem solve
14 around problems associated with their communities,
15 really looking at how they can begin returning
16 things to those environments. And so, we have
17 quite a few programs.

18 I will provide for the numbers associated
19 with those technologies. And provide -- by the
20 way, those children at the Workshop School are
21 also designing technologies that allow cars to run
22 on different types of fuel sources so that they
23 are a lot more economical and efficient.

24 COUNCILMAN JONES: Principal Overton -- I

1 wanted to know if we are reaching into the City's
2 workforce development needs. One of the things
3 that we discovered -- and I thank you for this --
4 is there was two young people that went to
5 Randolph that were working within our vehicle
6 maintenance department that received awards and
7 scholarships. So, we are moving in the right
8 direction.

9 Chairman Green and I presented them with an
10 award and a citation there. In that school two
11 active firemen actually taught the course for
12 fire preparedness and they actually take the City
13 test. I want to see more of that kind of
14 relationship. And what we found out was one of
15 the big problems at that school was an insurance
16 snafu about them being able to, as students, take
17 on internships with people in actual trade areas
18 that Chairman Green said to the students he would
19 look into.

20 SUPERINTENDENT HITE: Yeah. And the -- I
21 want to add just to get it on the record, we
22 started a brand new program at Ben Franklin High
23 School, advanced manufacturing. That is a program
24 with a view towards providing candidates for many

1 of the jobs that would be available here in this
2 region around advanced manufacturing.

3 COUNCILMAN JONES: If you can get those
4 numbers to the President so that I can actually
5 see where we're headed. And also, particular by
6 trades how many -- we have an aging workforce. A
7 encore career could be a carpenter from one of our
8 shops actually teaching a course in school or a
9 pipe welder from the Water Department actually
10 talking about bioretention basins and rain
11 gardens.

12 And to make that on the converse, when we
13 have people aging out of the workforce within the
14 City of Philadelphia like we've done with the fire
15 program, to create welders that come right in from
16 high school into the Water Department, Streets
17 Department and the like. So, I'd like to see that
18 connectivity and see what progress and provide
19 that to the Chair.

20 Thank you, Mr. President.

21 COUNCIL PRESIDENT CLARKE: Thank you,
22 Councilman.

23 Chair recognizes Councilwoman Reynolds
24 Brown.

1 COUNCILWOMAN REYNOLDS BROWN: Cyber
2 charters, is it fair to put them in the same pot
3 with renaissance -- you gave me the distinction
4 between renaissance and others.

5 How are they performing? What are the
6 facts around them? How many does the School
7 District -- are in this particular area?

8 SUPERINTENDENT HITE: The --

9 COUNCILWOMAN REYNOLDS BROWN: I mean,
10 geographically.

11 SUPERINTENDENT HITE: Many of the cyber
12 charters are not performing well. If you look
13 at -- if you apply the same criteria that we apply
14 to our district schools and the charter schools
15 inside of Philadelphia, they -- the cyber charters
16 are not performing well.

17 The problem with it, though, is that they
18 are authorized by the State. And they are
19 monitored by the State. And they use that
20 specific criteria for them. But on the whole,
21 they are not performing well at all.

22 COUNCILWOMAN REYNOLDS BROWN: So, how far
23 does the District go in letting parents and
24 informing parents and arming parents with

1 information so that they don't make bad academic
2 decisions with schools that are not doing well.

3 SUPERINTENDENT HITE: Yeah. We went a long
4 way this year. We opened our own. And the
5 District opened it's own what we call Virtual High
6 School. It's Philadelphia Virtual Academy. And
7 one of the reasons we opened that school was
8 because we had many parents who were coming from
9 schools like that talking about things that did
10 not work well. And in the Virtual High Schools,
11 students have a place that they can go for
12 additional help and they can continue to
13 participate in extracurricular activities in their
14 specific neighborhoods or in their communities.

15 And so, we started a school that then we
16 operate that is on the same premise as a cyber
17 charter, but it provides for support and service
18 for those students.

19 COUNCILWOMAN REYNOLDS BROWN: High school?

20 SUPERINTENDENT HITE: High school. Yes,
21 ma'am.

22 COUNCILWOMAN REYNOLDS BROWN: How many
23 young people attend about?

24 MR. STANSKI: We have over 300 now.

1 COUNCILWOMAN REYNOLDS BROWN: Is that
2 right. They come -- not they would come. They
3 are citywide I would imagine?

4 MR. STANSKI: Right. And just to give you
5 an example of the issues that cyber charters cause
6 on the finances, we are able to do it at almost
7 30 percent less cost than what we pay a cyber
8 charter.

