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COUNCIL OF THE CITY OF PHILADELPHIA

3

PUBLIC HEARING

4

BEFORE THE COUNCIL COMMITTEE ON EDUCATION

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Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, April 21, 1998
1:12 p.m.

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RESOLUTION NO. 970368 - Memorializing the
Education Committee of the Philadelphia City
Council to hold hearings to investigate the
school system's response to health
emergencies in Philadelphia public schools
and what, if any, Citywide approaches can be
implemented to improve them.

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PRESENT: COUNCILWOMAN JANNIE BLACKWELL, Chair
COUNCILMAN DAVID COHEN
COUNCILWOMAN DONNA REED MILLER
COUNCILMAN FRANK DICICCO

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2 P R O C E E D I N G S.

3 COUNCILWOMAN BLACKWELL: Good

4 afternoon. We would certainly like to thank
5 everyone who is present and to certainly convene
6 the Council Committee on Education to hear
7 testimony and, hopefully, to resolve the issues
8 with regard to two bills -- two resolutions, the
9 first one being Resolution 970368. And we will
10 have the clerk read the title of the first
11 resolution.

12 THE CLERK: Memorializing the Education
13 Committee of the Philadelphia City Council to hold
14 hearings to investigate the school system's
15 response to health emergencies in Philadelphia
16 public schools and what, if any, Citywide
17 approaches can be implemented to improve them.

18 COUNCILWOMAN BLACKWELL: Thank you very
19 much.

20 The Chair notes that this is our fourth
21 hearing to date on these issues. I have
22 transcripts from May 29, 1997, June 12, 1997,
23 March 25, 1998, and I hope today, April 21, 1998,
24 I hope that this will be the day that we can
25 record that we have finally resolved these issues

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2 so that we can meet our responsibilities in terms
3 of letting everyone concerned with the School
4 District of Philadelphia to know how to respond in
5 health emergencies.

6 With that, we will certainly call on
7 all of you to testify. We thank you for being
8 here.

9 And first we have superintendent David
10 Hornbeck.

11 SUPERINTENDENT HORNBECK: Thank you
12 very much, Madame Chairwoman. It is my pleasure
13 to be here this afternoon to respond to the
14 remaining questions about how the School District
15 manages emergency situations and crises that arise
16 from time to time with respect to the schools.

17 As well, we are prepared to answer
18 additional questions regarding the work that we've
19 been doing with the Health Department over
20 facilities inspection issues.

21 It's our understanding that the primary
22 focus today is on the safety issue, but we can
23 certainly turn to facilities as well as. And Mr.
24 Eric Shapiro is here to answer any questions on
25 that.

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2 COUNCILWOMAN BLACKWELL: Thank you, Mr.
3 Superintendent. That's the second. And as soon
4 as we do this, then we will return to that.

5 SUPERINTENDENT HORNBECK: Okay. Today
6 we are providing you with the documents concerning
7 our safety crisis management effort. With me
8 today are Bernard Trent, from the Family Resource
9 Network; and John McLees who is Director of School
10 Safety, who will provide you with additional
11 details of our emergency policies and crisis
12 management procedures.

13 Our safety program deals with
14 prevention, intervention, and crisis management.
15 With respect to crisis management, the District
16 has developed a set of procedures that govern the
17 roles and responsibilities of staff at the school
18 cluster and central administrative levels. And
19 these documents -- which, incidently, are included
20 in the documents laid out in this box, and we need
21 to get those distributed to you -- will be
22 explained by Mr. Trent and Mr. McLees.

23 These procedures organize schools
24 around effective ways to handle crises, including
25 communication procedures for notifying parents and

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2 the community of what is happening in the schools
3 and who to contact for information.

4 Additionally, as part of any emergency
5 planning and preparation, all of our schools are
6 required to conduct monthly fire evacuation
7 drills. And these drills are a basic part of any
8 emergency response that requires that the students
9 and teachers leave the building.

10 In the areas of prevention and
11 intervention, there are several District policies
12 which govern school safety procedures. These
13 policies cover problems that range from vandalism
14 to reporting bomb threats.

15 In the context of school improvement
16 planning, every school is required to include a
17 safety plan in their school improvement plan.
18 This school-wide plan is a required activity for
19 every school and is updated annually.

20 Last summer. The District conducted a
21 four-day summer training institute on school
22 safety because these things don't happen, as you
23 can well imagine, automatically. The training was
24 designed to help students develop and implement a
25 school-based safety plan as well as a crisis

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2 management plan.

3 The program included identification of
4 strategies to address safety and violence issues
5 in schools and communications, and the
6 identification of risk factors and available
7 resources related those issues. About 700 of our
8 teachers and principals, counselors,
9 psychologists, nurses, and school community
10 coordinators attended those workshops.

11 A resource guide has also been
12 developed by the Office of School Safety and the
13 Family Resource Network for the future training of
14 principals, administrators, and school safety
15 teams.

16 Finally, we have conducted what might
17 be characterized as "pilot parent academies" in
18 the West Philadelphia Cluster. These academies
19 provided useful tips for parents on to how to keep
20 their children safe while they're traveling to and
21 from school. These academies are going to be
22 expanded in the next school year, in '98-'99. And
23 Mr. Trent and Mr. McLees are also prepared to
24 explain those procedures in full.

25 With your permission, and maybe I can

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2 pass these out, let me turn this to Mr. Trent and
3 to Mr. McLees for -- and walk you through these
4 various pieces.

5 COUNCILWOMAN BLACKWELL: Thank you.
6 The Sergeant-At-Arms will be glad to hand out
7 anything you need and will distribute it.

8 SUPERINTENDENT HORNBECK: Thank you
9 very much.

10 COUNCILWOMAN BLACKWELL: Mr. McLees,
11 how are you?

12 MR. MCLEES: Very well, thank you.

13 COUNCILWOMAN BLACKWELL: Would you say
14 your name and please spell your last name for the
15 stenographer.

16 MR. MCLEES: Certainly. John J.
17 McLees, Executive Director for School Safety.
18 That's M-C, capital L, E-E-S.

19 COUNCILWOMAN BLACKWELL: And pull the
20 microphone a little closer. It's hard to hear
21 you. Thank you.

22 SUPERINTENDENT HORNBECK: I think that
23 I'm going to ask Mr. Trent if he will kick off the
24 comments, and then we will turn, with your
25 permission, to Mr. McLees.

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2 COUNCILWOMAN BLACKWELL: Certainly.

3 SUPERINTENDENT HORNBECK: And then when
4 we get the second resolution, we'll turn to Mr.
5 Shapiro.

6 COUNCILWOMAN BLACKWELL: Welcome. Mr.
7 Trent.

8 MR. TRENT: Good afternoon.

9 COUNCILWOMAN BLACKWELL: Good
10 afternoon. My name is Bernard Trent, and that's
11 T-R-E-N-T. And I'm an advisor in the Family
12 Resource Network, an advisor specifically for
13 school safety.

14 As the Superintendent stated, we have
15 been developing a user-friendly safe schools
16 manual, and I wanted to state for the record that
17 safety and the procedures tends to be an ongoing
18 process, so that what you have before you are
19 documents that reflect what the School District
20 has been doing and what we are currently doing.
21 Again, keep in mind that this is an ongoing
22 process.

23 Inasmuch as when we talk about safety
24 and specifically crises, crises tend to be events
25 that cannot be predicted, although we need to be

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2 prepared when a crisis occurs.

3 To that end, I'd like to initially
4 bring your attention to a document, which is dated
5 November 1993, and it's titled "Disasters, Crises
6 and Emergency Situations." And John McLees, the
7 Executive Director, is the primary author of this
8 document.

9 I bring this to your attention because
10 this is a document that indeed was distributed in
11 1993 so that all schools have this document at
12 their disposal. However, what we have discovered
13 is oftentimes when we send documentation out to
14 the schools, because of the size of our district
15 and because of the number of procedures that we
16 have, in some instances, people may feel that they
17 aren't present.

18 What we're going to do, and if you
19 would look to your right, you should you see in
20 the folder a document that say "Crisis/Safety
21 Procedural Manual." This is a document that we
22 perceive to be user-friendly, and it's going to be
23 distributed to every school.

24 Now, an integral part of our safety and
25 crisis procedure plan is for each school to have a

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2 crisis/safety team. The members of those teams
3 will have their roles clearly identified. The
4 most important person on that team will be the
5 building administrator and/or his designee, or
6 what we are titling "the person in charge" so that
7 at all times, there should be someone in each of
8 our buildings who knows exactly what to do when a
9 crisis occurs.

10 Now, I'm going to digress a little and
11 go back to this 1993 document just to have Mr.
12 McLees give you some idea of what is in it and
13 give you an idea of how we progress from this to
14 what is before us. And, again, keeping in mind
15 that we look at this document as being something
16 that tends to be fluid and ever-changing.

17 MR. MCLEES: Thank you, Mr. Trent. If
18 I may, Councilwoman, if we open up to the first
19 page of the '93 document, in the very beginning of
20 the document, we talk about crisis and emergency
21 situations. And we say very emphatically,
22 employees of the School District of Philadelphia
23 are --

24 COUNCILMAN BLACKWELL: This is the
25 white document?

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2 MR. MCLEES: Yes, ma'am.

3 COUNCILWOMAN BLACKWELL: Pull the mike
4 closer. We can't hear you.

5 MR. MCLEES: Certainly. How is this?

6 COUNCILWOMAN BLACKWELL: Thank you.

7 MR. MCLEES: Okay. Quite emphatically,
8 we state in the very beginning as the document
9 opening up, "Employees of the School District of
10 Philadelphia are not employed or formally train as
11 experts in all crises in emergency situations.
12 The purpose of security personnel responding to a
13 crisis emergency site will be for assisting and
14 evacuating, isolating, visually searching a scene,
15 and if requested, serving as liaisons between the
16 School District and local law enforcement
17 agencies."