9 COUNCILWOMAN REYNOLDS BROWN: Okay. That's
10 a great formula for the City of Philadelphia. The
11 rumor mill is that cyber charters in other
12 jurisdictions are collecting enormous amounts of
13 dollars, have no infrastructure that they have to
14 be concerned about. And we -- kids get what they
15 get.

16 MR. STANSKI: The cyber charter school is
17 paid the same rate as a traditional brick and
18 mortar charter school.

19 COUNCILWOMAN REYNOLDS BROWN: So then back
20 to Councilwoman Blackwell and Tasco's issue.
21 That's a matter that would have to be reckoned
22 with at the State.

23 MR. STANSKI: Right.

24 COUNCILWOMAN REYNOLDS BROWN: Okay. Thank

1 you. Thank you, Mr. President.

2 COUNCILWOMAN BLACKWELL: May I add that
3 they just won the lawsuit for open on this cap
4 that was in contention in court. And that's what
5 I was saying happened last week where they won the
6 right to have more open enrollment. So, it's an
7 interesting issue.

8 COUNCILWOMAN REYNOLDS BROWN: Truly is.
9 Thank you.

10 COUNCILWOMAN BLACKWELL: Thank you,
11 Mr. President.

12 COUNCIL PRESIDENT CLARKE: Thank you
13 Councilwoman.

14 Chair recognizes Councilman Jones.

15 COUNCILMAN JONES: Real quick,
16 Mr. President. Thank you for allowing me to come
17 back around. I have two quick questions.

18 What is -- I asked before the maintenance
19 plan for vacant schools that are still in the
20 communities that have not made it to sale. And I
21 want to know that because there are several in
22 I -- well, at least one in my district. Two, and
23 I want to know what that routine maintenance plan
24 is. One of them actually caught on fire last

1 summer. And I wanted to know where we were on
2 that.

3 MR. STANSKI: We do -- we build in dollars
4 into our budget called "carrying costs." These
5 are costs associated with buildings that are
6 vacant. This is minimal utility costs, ensuring
7 that the grass is mowed and routine inspections of
8 the building, I would say, on a monthly basis.

9 COUNCILMAN JONES: Well, we need to work on
10 that. Because routinely there's uncut grass at
11 the old Beeber Annex. Routinely there's graffiti
12 from my era of going to school still on the walls.
13 Routinely I don't know if based on the fire there
14 was a lot of old books from when it was closed and
15 whether that was cleaned ot. I asked for a
16 specific letter about that. So whatever the
17 routine is, we need to increase the frequency and
18 a lot more love and care. Because those buildings
19 are still within stable neighborhoods. And it's
20 bringing down the property value.

21 I'm going to need you to -- whatever that
22 routine maintenance is, if you cutting the grass
23 every 15 days, you might want to bring it down to
24 every 10. It's really an eye sore.

1 CHAIRMAN GREEN: I know that Dr. Hite has
2 been working with the Council President and the
3 Administration to put 20 more schools up for sale
4 which will be through a process that's expedited
5 and runs through PIDC. So, we will have one way
6 for us to deal with that is to not have those
7 schools on our books so it doesn't cost us money.
8 We actually kept additional resources.

9 COUNCILMAN JONES: If you want to have
10 greater value when you sell them, the maintenance
11 effort in between is important.

12 My final, final question is on procurement,
13 construction supply services and equipment and
14 professional services. Over the last couple of
15 years, how have you -- where are we on procurement
16 at the school? And are we looking at contracts to
17 codify, reduce our expenditures in that way?

18 MR. STANSKI: Yeah. I mean, we routinely
19 go through RFP processes annually for all of those
20 services. I would say the costs have gone down
21 because we are not putting as much money into
22 those services anymore.

23 COUNCILMAN JONES: What is the total value
24 of contracts issued by the School District?

1 MR. STANSKI: For just, like, construction
2 or contracts district wide?

3 COUNCILMAN JONES: I need to know contracts
4 in construction, supplies services and equipment
5 and professional services. Those three
6 categories.

7 MR. STANSKI: We will get that to you.
8 Okay.

9 COUNCILMAN JOHNSON: I won't even go into
10 participation. I will leave that for my
11 colleague. What was it last year? What is it
12 year to date?

13 MR. STANSKI: Okay. We will get that to
14 you.

15 COUNCILMAN JONES: All right. I'm
16 really -- I really need you to get that to me
17 before -- I mean, we supposed to have that by way
18 of a matter of course.

19 COUNCILWOMAN REYNOLDS BROWN: It is.

20 COUNCILMAN JONES: That's standard. So,
21 I'm going to need that. In addition, in your
22 Auditing Department, has that compliance auditing
23 staff been reduced with your auditors?

24 MR. STANSKI: The auditors that work for

1 the SRC?

2 COUNCILMAN JONES: Yes.

3 CHAIRMAN GREEN: There is one vacant
4 position. That's the Executive --

5 COUNCILMAN JONES: What are your total
6 number of auditors there?

7 CHAIRMAN GREEN: Off the top of my head,
8 it's three, Matt.

9 MR. STANSKI: Yeah. They have two staff
10 auditors and a supervisor.

11 COUNCILMAN JONES: From my numbers, there
12 were 25 people in your Procurement Department. It
13 is down to 9 employees. They're reviewing a heck
14 of a lot of contracts. By way of ethics and
15 integrity, I would wonder how you are putting eyes
16 on all of those contracts and still maintaining
17 high levels of integrity as they go through the
18 pipeline.

19 MR. STANSKI: We have a system of checks
20 and balances in place to ensure that --

21 COUNCILMAN JONES: What are they?

22 MR. STANSKI: All contracts over \$20,000
23 require SRC approval. Once the SRC approval
24 happens, the contract is entered into. And all

1 payments are made against that contract and
2 actually run through -- all payments run through
3 the Audit Department to ensure that the payment is
4 within the authorization that the SRC has set
5 forth.

6 COUNCILMAN JONES: For things like
7 participation, how do they go out and check for
8 compliance on said contracts?

9 MR. STANSKI: We report -- you talking MBE,
10 like, requirements? That report is submitted with
11 every resolution that is submitted to the SRC.
12 And then a report is given. But I will say I
13 don't know that the Auditing Department has the
14 staff to look at every contract to determine MBE
15 requirements.

16 COUNCILMAN JONES: So if I go and fill out
17 a contract form and put Councilman Squilla as my
18 minority subcontractor, how do you check that?

19 MR. STANSKI: Right now we would have to
20 rely on the individual department's to ensure
21 compliance with that requirement. In that
22 Procurement does spot checks, but there is not
23 enough people to check every contract.

24 COUNCILMAN JONES: What I am going to need

1 to know is how many of the -- I don't know the
2 number of contracts you let, don't know the amount
3 of the contracts you let. I don't know the number
4 of inspections you do to check for field
5 compliance. Those are -- what is your -- you know
6 your entire Procurement budget?

7 MR. STANSKI: It's barely a million
8 dollars. Oh, you mean in the Procurement Office?

9 COUNCILMAN JONES: No. The entire budget
10 for purchasing for the School District is what?

11 MR. STANSKI: If you count payments to
12 charter school and payments for debt, it's over a
13 billion dollars.

14 COUNCILMAN JONES: It's a billion dollars
15 worth of contract business that is transacted.
16 But yet we don't know how many contracts -- matter
17 of fact, you going to need to give me a list of
18 all contracts let by the SRC. I'm going to need
19 to see that now. Because that's too loose for me.

20 SUPERINTENDENT HITE: Charter schools are
21 700 million --

22 COUNCILMAN JONES: I don't need no charter
23 schools.

24 SUPERINTENDENT HITE: In the billion -- in

1 the billion, 280 is debt service. And then 700 is
2 charter schools.

3 COUNCILMAN JONES: Then the question
4 remains --

5 SUPERINTENDENT HITE: You talking about all
6 the others.

7 COUNCILMAN JONES: The question remains, I
8 went to public school. I'm proud to be able to
9 say I can count. And I want you to be able to
10 give me -- in another life, I was the Compliance
11 Officer for the City of Philadelphia. I'm going
12 to need to see broken down by construction, supply
13 services and equipment and professional services
14 all contracts let by not the charter schools but
15 by the District themselves.