18 I'm not going to read right through
19 this, but it goes on to say how we certainly reach
20 out and engage the experts, other City agencies,
21 federal agencies, if there was some type of
22 catastrophe or some type of a specialized
23 situation where we need expertise into our
24 schools.

25 Our people respond. When we get there,

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2 we contain a situation, we isolate it, and we
3 certainly bring order back to whatever conditions
4 may exist in order that the experts can then move
5 in and take over in managing the situation.

6 In here, we refer to situations such as
7 a barricaded person who may be with or without a
8 hostage, and we lay out things that should be
9 followed, guidelines with reference to those types
10 of incidents. And then, you know, we go on to
11 childnapping, and we'll go on to how we conduct
12 situations at athletic events or on the fields and
13 things like that if they become disorderly.

14 The bottom line is the administrator on
15 site and the school safety plan. And these are
16 guidelines that we prepared and we sent out for
17 principals to use when they're preparing their
18 individual school safety programs, that they can
19 rely on these guidelines to be followed.

20 MR. TRENT: And if I might follow up on
21 what Mr. McLees has said, if you would reference
22 the yellow document now.

23 COUNCILWOMAN BLACKWELL: Mm-hmm.

24 MR. TRENT: And, again, open the yellow
25 document to the next to the last page where it

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2 says, "School Safety and Crisis Management Plans,"
3 and there you will find that there are three
4 levels. And as I indicated earlier, the first
5 level being the school level; the second being the
6 Cluster level; the third level, the central
7 office.

8 We are attempting to have --

9 COUNCILWOMAN BLACKWELL: What page is
10 that on Mr. Trent?

11 MR. TRENT: In the yellow booklet, the
12 next to the last page. It should be divided into
13 three sections. It says Level 1, 2, and 3.

14 COUNCILWOMAN BLACKWELL: We don't seem
15 to have it in our booklet.

16 MR. TRENT: Again, the document that is
17 then before you has those three levels. As I
18 indicated, we anticipate that each school will
19 identify members of a crisis/safety team at the
20 school level. That will be followed by having
21 each of our 22 clusters to develop a similar
22 routine, and then finally the central office.

23 The person in charge, again, generally
24 the building administrator, is the one that's
25 really going to play a pivotal role because in any

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2 type of crisis or emergency situation, he or she,
3 along with the team members, will have to do an
4 assessment to ascertain the exact nature of the
5 crisis or emergency. Depending on what that
6 assessment reveals, then they will have some
7 guidance as to how they are going to respond.

8 Now, if you will go back again to our
9 brochure, the crisis safety brochure manual, and
10 look at the steps that are listed on the very
11 first page, where it says "Emergency Services,"
12 that individual will then set into motion some
13 type of response.

14 Again, depending on the nature of the
15 crisis and the emergency, it will determine to
16 whom the call will be directed. But we have
17 listed numbers for our school police dispatcher so
18 that the buildings will be in direct contact with
19 them to get immediate assistance and intervention.

20 COUNCILWOMAN BLACKWELL: Are these kept
21 in a central place where -- let's say the
22 principal is out on some in-service training, then
23 what happens? Are these kept and how will that
24 chain of command be?

25 MR. TRENT: All right. What we have

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2 indicated is that the primary reason for the size
3 of this is that we want the schools to have these
4 readily available in the main offices by the
5 telephone.

6 Now, once the school has identified its
7 crisis safety team, one of the important tenets of
8 the chain of command is that no one person has the
9 sole responsibility. Again, the principal is the
10 chief building administrator, but there has to be
11 a person there also who knows exactly what to do
12 if the principal is absent or incapacitated for
13 any reason.

14 COUNCILWOMAN BLACKWELL: How does one
15 know who that is, who that person in charge is?

16 MR. TRENT: Okay. We are going to --

17 COUNCILWOMAN BLACKWELL: Or how does
18 the School District know if the principal's out
19 who is in charge?

20 MR. TRENT: One of the things that we
21 have decided is -- and, again, it governed our
22 decision to use this document. Our policy and
23 procedural manual itself, the one that has been
24 used in the past, is about as thick as a telephone
25 book.

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2 If you look through this document,
3 there is a crisis management school safety team
4 page where -- what we're going to request the
5 schools to do is to submit the names and telephone
6 numbers of each individual member.

7 Now, again, in looking at this
8 document, you will see that the building principal
9 and the assistant principal is at the top of the
10 list. However, the team itself, as it goes
11 through the training process, will designate an
12 individual to be in charge, along with a chain of
13 command.

14 SUPERINTENDENT HORNBECK: Let me make
15 one comment there, Councilwoman. In a sense,
16 having nothing to do and everything to do with
17 crisis management, when a principal leaves a
18 building, there is a specific person who assumes
19 the responsibility of being building administrator
20 for all purposes.

21 And the requirement is that before the
22 principal leaves the building, the principal comes
23 to that person and says, I'm leaving the building,
24 you're in charge. That person would assume, in
25 the context of the management crisis frame work,

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2 the responsibilities of the principal. And then
3 filling in behind that would be the team members
4 that Mr. Trent is referring to.

5 COUNCILWOMAN BLACKWELL: And how soon
6 will this policy take place such that the
7 principal fills out this information?

8 And then I assume this information --
9 if we start with page 1 -- and the principal fills
10 out who the local district is and the police
11 captain and all of that, then does the principal
12 then submit a copy of this to you? Does it stay
13 in the school?

14 How will it work and when will the
15 schools have this?

16 MR. TRENT: The process started last
17 summer when we essentially had the summer
18 institute. That document is also before you if
19 you reference this thick book where we actually
20 provided the training.

21 Keeping in mind, again, that we decided
22 that because of the thickness of that document, we
23 came up with this. This document itself is
24 currently at the printer. As soon as the printer
25 bring us the copies, we will distribute them to

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2 the schools.

3 In conjunction with that distribution,
4 we will then offer technical assistance and
5 specific training not only to individual schools,
6 but Mr. McLees's office and my office sat down,
7 and we decided to look at groups of individuals
8 that we are going give specific training to. Of
9 course, at the top of that list, we had our
10 building principals.

11 And I might also add at this time,
12 there are many new principals. I'm quite sure
13 Councilwoman is familiar with that, that we have
14 that turnover.

15 But at the top of that list, we have
16 our principals, and that will be followed by
17 additional groups who provide direct services and
18 support to children and families.

19 COUNCILWOMAN BLACKWELL: And would you
20 make copies of all this available so that we can
21 distribute -- the committee can distribute it to
22 every member of Council? Would you make about 25
23 copies of everything available to us?

24 MR. TRENT: Most definitely. And I
25 also will check each document to make sure that it

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2 is complete, as I understand your document, the
3 yellow book did not have certain pages.

4 COUNCILWOMAN BLACKWELL: Thank you.

5 Do the of the members of the committee
6 have questions?

7 Councilwoman Miller.

8 COUNCILWOMAN MILLER: Good afternoon.

9 MR. TRENT: Good afternoon.

10 COUNCILWOMAN MILLER: On the -- well,
11 in this booklet --

12 MR. TRENT: The '93?

13 COUNCILWOMAN MILLER: The pages aren't
14 numbered. I guess it's about the fourth or fifth
15 page where it says "Details of the Plan, Item No.
16 B., individuals having authority to execute a
17 plan."

18 I was wondering if the items you have
19 listed in number 1, such as who a floor leader
20 are, are these people going to be -- or are these
21 issues going to be addressed in this safety plan
22 or the crisis management school safety team?

23 'Cause I think that the fact that you
24 said you have an emergency director and then
25 there's a list of names with exact duties and you

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2 have floor leaders, assistant floor leaders, first
3 floor, second floor, etc., I think that kind of
4 information is important for people to know.

5 And when I think about large high
6 schools that are like huge warehouses, then I
7 would think that someone on each floor should be a
8 part of the safety plan.

9 MR. TRENT: One of the things that I
10 think --

11 COUNCILWOMAN MILLER: This is your old
12 plan, I think.

13 MR. TRENT: Yes. And one of the things
14 that we are doing is looking at each school
15 individually. We will meet with the schools to
16 have them to determine specifically what their
17 safety needs are.

18 Now, if you go back to this other
19 document, for example, in the back of it, you will
20 find a copy of a safety plan from a school
21 district -- I believe it's the Butler Area School
22 District.

23 They did exactly what you indicated,
24 where they actually had someone draw up a physical
25 map of the school, of every floor and every room

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2 in that particular building. And then when the
3 school moves into crisis mode, those individuals
4 who have been trained should know exactly where
5 they should be in terms of having responsibility
6 for students in particular section of the school.

7 And, indeed, what you're saying is very
8 important because we have schools -- I don't know
9 if you're familiar with William Penn and Martin
10 Luther King, who -- these buildings
11 architecturally are a nightmare, as far as
12 security is are concerned.

13 So in buildings like that, we have to
14 pay especially attention to the physical layout,
15 and as the school teams deliberate, the size of
16 the team will vary as will the rules and
17 responsibilities of those individuals in that
18 building.

19 COUNCILWOMAN MILLER: One other quick
20 question. If this is going to be kept in the main
21 office, I kind of wonder -- maybe it needs to be
22 kept several places because you don't want someone
23 to run to it and it's not there or try to
24 remember.

25 And I say this because I have a sick

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2 child and I have a three-story house. By every
3 phone in my house, I had an emergency plan because
4 I didn't want people to be there helping and
5 couldn't -- had to run to my bedroom or run here
6 or run there.