16 Thank you, Mr. Chairman -- Mr. President.

17 COUNCIL PRESIDENT CLARKE: Thank you,
18 Councilman. I got a couple other people than I
19 have one last question.

20 Councilwoman Tasco.

21 COUNCILWOMAN TASCO: I just want to ask a
22 question about how we got to the \$75 million for
23 cigarettes? This is sort of like a rhetorical
24 question. Because this City Council outlawed

1 smoking. Now the -- folks have stopped smoking
2 and cut down on cigarettes, is this -- who has
3 calculated that we will get \$75 million from the
4 Cigarette Tax? Do we have any answer on that?

5 SUPERINTENDENT HITE: I don't have an
6 answer. That's a estimate made by the
7 Administration, I would imagine.

8 COUNCILWOMAN TASC0: Since the Mayor was as
9 Councilmember had introduced that No Smoking Bill,
10 just want to raise the question.

11 COUNCIL PRESIDENT CLARKE: Thank you. I
12 understand. Actually, the number started at, I
13 believe initially, it was 90 million was the
14 proposed expenditure. Then it shrank to 80
15 something. Now I'm seeing a new number 75.

16 Chair recognizes Councilman Goode.

17 COUNCILMAN GOODE: Thank you, Mr.
18 President. I'll be brief.

19 On the issue of business diversity, I
20 talked to some people who work for the School
21 District in the past and how the issue has
22 evolved. And there are some very public problems
23 with it. My question is for the District and for
24 the SRC.

1 When is the last time there was a business
2 diversity policy enacted?

3 CHAIRMAN GREEN: In the two months I have
4 been here, there is not a business diversity
5 policy been enacted. And there hasn't been in the
6 18 months Dr. Hite has been here. We -- I think
7 we probably circulated to Council the MBE/WBE
8 participation numbers which were 40 percent last
9 year with a goal of 25 percent. Obviously, we
10 don't have the resources to check all those
11 contracts as the City's office does. But I think
12 we'd be -- I would certainly love to hear your
13 thoughts about what you think should be included.

14 COUNCILMAN GOODE: Question is simply
15 under -- out of your tenures, have you enacted a
16 new policy? Have you given any thought to it?
17 And what policy are you proceeding based upon? I
18 mean, what policy are you using to make sure there
19 is business diversity? Not just what numbers have
20 you set but what is the actual policy?

21 CHAIRMAN GREEN: The person in charge of
22 that at the District is Fran Burns who is our COO.
23 She unfortunately stepped away. I know Fran is
24 very sensitive to those issues.

1 COUNCILMAN GOODE: The contracts have to be
2 approved by the SRC. Dr. Hite, I'm sure you're
3 involved in the contracting process personally.

4 Question is, what policy are you basing
5 those decisions based upon?

6 SUPERINTENDENT HITE: So, there is an
7 existing policy. I don't know what date it was
8 revised on or what was written on. But that's the
9 policy we are using when the -- when I make a
10 recommendation to the SRC to approve a contract.

11 COUNCILMAN GOODE: So what is the policy?

12 SUPERINTENDENT HITE: It's around the
13 participation, particularly with M/WBE and -- and
14 the contractors, the subs, the participation rate.
15 All of those things have to be factored in as a
16 part of that process.

17 COUNCILMAN GOODE: Okay. I'm asking what
18 is the policy? You explained the different
19 aspects of the policy. What specifically --
20 what -- the legal requirements for diversity are
21 that you conduct a disparity study or use a
22 disparity study, you examine the contracts in
23 terms of past contracts, in terms of future
24 contracts. And based upon availability, you send

1 over all participation rate but also participation
2 rates for special contracts based upon
3 availability. And that at the end of the day,
4 utilization should match availability.

5 The question is, are you really doing that?
6 And to what extent is that just a policy on paper.
7 There is an old policy that needs to be revisited.
8 Or to what extent are you actually going to make
9 sure that utilization matches availability by
10 examining your contracts?

11 SUPERINTENDENT HITE: Yeah. Because
12 Councilmember -- Councilman Goode, the -- because
13 there's a policy in place, we talk about whether
14 or not they, individuals have adhered to that when
15 they make a recommendation to me. Then I
16 subsequently make a recommendation to the SRC. I
17 can't quote the policy here as I sit here today.
18 I can provide a copy of the policy that we use to
19 Council.

20 COUNCILMAN GOODE: Do you know if the goal
21 setting is credible.

22 SUPERINTENDENT HITE: 25 percent.

23 COUNCILMAN GOODE: What's that 25 percent
24 based upon. That's not necessarily the right

1 number. The number could be high. The number
2 could be low. Do you know that that's a credible
3 number? Do you know that your goal setting
4 process is actually credible?