7 I just think for emergency situations,
8 people should be able to find the information very
9 easily.

10 MR. TRENT: I think that's a fantastic
11 idea, and we will -- I'm sure that multiple copies
12 of this document are distributed throughout the
13 building because, as you know, many of our
14 buildings now have small learning communities.
15 And there are individuals that have
16 responsibilities for those small learning
17 communities.

18 So we will ensure that each of those
19 individuals have a copy of the document.

20 COUNCILWOMAN MILLER: Okay. Thank you,
21 Madame Chair.

22 COUNCILWOMAN BLACKWELL: Thank you.

23 Any other questions from members of the
24 committee?

25 (No questions.)

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2 COUNCILWOMAN BLACKWELL: Let me now
3 pause to certainly thank my colleagues for being
4 here. To my left, we have Councilman Dave Cohen;
5 to my right, Councilwoman Donna Miller; next to
6 her, Councilman Frank DiCicco; and next to him,
7 Councilman Rick Mariano. So we thank the members
8 of this committee for being present and note that
9 we do have a quorum.

10 Let me ask you another question. Do
11 you think it would be necessary for you to have a
12 copy of their document at the District level? Or
13 do you assume that having a list of the police
14 department captains, etc. would be fine, such that
15 if you needed to intercede at some point that you
16 could do that? What is your opinion on how this
17 document would be used by you?

18 MR. TRENT: If you look at this
19 document and look at step number 4, what you will
20 see is, under "Strategic Support," you will find
21 Dr. Harris's name. And further down, you will
22 find crisis intervention, school support
23 processes, school safety.

24 Indeed, Dr. Harris now has
25 responsibility for many crises. And point of

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2 fact, if you remember a few months ago, there was
3 a shooting up in the North Philadelphia section
4 where a teacher was injured. Dr. Harris was there
5 on the scene, providing support from Central
6 Office to manage those particular types of crises.

7 So we have documentation from the
8 Police Department. We try to work closely with
9 the Police Department. And, in fact, I believe --
10 well, no, I do not believe -- it is a fact.

11 The captains in the police districts,
12 all of the districts, were told to contact the
13 schools at the beginning of the school year to
14 introduce themselves and find out what each
15 individual principal's needs were as it related to
16 safety. This is a way of codifying that
17 information so that it is available.

18 And as the other Councilwoman said,
19 once we get these in the buildings, then it will
20 not only be relegated to the office, but all the
21 offices that have responsibility for our children.

22 COUNCILWOMAN BLACKWELL: And will -- by
23 September, will distribution and training be in
24 place? Or when can we expect that this will be a
25 system that we can depend on?

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2 MR. TRENT: My answer to you is yes.

3 As I indicated, we will begin distribution this
4 school year immediately followed by the training.

5 And, in fact, last summer, we had the
6 summer institute. What we are attempting to do
7 this summer is to have the individual clusters
8 decide what type of training they are going to
9 implement.

10 And, of course, safety is one of the
11 primary goals of the School District, and that
12 should be included.

13 COUNCILWOMAN BLACKWELL: Thank you.
14 Are there any other questions for members of the
15 committee?

16 COUNCILWOMAN MILLER: I have one.

17 COUNCILWOMAN BLACKWELL: Yes,
18 Councilwoman Miller.

19 COUNCILWOMAN MILLER: I have one
20 question as it relates to safety. And this is the
21 issue of Philadelphia Public Police and the School
22 District security.

23 Some principals want armed police in
24 the schools, and others don't. And I know that
25 the School District and the police were supposed

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2 to begin to meet to work out taking the police out
3 of schools. Have those meetings started?

4 And I don't really want to ask you your
5 personal opinion, but some schools feel very
6 strongly about keeping the police in, and others
7 don't express it as strong as some of the others.

8 I know Mr. McLees knows about this a
9 little bit 'cause we've been working. Many of the
10 schools in my district are those --

11 MR. MCLEES: Yes. There was a meeting,
12 and it was attended by the Police Commissioner,
13 and it was attended by the Superintendent. This
14 was Commissioner Neal prior to his leaving.

15 And I think the decisions at that point
16 were, we were going to leave the situation as it
17 is now throughout the City. And we're looking
18 forward to the continued support of the
19 Philadelphia Police Department.

20 COUNCILWOMAN MILLER: Well, so you're
21 saying --

22 MR. MCLEES: As it is now.

23 COUNCILWOMAN MILLER: As it is now?

24 MR. MCLEES: Yes.

25 COUNCILWOMAN MILLER: Okay. Thanks.

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2 MR. TRENT: And, Councilwoman, if I
3 might add one more thing to that.

4 To elucidate on our collaboration with
5 the Police Department, we also have a pilot
6 program in the 17th, 19th, and 23rd District,
7 where a group of psychologists, psychiatrists,
8 other mental-health professionals, and policemen
9 have been trained to develop what we have called a
10 "children's emergency response team" so that when
11 police officers in these three districts go to a
12 crime scene, if a child is involved, they will get
13 immediate mental health intervention for that
14 child and his or her family. And then the School
15 District will be notified, and we will provide
16 follow-up supports.

17 If this project is successful -- and I
18 don't see why it should not be -- then we will be
19 looking towards replicating it. And there's a
20 document in here that describes that.

21 COUNCILWOMAN MILLER: Okay.

22 COUNCILWOMAN BLACKWELL: Are there any
23 other questions from any members of the
24 committee?

25 (No further questions at this time.)

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2 COUNCILWOMAN BLACKWELL: If not, then
3 we will go to the second resolution, and we will
4 ask the clerk to read the title of the second
5 resolution, Resolution No. 970466.

6 THE CLERK: Calling on the City Council
7 Committee on Education to hold immediate hearings
8 regarding the possibility of requiring the
9 Department of Licenses and Inspections and the
10 Health Department to conduct two inspections per
11 year in all public school bathrooms and food
12 preparation service areas to ensure that minimum
13 code standards are being met.

14 COUNCILWOMAN BLACKWELL: Thank you very
15 much. This is also another resolution. It's
16 almost companion to the first, and this is also
17 our fourth hearing on this issue.

18 And this is a very -- more specific
19 kind of resolution. We talked about in our
20 initial hearing, the Health Commissioner was here,
21 her deputy was also here, and we talked about even
22 coming up with a program where students could be
23 used, whatever it takes to try to get it done.

24 It was not our goal to try to cause an
25 added expense or work for the District or for L&I;

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2 but, certainly, to try and do something about this
3 program, especially after we had a youngster named
4 Collin Tyler, who died of meningitis.

5 And although the health authorities,
6 from the Center for Disease Control on down, and
7 the local authority said that it was not created
8 by any school conditions and could not be spread
9 by filth in the school, the whole issue of
10 cleanliness arose during that time

11 And we thought it very, very important
12 that we discuss this as an issue and come up with
13 a plan to deal with how we deal with cleanliness,
14 how we deal with health issues in kitchens and
15 bathrooms in schools, and what we can do to make
16 it better.

17 And with that, certainly let me call on
18 Mr. Hornbeck again, Dr. Hornbeck, to testify.

19 SUPERINTENDENT HORNBECK: Thank you
20 very much, Madame Chairwoman.

21 With me today is Eric Shapiro from our
22 facilities office. And it's been under his
23 direction that we've taken a number of new
24 initiatives directed specifically to this issue.

25 And so, with your permission, I would

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2 like to turn to Mr. Shapiro and ask him to share
3 with you that set of activities.

4 MR. SHAPIRO: Thank you,
5 Superintendent.

6 For the record, my name is Eric
7 Shapiro. I'm the Administrator of Facilities.

8 And, as I previously stated
9 Councilwoman, we like coming here and talking
10 about the problems that we have at the schools.
11 As long as we get the help and the cooperation of
12 the community, we believe that we can solve these
13 problems.

14 After the last hearings, my office met
15 with the Department of Public Health to review a
16 process that could expedite the remediation of the
17 violations that they have been writing. And with
18 added oversight, more eyes in the buildings, we
19 get a better idea of what things go wrong and how
20 to fix them.

21 In the last hearing, I alluded to a
22 serious problem, vandalism. And I have a letter
23 that was written to me from the Public Department
24 of Health that outlines the process that they
25 believe needs to be in place to curb this problem,

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2 especially at the high-school level. I've brought
3 copies, and I'll share it with Council.

4 Basically, what we are trying to do now
5 is to make the buildings safer and make the people
6 in them more accountable for what's going on by
7 keeping better records and by meeting with the
8 community, with the staff, with the administration
9 of the buildings, to try to make them aware of the
10 problems that we are incurring because of the
11 violence and the vandalism in schools.

12 So we have met with the Department of
13 Public Health. We have agreed to develop a mutual
14 priority for all the violations that are recorded.
15 We are going to exchange information
16 electronically so that we can get our information
17 from the Department of Public Health quicker.

18 And on that exchange of information,
19 they will code whether or not this is an
20 immediate, you know, right-away problem or a
21 problem that can wait 24 hours or can be somewhat
22 deferred. And we will react accordingly, with the
23 transfer of this information and very timely.

24 We've also agreed to talk to the
25 schools about the various problems that we're

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2 becoming aware of and to try to form more PALM
3 committees which seem to be very effective in a
4 number of high schools. "PALM" is the
5 Philadelphia Area Labor Management Group that
6 coordinates the meetings in the schools that
7 include the cafeteria, the building engineer, the
8 administration, the local community, Home and
9 School, and they try to meet very often at the
10 beginning in order to come up with a plan for each
11 school in identifying problems.

12 They have been very effective in the
13 Franklin Learning Center and Lincoln High School,
14 and we are going to share the best practices in
15 the things that we've learned from these meetings
16 with other schools. And, hopefully, we will
17 alleviate some of the problems.

18 Gratz High School, West Philly have
19 just formed PALM committees, and we're hopeful
20 that this will help in curing this problem.

21 There are a number of other things that
22 we're doing, and I have prepared something to
23 leave with you so that you can read about some of
24 these things. We have developed pilot programs to
25 help rest room cleanliness and safety.

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2 We are putting in liquid soap
3 dispensers as opposed to the powdered soap that
4 has been used in buildings before because the
5 powder becomes a problem when people put their wet
6 hands in the dispensers and the dispensers don't
7 work. Liquid is a much better use. And it costs
8 a little bit more but, hopefully, it's something
9 that will be more effective.

10 We are installing electric hand dryers
11 into the bathrooms in high schools. The electric
12 hand dryers will take away the problems of rolled
13 towels being stuffed in toilet and thrown out
14 windows. We have put that program together in
15 Franklin Learning Center. It was very successful,
16 we didn't have any problem with kids that knocked
17 these things off the walls. And it seemed to be
18 very accepted, and we're getting to proceed on
19 that.

20 And we also, in the elementary schools,
21 have decided to go to a problem where a solution
22 is to install liquid hand sanitizer in each of the
23 classrooms. So that teachers, before releasing
24 their students to go to the cafeterias, this is a
25 -- it's not in place of soap and water, but it's

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2 a liquid hand sanitizer that they can take a
3 little squirt of and rub it on their hands. They
4 don't need to use water, and it's an easy way for
5 them to sanitize their hands before going to the
6 cafeteria.

7 We're piloting that in elementary
8 schools. And we're getting very good press from
9 the faculties and the administrations of the
10 buildings.

11 In closing, it's something -- we
12 encourage more oversight and more help in trying
13 to resolve the problems. We take very seriously
14 our charge to keep our bathrooms safe and healthy
15 and open.

16 And I thank you for this opportunity.

17 COUNCILWOMAN BLACKWELL: Thank you.
18 What about the issue of bathrooms? In fact, Mr.
19 Vernard Johnson, whom I saw walk in, testified at
20 one of the hearings that a school urinal was
21 broken so, in fact, the youngsters were urinating
22 on the floor.

23 What about materials in bathrooms, in,
24 you know, a bathroom where you have four sinks and
25 maybe only one works and that sort of thing? What

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2 about the other equipment in the facilities
3 themselves?

4 MR. SHAPIRO: With the prioritization
5 of repairs that need to be done, we will react to
6 those very quickly, and there shouldn't be a
7 situation where a stall is not working. I mean,
8 that shouldn't go on for very long at all.

9 One of the things that I neglected to
10 inform you is that we have increased the number of
11 supplies that we are keeping in inventory in each
12 school. So there is more soap, there's more
13 rolled towels, and there are more supplies
14 available so that we don't run out of these
15 things. And if something occurs, we can fix it
16 quickly.

17 Also, we have more parts for materials
18 for the building engineers to quickly fix the
19 problems that occur in a building on a daily
20 basis.

21 COUNCILWOMAN BLACKWELL: We also talked
22 at earlier hearings about a prioritization list in
23 terms of a -- we know that you can't do everything
24 tomorrow, but we know that if you deal with
25 schools in terms of where it's worse and some list

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2 of priority, we also requested that list.

3 MR. SHAPIRO: I have brought with me a
4 list of the violations that have been written over
5 the pass year and what has been completed, where
6 they're at, the number of them, and I'll leave
7 that with you today.

8 COUNCILWOMAN BLACKWELL: Thank you.
9 Let me tell members of the committee that I will
10 -- we, in fact, out of these hearings, we will
11 ask for a motion that we issue a report.

12 And we will make all of this
13 information available so that you know what's
14 going on in your district schools. And it gives
15 you a better handle on how you can help the
16 principals in the communities that we represent.

17 Do we have questions from members of
18 the committee?

19 COUNCILMAN COHEN: Madame Chair?

20 COUNCILWOMAN BLACKWELL: Councilman
21 Cohen.

22 COUNCILMAN COHEN: With respect to the
23 bathrooms, how often are they inspected in the
24 course of a day?

25 MR. SHAPIRO: The building engineer,

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2 who's the building manager for the facility, is
3 instructed to, on a daily basis, walk the
4 building, from roof to basement, at the beginning
5 of every day, after he gets the physical plant
6 running.

7 So they're inspected daily. And then
8 during the course of the day, if things occur,
9 there's emergency calls that come to the building
10 engineer's office.

11 COUNCILMAN COHEN: May I suggest that
12 the inspections ought to be much more frequent in
13 the course of a day.

14 Suppose a stall ceases to function at
15 10 o'clock in the morning till it gets to somebody
16 as an emergency, and I don't know who would report
17 the emergency. It seems to me that there ought to
18 be some system set for -- I think in a school with
19 a lot of youngsters, I think these bathrooms ought
20 to be checked very frequently.

21 I would think -- you know, on the
22 turnpike, for example, when you ride, and you use
23 one of their washroom facilities, you find on the
24 wall a check sheet, and the rooms are inspected
25 hourly. And the manager has a notice there that a

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2 patron sees that they're not being inspected
3 hourly.

4 Because where there's heavy usage, I'm
5 just wondering whether some system -- maybe you
6 can't do it every hour, maybe it would be every
7 hour and a half, but I think you've got to have
8 more than a daily inspection.

9 SUPERINTENDENT HORNBECK: I think the
10 thought is a very good one, Councilman Cohen, and
11 I think that it is probably not possible to have
12 the building engineer do those inspections all the
13 time.

14 COUNCILMAN COHEN: Right.

15 SUPERINTENDENT HORNBECK: But I think
16 what we need to do -- and we will do that -- is to
17 initially do a piloting of it, but with a view
18 toward figuring out a way that other members of
19 the staff, at least one other time in the morning
20 and one time right after lunch, when there would
21 be more movement, would be assigned the
22 responsibility, or would assume the
23 responsibility, for ducking in and seeing if there
24 are any stopped-up toilets.

25 COUNCILMAN COHEN: Right.

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2 SUPERINTENDENT HORNBECK: And that sort
3 of thing. And work out a way where it takes, you
4 know, 90 seconds just to duck in and duck out to
5 make sure that --

6 COUNCILMAN COHEN: Right. It doesn't
7 have to be a long trip if everything's in order.

8 SUPERINTENDENT HORNBECK: Exactly. I
9 think that's a good thought. Thank you.

10 COUNCILMAN COHEN: But if there were a
11 problem, it would be caught quickly, before it
12 gets out of bounds.

13 SUPERINTENDENT HORNBECK: Exactly. It
14 might prevent a worse problem.

15 COUNCILMAN COHEN: Yes.

16 SUPERINTENDENT HORNBECK: Thank you.

17 COUNCILMAN COHEN: Mr. Shapiro, going
18 back over the testimony at the last hearing, I'm
19 not clear with respect to the question of lead
20 paint.

21 Councilwoman Miller raised the question
22 indicating that paint was chipping a school. And
23 then you said it was chipping all over the place.
24 You said this -- if you have the notes of
25 testimony, on page 50, "It's not an airborne

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2 contaminant. It doesn't travel through the air.
3 You'd have to take one of the chips and actually
4 ingest it in order for it. . ."

5 And that thought ended there, and there
6 was other conversation between the Council and
7 yourself.

8 And I'm not quite sure. I've gone
9 through other pages to see if I could find out
10 what you mean. Because we've spent a lot of time
11 in Council on lead paint during the 30-year span
12 of time that I've been in Council.

13 And lead paint -- and I don't know what
14 you mean. It's not airborne in the sense of the
15 asbestos?

16 MR. SHAPIRO: Correct.

17 COUNCILMAN COHEN: Where you inhale it.

18 MR. SHAPIRO: It's a heavy metal. What
19 I --

20 COUNCILMAN COHEN: But what happens, is
21 the paint chips into small pieces. It's very easy
22 for a youngster to touch it, and then in the hand
23 to mouth, which is common to everyone, I guess,
24 particularly with youngsters, although adults
25 apparently also do that.

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2 It's very easy for the child to get a
3 spot of paint dust even on the finger and transmit
4 it into the mouth. That's the reason that I
5 didn't know the point that you were making when
6 you said it's not airborne.

7 Isn't it a serious problem?

8 MR. SHAPIRO: Absolutely, absolutely.

9 COUNCILMAN COHEN: Let's assume it's
10 not airborne.

11 MR. SHAPIRO: Absolutely. I didn't
12 want to minimize the problem with lead paint, and
13 we have an extensive inventory of the paint in the
14 schools that is lead.

15 And after the hearing, I went back and
16 discussed the issue with our environmental
17 experts. And the situation is that lead is a very
18 heavy metal. Lead falls quickly through the air,
19 so it doesn't stay in the air, as asbestos does.

20 And, as you said, a child would have to
21 go to the sill and touch his hand on the sill --

22 COUNCILMAN COHEN: But in the
23 classroom, it might even be on the desk.

24 MR. SHAPIRO: Correct, it could be
25 there.

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2 COUNCILMAN COHEN: Say it's peeling
3 from the ceiling?

4 MR. SHAPIRO: Right, peeling. We react
5 to any lead paint that is peeling or chipping
6 quickly. We will eliminate the problem, we will
7 remove the children from harm, and we will have
8 our specialist go in there and do that.