5 SUPERINTENDENT HITE: I don't know how we
6 arrived at the 25 percent number. I'm assuming
7 that is in the policy.

8 COUNCILMAN GOODE: It can't be in the
9 policy because the policy can't be a number. The
10 number would have to come from the policy. And
11 whether you are actually doing a disparity study,
12 whether you are actually examining past contracts,
13 looking at what you will contract for in the
14 future in terms of goods and services and then set
15 appropriate goals across the board and for
16 contracts so that utilization actually matches
17 availability so you actually have diversity and
18 the appropriate level of diversity.

19 But you don't know whether the goal setting
20 is actually credible?

21 SUPERINTENDENT HITE: I don't know.

22 COUNCILMAN GOODE: Please address that in
23 writing both on behalf of the District and on
24 behalf of the SRC. I want two separate -- or it

1 can be joint. But I want both entities to talk
2 about the internal processing in terms of what is
3 being presented to the Board, and then the Board
4 process in terms of what it requires to consider
5 something. Thank you.

6 Thank you, Mr. President.

7 COUNCIL PRESIDENT CLARKE: Thank you, sir.
8 Thanks Councilman.

9 Could I ask one favor. Can you pull
10 number, I guess, page 4 on the PowerPoint.
11 Actually, if you can go back to that graph.

12 MR. STANSKI: This one right here?

13 COUNCIL PRESIDENT CLARKE: Yes, please. I
14 just want to compare. I wasn't going to use this,
15 but I just want to check.

16 So, the drop on your graph, that represents
17 FY12?

18 MR. STANSKI: '11 into '12, right.

19 COUNCIL PRESIDENT CLARKE: And then you
20 have a drop here this around the same time
21 '11/'12. So, the drop in those revenues is based
22 on -- assuming the same drop in revenues here.
23 And I heard you reference stimulus dollars.
24 Although, what we did, the chart here shows that

1 this money here goes up. This actually represents
2 the -- red represents State, and this represents
3 the stimulus the green. So prior to the stimulus
4 coming into play, there was actually an increase
5 in revenue. Then the stimulus came in to supplant
6 some of the State revenue. And then the drop is
7 around the same time as you referenced the drop.

8 But the -- I think the most significant
9 line on here is the blue line. You know what that
10 references, right? City of Philadelphia. So now
11 you see the City of Philadelphia line. This is
12 the proposed 120 as we put that in there. We are
13 going to figure out a way to try to get 120 in
14 this fiscal year in some form or another. Then
15 the State red line is here.

16 When you show this -- I guess my question
17 is if you can just maybe you don't want to
18 alter -- if you can tell where revenue sources
19 come from. If you talk about drop in revenue,
20 doesn't tell the whole story about the drop in
21 revenue. In fact, the City of Philadelphia's
22 revenue, the only reason it's flatlined and not
23 going down even more so because we've been
24 basically propping up that flatline. Just want

1 to, for the record. You know, come in make these
2 presentations. Want a real picture told about the
3 presentation if at all possible. Not being
4 critical, just stating simple facts, okay.

5 Thank you. Thank you. So there be being
6 no other questions from members of the body, I'd
7 like to thank you very much. But we may need a
8 call back because there a couple of things that
9 need to be clarified based on today's testimony if
10 at all possible.

11 I want to thank you all very much for your
12 testimony. Look forward to talking directly to
13 you all about a couple of issues. Thank you.

14 CHAIRMAN GREEN: Thank you, Mr. Chairman
15 and Madam Chair.

16 COUNCIL PRESIDENT CLARKE: The question
17 Chairwoman wanted to know, will there be someone
18 from the School District during the public
19 testimony, not necessarily to testify but to be
20 available if there is some questions?

21 SUPERINTENDENT HITE: Yes.

22 COUNCIL PRESIDENT CLARKE: Rodney, you're
23 the guy? Rodney is always the guy. All right.
24 Thank you so much.

1 Well, I want to thank you very much.
2 Committee will stand in recess until Tuesday,
3 May 6, 2014 at 10:00 a.m. Okay. So we do have
4 May 13 as a potential School District call back.
5 Thank you all very much.

6 - - -

7 (Public Hearing of the Committee of the
8 Whole adjourned at 4:46 p.m.)

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C E R T I F I C A T I O N

I, hereby certify that the
proceedings and evidence noted are
contained fully and accurately in the
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