9 And, as I said, we have a process
10 whereby we have to inventory all of our
11 environmental-unfriendly's every three years so we
12 know where they are and we know the condition of
13 'em. We know exactly where are problem is, and
14 as they occur, we handle them.

15 Now, with lead paint, our building
16 engineers are trained on what to do with the
17 problem. If they have to remove small areas, they
18 know what protective clothing to wear and how to
19 remove it and when to remove it and how to discuss
20 with the principal what the issue is so that there
21 isn't any children that come to harm.

22 We bring in behind the engineer a
23 skilled environmental staff that will do the
24 removal on the abatement of the lead.

25 COUNCILMAN COHEN: Well, is there any

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2 method that you have for making certain, say, if
3 paint begins to chip, particularly in the older
4 schools where the paint will have lead in it, how
5 soon does the engineer learn about it?

6 MR. SHAPIRO: Immediately.

7 COUNCILMAN COHEN: Is there any system
8 set which would require personnel to report the
9 first evidence of paint peeling anywhere?

10 MR. SHAPIRO: The primary
11 responsibility of the building engineer, after he
12 gets the physical plant running in the building,
13 is to walk the entire building every day and to
14 observe any change in any condition from the
15 previous day.

16 So it's the responsibility of that
17 engineer to identify that problem as it occurred,
18 if it was different from yesterday. If it's a
19 small problem, he has the tools, the mask, the
20 suit to wear to reduce the problem. If it becomes
21 a major problem with rain overnight that got into
22 the building and the wall, you know, being really
23 bad or the paint peeling really bad, then we will
24 call on the environmental people and take the
25 necessary precautions.

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2 COUNCILMAN COHEN: Without wanting to
3 step on anybody's toes, would it be possible, for
4 example. In the instance that Councilwoman cited
5 at the Fitler School to submit to this committee
6 the reports on that condition and what happened?

7 MR. SHAPIRO: Yes.

8 COUNCILMAN COHEN: Because I got from
9 her testimony at the hearing that this appeared to
10 be a long-standing condition at the Fitler School,
11 and that nothing was being done.

12 Now, I'm aware that there can be so
13 many problems that a little paint peeling may not
14 seem like a very serious thing. But like the
15 washroom area that we discussed, little things
16 grow into becoming very serious very quickly if
17 not attended to.

18 Could we get the reports on the Fitler
19 School?

20 MR. SHAPIRO: Yes, you can.

21 COUNCILMAN COHEN: Thank you.

22 COUNCILWOMAN BLACKWELL: Thank you.

23 COUNCILMAN COHEN: Thank you, Madame
24 Chair.

25 COUNCILWOMAN BLACKWELL: Before I call

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2 on Councilman DiCicco, you mentioned that a
3 district engineer would make these inspections
4 daily, but doesn't a district engineer have
5 several schools?

6 MR. SHAPIRO: Building engineer, not
7 district.

8 COUNCILWOMAN BLACKWELL: Oh, building
9 engineer, not district.

10 MR. SHAPIRO: Yes.

11 COUNCILWOMAN BLACKWELL: So there's a
12 building engineer in each school?

13 MR. SHAPIRO: Correct.

14 COUNCILWOMAN BLACKWELL: All right.

15 And I understand, from dealing with emergency
16 shelters that if you have lead paint that you have
17 to have either vinegar water or some kind of
18 Calgon soap to wash, after it's being removed and
19 after that, that all of that area has to be washed
20 so as to make sure that it doesn't spread.

21 Is that true? And is this also
22 available this the school? I assume it is.

23 MR. SHAPIRO: Yes.

24 COUNCILWOMAN BLACKWELL: Okay.

25 Councilman DiCicco.

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2 COUNCILMAN DICICCO: Thank you, Madame

3 Chair.

4 I'd just like to go back for a minute
5 to the issue of the inspection of the bathrooms
6 during the course of the day.

7 And I understood that, you know, that
8 the building engineer will do a thorough
9 inspection of the building, from top to bottom.
10 And maybe during course of the day, a reinspection
11 would be made. And a reference was made that
12 maybe some of staff might even be doing that.

13 I was wondering, are any of the
14 programs in the schools where the students may be
15 involved in those kinds of things? I remember as
16 a kid, it was really exciting when I was chosen to
17 be a safety to cross kids. I was even more
18 excited when I was the guy that had to deliver the
19 pretzels and the milk during the day.

20 Is there a kind of program -- and I see
21 a lot of the heads shaking "yes" -- where maybe
22 some of the kids could be put on the safety
23 sanitation patrol? Not to obviously do any of the
24 physical labor, but to go during the day and do a
25 checklist of what is going on in the bathrooms?

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2 MR. SHAPIRO: I think it's a great
3 idea.

4 COUNCILMAN DICICCO: 'Cause I think
5 kids like to get involved in that. I think they
6 really -- they feel important.

7 MR. SHAPIRO: I think we need them
8 involved in order to keep the problem to a
9 minimum. If they buy into the program, I think
10 it's a great idea.

11 SUPERINTENDENT HORNBECK: Actually, I'm
12 just informed that, in fact, there are some
13 schools that have, in some instances, formed
14 clubs. And in other instances, the student
15 council has assumed the responsibility for making
16 those kind of inspections -- not, as you note, to
17 do the work, but to consistently take account of
18 the conditions themselves and to report them to
19 the appropriate people.

20 COUNCILMAN DICICCO: I think it really
21 prepares them for a lot of other things; you know,
22 let them know that things have to be taken care of
23 and what it takes to eventually get that job done.
24 And it just kind of prepares them for other
25 things.

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2 So that was just a suggestion, and I'm
3 glad to hear that some of that is already being
4 done.

5 SUPERINTENDENT HORNBECK: That's a good
6 one.

7 COUNCILMAN DICICCO: Thank you.

8 COUNCILWOMAN BLACKWELL: Certainly, at
9 our first hearing, when the Health Commissioner
10 was here, she talked about trying to establish
11 some kind of program, along with the board, and I
12 don't know whether the Deputy Commissioner has any
13 information today with regard to that.

14 But she talked about meeting with you
15 and trying to come up with some kind of program
16 where students would be monitors much as
17 Councilman DiCicco just mentioned.

18 Do you have any information? I called
19 her many, many times in September because I
20 thought we would have been finished this, you
21 know, back then. But, you know, we talked with
22 her many times about where it was, and her remarks
23 were that she was talking to the Board.

24 And I'm just interested in knowing
25 where that is.

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2 SUPERINTENDENT HORNBECK: I'm not
3 directly aware of it arising there, although it
4 may have been provoked by that. But, as I say, I
5 do know that there are schools in which that is
6 the practice. And it's one that we ought to take
7 the initiative to press.

8 MR. SHAPIRO: I would also recommend
9 prom committees in each of the high schools to
10 take that as a part of their plan.

11 COUNCILWOMAN BLACKWELL: Thank you.
12 Councilman Cohen.

13 COUNCILMAN COHEN: Superintendent, last
14 night, a number of the Councilmembers were present
15 at a community meeting at a church at 56th and
16 Chester. I think it was the Most Blessed
17 Sacrament Church. There were several hundred
18 people there.

19 At the end of the meeting, a group of
20 people came and approached Councilwoman Blackwell
21 and myself and said that at the Bartram High
22 School and at the Mitchell -- I believe that's an
23 elementary school in the area -- there are no
24 books available for the children. I'm wondering
25 if you have any such information.

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2 We quizzed to make certain that it
3 wasn't -- the person was very active. She said --
4 I don't have her name. She said she was very
5 active in the Home and School Association and had
6 tried everything to remedy it, but had not been
7 able to.

8 We'd really appreciate it, if you don't
9 have any information, to look into both schools
10 very thoroughly and see if there is any merit.
11 And if there is any merit to the complaint, to
12 take steps to remedy it.

13 And we would like to have a report, if
14 we could, within the next couple of days.

15 SUPERINTENDENT HORNBECK: Sure.

16 COUNCILMAN COHEN: If you address it to
17 the Chair, Councilwoman Blackwell, she will see
18 that we will all get it.

19 SUPERINTENDENT HORNBECK: I will be
20 glad to do that.

21 I do have a sense that there may be an
22 issue at the high school. I just got a report
23 literally this morning of a concern of that kind.
24 And whether it emerged from last night's meeting
25 or not, I don't know.

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2 I think it was before last night
3 because I was told that the individual who has
4 just be appointed as the new principal at Bartram
5 High School has been informed that there may be a
6 problem and to have that be one of the early
7 things that she looks at, and that we are in a
8 position, because of this ongoing effort that we
9 have to make sure that every kid has a book and
10 that every kid can take a book home, to provide
11 additional support from the initiative that
12 Council and we have pursued together.

13 The Mitchell School, I do not have any
14 information about. But on both, we will certainly
15 give you feedback.

16 COUNCILMAN COHEN: All right, thank you
17 very much.

18 COUNCILWOMAN BLACKWELL: Thank you very
19 much.

20 COUNCILMAN COHEN: Thank you, Madame
21 Chair.

22 COUNCILWOMAN BLACKWELL: Thank you.
23 Certainly, at our last meeting, we talked about
24 several issues that are not related directly to
25 this but that were mentioned, and that the

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2 representatives of the District agreed to look
3 into.

4 One, for example, was Barry School,
5 where we've been getting complaints because
6 there's no lunchroom, auditorium, or gymnasium
7 there. And I wondered if anybody came prepared to
8 respond the to issues we brought up last time.

9 I see Mr. Armbrister's coming. While
10 he's coming, they also mentioned the overcrowded
11 situation there and made suggestions that maybe
12 the fifth-grade classes could be reassigned to
13 Sayer or even leasing part of Our Lady of Rosary
14 School. As Mr. Armbrister knows, they suggested
15 home school, but we're not interested in having
16 that considered in this equation.

17 (Mr. Armbrister comes forward.)

18 COUNCILWOMAN BLACKWELL: Please
19 identify yourself for the record.

20 MR. ARMBRISTER: Clarence Armbrister,
21 Managing Director for the School District.

22 Councilwoman Blackwell, I think I came
23 in at the very end of the last hearing, so I'm not
24 specifically attuned to what the questions were
25 with respect to the Barry, but I know Barry has

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2 been on our radar screen, the Superintendent and
3 mine, for over a year.

4 We've met with a community, and we were
5 asked to look at the possibility of whether or not
6 we could put an addition on the building that
7 would incorporate a cafeteria/all-purpose room.

8 We conducted a feasibility study. One
9 was done, and the biggest problem with that
10 particular school is just the size of the lot;
11 that it is just so small, that to add anything to
12 it would probably wipe out any outside play area
13 that's at the school now.

14 So at this juncture, although we have a
15 feasibility report that says it's possible to be
16 done, the real question for us has been, Should we
17 in fact do that? and maybe look at additional
18 alternatives for that area; i.e., the possibility
19 of trying to identify a location for a new school
20 possibly.

21 Because to put money into an addition
22 and then wipe out the rest of schoolyard is
23 probably, at this juncture, not a wise choice.
24 But we have looked at it and have done a
25 feasibility study.

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2 COUNCILWOMAN BLACKWELL: Certainly,
3 because it impacts on the resolution. When there
4 is no lunchroom, then, of course, the students
5 have to eat in the building. So that impacts on
6 inspections severely.

7 MR. ARMBRISTER: Exactly. We were told
8 in fact when we met with the community group, that
9 there was a problem with vermin. We have sent our
10 people out to try to make sure that we get that
11 under control, and I think we have it under
12 control. I know Mr. Shapiro's folks are out there
13 on a continuous basis to try to deal with that
14 problem.

15 But you're right, it results -- it's a
16 cumulative effect that results in other problems
17 in the building when the kids don't have a central
18 location to eat.

19 So we are very aware of that problem,
20 and one of the things that we quite frankly need
21 to look at is the possibility of maybe a new
22 location.

23 COUNCILWOMAN BLACKWELL: Would you keep
24 the committee informed, Superintendent?

25 SUPERINTENDENT HORNBECK: Yes.

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2 COUNCILWOMAN BLACKWELL: Would you keep
3 us informed about the progress in that area so
4 we'll know what to say?

5 We get it from the parents, of course.
6 And, in fact, parents who also volunteered at
7 Bryant School and with all the problems we had
8 there and with the crossing guard issues, the
9 parents came there to certainly complain to us and
10 stay in touch with us about that.

11 SUPERINTENDENT HORNBECK: We will be
12 glad to do that.

13 COUNCILWOMAN BLACKWELL: In fact,
14 another suggestion was that an additional family
15 center site be opened at Huey because the location
16 is easier and because of the medical center
17 there. That was one of the suggestions too from
18 the people who are concerned about Barry School.

19 Let me also mention that we got
20 suggestions about Wilson School, the overcrowding
21 again. And their suggestion was that the
22 fifth-graders be assigned to Comegy School.

23 We mentioned this at our last hearing,
24 so you have a record of that too, but we ask you
25 if you would check into that.

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2 And at Lee School, in fact, as you
3 know, I always hold a special place for Lee 'cause
4 I taught there in my first life. They say that
5 the portable buildings there need to be condemned,
6 so there's also a site issue there. Do you have
7 any information with regard to that?

8 SUPERINTENDENT HORNBECK: Ms.
9 Blackwell, Mr. Armbrister does, in fact, have some
10 information about that.

11 I was wondering if it were possible,
12 I've got a real schedule problem, as I had
13 indicated to you before. And I'm wondering if
14 there are issues about which you think I might
15 have some particular information, because I want
16 to stay to answer all of the questions. Or if the
17 issues are primarily facilities ones to which I
18 might be excused and ask Mr. Armbrister and Mr.
19 Shapiro to pick up on them.

20 COUNCILWOMAN BLACKWELL: Let me ask
21 members of the committee, do they have any direct
22 questions for the Superintendent?

23 COUNCILMAN COHEN: Well, I assume the
24 facilities person reports to you 'cause I have a
25 question concerning in the Northeast. It's been

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2 told it doesn't have room for the preschool kids.

3 SUPERINTENDENT HORNBECK: That's
4 correct.

5 COUNCILMAN COHEN: And they haven't
6 been able to meet to the School Direct's
7 satisfaction, they haven't been able to acquire
8 any church or any other public institution that's
9 available.

10 And if we don't get satisfactory
11 results, may we go to you, Superintendent?

12 SUPERINTENDENT HORNBECK: You certainly
13 may. Although Clay certainly knows one heck of a
14 lot more about where those things are.

15 COUNCILWOMAN BLACKWELL: One more
16 question. We have two people, Mr. Johnson and
17 Mrs. Peake are you here to testify?

18 We have two people here to testify. I
19 don't know what that testimony will be but,
20 certainly, we will ask that you be responsive
21 through your folks to whatever their concerns
22 might be so that they might be addressed.

23 SUPERINTENDENT HORNBECK: Absolutely.
24 Members of my staff will remain. And if there are
25 still outstanding issues, I'll get a copy of

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2 transcript, and we will respond to the Chair in
3 writing on each one of the issues that may still
4 require our focus.

5 COUNCILWOMAN BLACKWELL: Thank you.

6 SUPERINTENDENT HORNBECK: Be glad to do
7 that.

8 COUNCILWOMAN BLACKWELL: Thank you.

9 Councilman Cohen, you had a question
10 about another school?

11 COUNCILMAN COHEN: It's in the
12 Northeast, and I've been wracking my brains.
13 Unfortunately, the staff member who has the
14 information is not in the office.

15 But I think the designation of it may
16 be unusual, and you may know of it. It's in the
17 near Northeast, not far out in the Northeast.
18 It's always had for the last 20 or 30 years
19 provisions for preschool children. But
20 apparently, the number of children going into the
21 kindergarten is such that it is going to occupy
22 the space that the pre-care area formerly had.
23 The pre-care area is also the area that was used
24 for after-school care.

25 And we're wondering -- we were told --

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2 we raised the question of a trailer. We were told
3 that a trailer is not satisfactory for preschool
4 children, which raises the question, and I
5 wondered why it hadn't been raised. How about
6 switching another class into the trailer and
7 making room in the school?

8 It's the Sullivan School.

9 MR. ARMBRISTER: Sullivan School, okay.

10 COUNCILMAN COHEN: Now, that's fine
11 staff work, isn't it?

12 (Laughter.)

13 COUNCILMAN COHEN: It's the Sullivan
14 School, in the Northeast. I would appreciate it,
15 if you haven't been looking at it, if you could
16 look at it.

17 And in that case, if it's all right
18 with the Chair, I'd like to ask that the report be
19 sent directly to me.

20 MR. ARMBRISTER: It certainly will,
21 Councilman Cohen.

22 COUNCILMAN COHEN: With a copy to the
23 Chair?

24 MR. ARMBRISTER: Certainly. We'll
25 certainly do that.

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2 As you correctly point out, a number of
3 our schools, because of increased population --
4 particularly at the lower levels, many of our
5 day-care programs are being squeezed out.

6 And what we try to do is keep the
7 kindergarten together with the primary grade
8 programs. And oftentimes, the day-care centers
9 are the first to have exit the building.

10 So I will get a report on this one for
11 you and get right back to you.

12 COUNCILMAN COHEN: If you would. And
13 to suggest that an older class might very well be
14 able to go into a trailer.

15 MR. ARMBRISTER: We don't like those --
16 we don't particularly like those options, either.
17 We understand that because --

18 COUNCILMAN COHEN: We don't like them,
19 either.

20 MR. ARMBRISTER: I know, but with your
21 help and support, particularly if we get
22 complaints from the community, that would be very
23 helpful to us if we were able to put a temporary
24 classroom out there.

25 If I could, I was going to address the

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2 Chairwoman's question regarding the Lee School. I
3 am too aware of the temporary structures out
4 there. And they are, in fact, deplorable.

5 And I recently had a conversation with
6 a staff member and made a recommendation that we
7 include in the Capital Program funds to construct
8 what we call "the little schoolhouses." I don't
9 know if you've seen them. We've built them around
10 various portions of the City. But the Lee School,
11 among some other schools, would be in the next
12 wave of those to come out.

13 So we will begin to look at the
14 possibility of that. It may be not be identified
15 specifically for the Lee School in capital budget,
16 but we are going to include funds for the
17 construction of another three or so of the little
18 schoolhouses, and they've been quite successful.
19 They are self-contained buildings plumbing and
20 air-conditioning units and things like that.

21 And we're going to look at the
22 feasibility of constructing those at the Lee
23 School, among others.

24 COUNCILWOMAN BLACKWELL: Would you
25 respond to these issues so that we can include

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2 them in our report to the entire Council body?

3 MR. ARMBRISTER: I certainly will.

4 And if I could ask, I just asked
5 Barbara Grant, our communications person, if we
6 had copies of the transcript. If we could get a
7 copy of not only this transcript, but the last
8 meeting's transcript to make sure that we cover
9 all of your concerns, that would be very helpful.

10 COUNCILWOMAN BLACKWELL: Certainly. We
11 will make copies of all of the transcript.

12 MR. ARMBRISTER: Great.

13 COUNCILWOMAN BLACKWELL: And we will
14 get them to you so that you will have every line
15 that was mentioned.

16 MR. ARMBRISTER: Great. Thank you.

17 COUNCILWOMAN BLACKWELL: Thank you.
18 Are there any other questions from members of the
19 committee?

20 MR. SHAPIRO: I just wanted to mention,
21 in the last meeting we talked about the Willard
22 School. Councilman DiCicco had an interest in the
23 Willard.

24 Mr. Armbrister has scheduled a
25 walk-through with myself and the Capital Budget

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2 Chairman for next week. We will, upon completion
3 of that, prepare a report for the Council.

4 COUNCILMAN DICICCO: Thank you.

5 COUNCILWOMAN BLACKWELL: Thank you very
6 much. And would you wait so that you can hear the
7 other testimony?

8 MR. SHAPIRO: Certainly.

9 COUNCILWOMAN BLACKWELL: The Chair
10 calls -- should we have ladies first? The Chair
11 calls Miss Thelma Peake. She's the owner and
12 director and principal of Peake's Day Care an
13 Peake's Educational School.

14 I'm proud to say she's in my direct.
15 In fact, she's at the heart of the business
16 district at 52nd and Baltimore, and we certainly
17 welcome her here to testify before City Council.

18 Would you identify yourself again where
19 for the record.

20 MS. PEAKE: My name is Thelma Peake.
21 And prior to my day-care center, I worked in the
22 school system for 15 years.

23 I have several concerns. One is the
24 response to the pilot program with the hand
25 sanitation. I am familiar with the hand

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2 sanitation, liquid. And my concern is if there's
3 one place in any class -- in every classroom,
4 what's the step before the sanitation?

5 If a child comes to school and their
6 hands are dirty, they have handled a lot of
7 materials, why can't there be a time allotted so
8 that the child can wash their hands in a systemic
9 way?

10 There's also a problem that sometimes
11 children just are not allowed to go to the rest
12 room when they need to go to the rest room. And
13 who's accountable with the rest rooms now while
14 they're developing these pilot programs with the
15 liquid soap and the electric hand driers? What's
16 happening right now?

17 Because of germs right now, there are
18 schools that have large kind of epidemics with
19 chicken pox and other kind of diseases and germs
20 that come right in the school. What's happening
21 right now?

22 Also, there's an issue with me about
23 who's accountable for the building engineer?
24 Children are supposed to be in the classroom,
25 learning. I have a problem with children looking

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2 over what people are hired to do.

3 Now, I don't know if there needs to be
4 a building manager to make sure the building
5 engineer's accountable for that one-day
6 inspection. But being a school teacher myself in
7 the school system, I know how dirty and filthy the
8 rest rooms are.

9 Sometimes in some schools, when you
10 walk in and you walk by the rest room, you know
11 it's a rest room because of the stench. And what
12 kind of sanitation methods can we come up with
13 right now to sanitize these rest rooms? And to
14 get children to respect the rest rooms is one
15 thing but the actual sanitation, daily sanitation,
16 of a rest room is not happening now, it's not
17 happening right now.

18 My other issue is centered around, What
19 are the non-teaching assistants doing during the
20 day so that maybe there could be some kind of
21 system built up so that a non-teaching assistant
22 can oversee of the rest room issues?

23 COUNCILWOMAN BLACKWELL: Those are
24 excellent issues. If Mr. Armbrister or Mr.
25 Shapiro would be able to respond to those.

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2 As you know, she mentioned three
3 issues: about the soap and about the system and
4 about children coming in with dirty hands and
5 being able to wash them and use the rest rooms
6 overall?

7 She also mentioned about who's
8 responsible for the building engineer and her
9 concern about children doing adult work, and also
10 NTAs and their role in all of this.

11 MR. ARMBRISTER: Yes. I'll let Mr.
12 Shapiro handle the hands-sanitation issue.

13 I'd like to address, if I may. The
14 issue regarding the accountability of the building
15 engineers and the possible use of children to help
16 manage and maintain the cleanliness of the
17 bathrooms.

18 And I did hear, I think, Miss Peake
19 mention that we certainly want to encourage
20 children to have a stake in the bathrooms. And
21 one of the things that we found in these PALM
22 committees, the PALM committees, which include
23 representatives of the school administration,
24 representatives of the unions, including the
25 building engineer, the PFT, and also, when

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2 appropriate, students.

3 And one of the things, if I could just
4 digress for a moment, one of the things the
5 Superintendent asked many of the senior cabinet
6 members to do is to go out to schools. And one of
7 the opportunities I had was to shadow a principal
8 for a day. It happened to be at the Picket Middle
9 school.

10 And on that day in particular, it just
11 so happened that they had one of these PALM
12 committee meetings. And attending the PALM
13 committee meeting that day, where the principal,
14 the vice principal, who actually ran the meeting
15 and set the agenda, the PFT representative, the
16 building engineer, but more importantly, they had
17 two students involved in the meeting.

18 And I found it just a fascinating
19 program and endorse the program immensely because
20 what we have found is that it is imperative that
21 if we are going to maintain any kind of sanitary
22 conditions in the bathrooms, that we need the
23 cooperation of the people who use them, which are
24 the students. And that they have to buy in and
25 help maybe self-police themselves to a great

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2 extent -- not to clean up the bathrooms. We're
3 not asking them to do that.

4 But they have to take some
5 responsibility, along with the paid staff of the
6 building, the building engineer and the custodian
7 to make sure that we can maintain the order of the
8 building.

9 So I understand your concern about
10 using kids in lieu of, but that is not the
11 proposal. The proposal would be to get additional
12 assistance and make sure that the kids actually
13 take responsibility, because this is their
14 bathroom. They wouldn't do it at home; why should
15 they do it here at school. And we want to make
16 sure that the kids are involved.

17 And in those committees where we have
18 good leadership in the school, good leadership in
19 the union, and good leadership, quite frankly,
20 from the students, those are the places where you
21 find we have very good success.

22 So I wouldn't want to cavalierly
23 exclude the students. It's a very, very important
24 factor in this process, and I can't emphasize it
25 enough.

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2 With that -- and to address your
3 specific point about the building engineer, he is
4 ultimately accountable up to the superintendent
5 and me. But through Mr. Shapiro and Mr. McLynch,
6 your of Head Facilities, he's supposed to work in
7 conjunction with the principal to make sure that
8 things get done in the building, to make sure that
9 the building is in operating condition.

10 Mr. Shapiro.

11 COUNCILWOMAN BLACKWELL: Certainly let
12 me note that all of us realize that when schools
13 -- we know it requires a uniform effort. But
14 when buildings look nice, when they're clean, when
15 we fight the graffiti, kids have pride and adults
16 have pride in it.

17 And, you know, it's just like looking
18 at a pile of debris. If you walk by, people throw
19 things there, although they know shouldn't,
20 because they don't have respect for it. And
21 that's what happens in our schools, too. Our
22 students have no pride in some of these buildings.

23 And, quite frankly, I will admit that I
24 don't visit schools like I used to because finding
25 the problems and identifying them over and over

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2 and over through so many of these neighborhoods
3 only puts us at odds. The principals are afraid
4 they'll get in trouble, everybody becomes
5 intimidated.

6 And it serves no useful purpose because
7 some of our neighborhood schools are really in
8 terrible shape. I mean, they almost mask what you
9 would see in third-world countries. And,
10 certainly, our children and students and all those
11 who work there deserve better, so we've got to do
12 it.

13 And I'm glad we're getting to a real
14 discussions about it today because we have to do a
15 better job, all of us collectively.

16 MR. SHAPIRO: And I'd also like to add,
17 just as I think graffiti -- which still is a major
18 problem but to a much lesser degree today than it
19 was five years ago. We believe that by our
20 constant battle with graffiti on a daily basis,
21 we're that starting to make inroads in defeating
22 it.

23 Our number-one priority at this point
24 in facilities is the cleanliness and condition of
25 our bathrooms. And I'm not just saying that

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2 'cause we're sitting here today.

3 We have designed a rest room cleaning
4 program that is very specific in what the cleaners
5 do on a daily basis in each of the bathrooms, how
6 many times they do it, with what equipment and
7 supplies they use. And if there is any bathroom
8 that is unsanitary or smelly, we need to know
9 about it so we can change that condition and make
10 sure that it's corrected.

11 My statement earlier about the pilot
12 program on the hand -- the sanitizer, by no means
13 do I want to indicate that this is any replacement
14 for soap and water and good cleanliness habits.
15 This is an item that helps the classrooms on
16 occasions, when they're running late on testing,
17 and the kid can't get to the bathroom in an
18 organized fashion.

19 In the elementary schools, it takes a
20 while to run all the children through the
21 bathrooms before the cafeteria, before feeding
22 time. And this is just another item to help the
23 teachers, and not to replace good soap and water
24 an cleanliness habit.

25 MS. PEAKE: I have two items on safety

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2 if I could present them.

3 COUNCILWOMAN BLACKWELL: Yes,
4 certainly.

5 MS. PEAKE: One of the main things on
6 safety for me is the playground, the schoolyards.
7 They're chaotic. I pick up children at ten area
8 elementary schools in the southwest area.

9 It is chaotic. There is no system.
10 Children are just coming out of doors. There is
11 no supervision at the end of the school day in the
12 schoolyards, and it's just a very, very hazardous
13 type of situation. And I would like to see some
14 kind of order to any elementary schools in the
15 schoolyards.

16 As well as fire drills. In the area
17 high schools, for example, there could be a fire
18 drill, and the children go out to the food truck.
19 What's the accountability in an emergency
20 situation? What kind of role is taken? How do
21 you know everybody's evacuated out the building?
22 How do they how get back in? What's the
23 accountability?

24 And that's the real safety issue to
25 me. And I'm done.

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2 COUNCILWOMAN BLACKWELL: Absolutely.

3 We will ask the Board to please take that into
4 account and respond.

5 And, again, Miss Peake mentioned school
6 safety at dismissal time, especially with
7 elementary-aged children, and fire drills. So we
8 would appreciate hearing from you specifically on
9 that regard. And if you would make a special
10 focus in that area. Especially as the weather
11 gets warm, that could be a big, big issue.

12 We've had hearings in the past where
13 talked about dismissal time even for high school
14 children -- students, and maybe staggering them so
15 we don't end up with the fights that happen in the
16 spring between the Catholic schools and the public
17 schools and all of that, especially in areas where
18 you have traditional race problems or gang
19 problems and that sort of thing.

20 But this kind of is in that whole area
21 of what we can do to make school dismissal as
22 smooth an operation as possible and minimize
23 problems with that.

24 MS. PEAKE: Thank you.

25 COUNCILWOMAN BLACKWELL: Thank you very

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2 much, Ms. Peek, thank you. We appreciate your
3 coming out today.

4 The final person to testify this
5 afternoon will be Mr. Vernard Johnson, Healthy
6 Life. I'll get it right.

7 MR. JOHNSON: That's okay.

8 COUNCILWOMAN BLACKWELL: I've been
9 doing this for the last three years? I've got
10 half of it right. It's -- Healthy Life is the
11 second part.

12 MR. JOHNSON: Healthy Family.

13 COUNCILWOMAN BLACKWELL: Health Family
14 Health Life.

15 MR. JOHNSON: Right.

16 COUNCILWOMAN BLACKWELL: Thank you.

17 MR. JOHNSON: My name is Vernard
18 Johnson. I'm the Executive Director of Healthy
19 Family Healthy Life.

20 COUNCILWOMAN BLACKWELL: And let me
21 add, if I might, that that's "Vernard," with V, as
22 in "Victor," for our stenographer because
23 sometimes they report it as a B, as in "boy.".

24 MR. JOHNSON: And what I'm trying to
25 give you is just some information on the dangers

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2 of lead poisoning, how it is communicated, and the
3 risks of lead poisoning in American schools, and a
4 list of videos that we would hope the School
5 District would consider, and our own monthly
6 periodical that, this month, focuses on lead
7 poaching. And there's a listing of videos that
8 the Environmental Office of the School District,
9 that's the Environmental Office of the School
10 District's past requests to purchase videos to
11 show the school family the dangers of lead
12 poisoning. The School District didn't purchase
13 the videos.

14 COUNCILWOMAN BLACKWELL: Excuse me one
15 minute, Mr. Johnson. My colleague has to leave,
16 and if you're going to be a while, it will fine.
17 We just want to do something up here to allow you
18 to testify as long as you need to but to formally
19 recess our hearings, if that's okay.

20 All right, we will now formally recess
21 the Council hearing on education.

22 - - -

23 COUNCILWOMAN BLACKWELL: And now we
24 will enter the public meeting.

25 The Chair recognizes Councilman Cohen

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2 for the purpose of making -- we're now entering
3 into the stated meeting, and the Chair will
4 recognize Councilman Cohen for the purposes of
5 making a motion.

6 COUNCILMAN COHEN: I move that the
7 Chair of the Education Committee be directed to
8 prepare a resolution -- a report with
9 recommendations to be presented to the City
10 Council based upon the hearings on Resolutions No.
11 970368 and 970466.

12 (Duly seconded.)

13 COUNCILWOMAN BLACKWELL: All in favor
14 aye?

15 Any opposed?

16 All right, thank you very much. So we
17 will now -- now that stated meeting is ended, and
18 we will now reconvene our hearing.

19 Mr. Johnson, please continue.

20 MR. JOHNSON: Councilwoman Blackwell,
21 while we're talking about the environment as it
22 relates to the School District, I would also like
23 to make available for you something I just
24 happened to have with me.

25 There's a conference in Philadelphia, a

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2 national lead conference in Philadelphia this
3 week, out on City Line Avenue, so we were pulling
4 together on our positions on lead and the
5 experiences that we've had with the Philadelphia
6 School District as it related lead, and talking
7 about that in a national forum.

8 And I'd like to just make available to
9 you this April 15, 1996 -- I guess this is a
10 School Board resolution that talks about the
11 purchase of a piece of land at Sixth and
12 Duncannon, where all of the environmental
13 inspections and corrections were not made before
14 the land was purchased. I'd just like you to have
15 that.

16 And my point here is that sometimes the
17 School District, in an effort to do things -- in
18 an effort to accomplish some things, goes about it
19 maybe in a way that brings concern.

20 I think that there needs to be --
21 someone needs to take a look at the property at
22 Sixth and Duncannon that used to belong to
23 Conrail; that you can see there, by the School
24 Board's own, resolution if I'm reading it
25 properly, was purchased without the proper, in my

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2 opinion, environmental inspections.

3 And I'm wondering how the land -- how
4 the environmental situation if -- I'm wondering if
5 there was an environmental inspection done after
6 the District purchased the property. And if the
7 environmental inspection showed that there was
8 environmental risk there, how the School District
9 dealt with the risk. And I think it's the Board's
10 own resolution. They put it in writing.

11 COUNCILMAN COHEN: Was that at sixth
12 and Duncannon?

13 MR. JOHNSON: At Sixth and Duncannon.

14 COUNCILMAN COHEN: And what is it used
15 for? Is that a school?

16 MR. JOHNSON: I believe they use it for
17 a parking lot. Well, maybe somebody could tell
18 us. I thought the land was bought for a parking
19 lot.

20 I know there's a school there, but I
21 thought the land was bought for a parking lot, but
22 you can --

23 MR. ARMBRISTER: I'm not sure of the
24 resolution -- I'm not sure of the particular
25 resolution that Mr. Johnson just forwarded to

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2 you.

3 But the location at Sixth and
4 Duncannon, is generally the site of the Thurgood
5 Marshall School. And although the School District
6 may, from time to time, be authorized to enter
7 into agreements of sale for the purchase or
8 acquisition of land, I can assure this Council
9 that and the public that prior to moving ahead
10 with the construction, that we remediate any land
11 that we purchase to standards that are set by the
12 Pennsylvania Department of Environmental
13 Protection.

14 And we have to do that not only because
15 we're a public entity but because we're purchasing
16 land, and the Pennsylvania Department of
17 Environmental Protection will -- usually we get
18 releases from them to the extent that we have to
19 clean up land.

20 There is little land in this city, as
21 an old industrial northeastern city, that you can
22 acquire in Philadelphia for any purpose, be it to
23 build a school, a parking lot, or anything, for
24 that matter, which does not have some kind of
25 environmental concerns.

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2 Our goal, and one of the reasons that
3 we have an environmental department -- I mean, we
4 have people who do this on a full-time basis -- is
5 to make sure that if we acquire property or even
6 with respect to our own buildings, that once we
7 have -- or before we have children in the
8 building, that it is environmentally clean, and
9 that we've gotten all the appropriate releases.

10 And without having seen the particular
11 resolution, I can almost assure this Council that
12 the necessary environmental tests were done. And
13 if any remediation was required, it was in fact
14 done prior to us using the property.

15 COUNCILMAN COHEN: Well, we like your
16 assurances, but we really can't just accept them.
17 We would like get a report from you that would
18 show what specific steps were taken to remedy the
19 environmental problems prior to it's being
20 actually used, whether by children or adults. The
21 environment affect everyone.

22 We know -- we don't intend any
23 discourtesy, sir, but we know that things slip
24 through the cracks, and we would not like to see
25 this slip through that crack.

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2 And then we would be able to give Mr.
3 Johnson the information and the assurance that all
4 is well, if the report actually supports that.

5 MR. ARMBRISTER: Will do.

6 COUNCILWOMAN BLACKWELL: Mr.
7 Armbrister, I have the Sergeant-At-Arms making a
8 copy. That's the Conrail site, Sixth and
9 Duncannon.

10 COUNCILMAN COHEN: Railroad sites are
11 special problem areas.

12 MR. ARMBRISTER: I understand. And I
13 wasn't here when the School District acquired that
14 site, but I'm sure we spent a significant amount
15 of dollars not only studying it but, I'm sure,
16 remediating whatever ill effects were found there.

17 But we will get the report to you and
18 to Mr. Johnson to give you the assurances that you
19 need.

20 COUNCILMAN COHEN: If you send the
21 report to the Chair, that would be fine.

22 MR. JOHNSON: Madame Chair, I just want
23 to say that, you know, my position is that until
24 we can see it, that it's a concern.

25 Because I also have a document that --

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2 I don't think I have to defend myself, but I also
3 have a document from the School Direct regarding
4 the Franklin Learning Center, dated March 22,
5 1996, that says because of a policy of strict
6 compliance with all federal and State regulations
7 regarding asbestos and lead, public school
8 buildings in Philadelphia are safe for students
9 and staff. You could have a copy.

10 COUNCILWOMAN BLACKWELL: Wow.

11 MR. JOHNSON: I don't have -- if you
12 don't mind, if you could make copies and --

13 COUNCILWOMAN BLACKWELL: I'll make some
14 copies of all of your information and return the
15 originals.

16 MR. JOHNSON: And that statement,
17 Madame Chair, led us, as everyone in this room, I
18 would imagine, knows, led us to go out, with the
19 help of Council President Street and hire an
20 independent consultant firm, environmental
21 consultant firm that -- I'm not going to bumble
22 through 'em, but I can certainly make them
23 available to Council, that showed that Franklin
24 Learning Center wasn't safe, that showed it wasn't
25 safe. Even the School District said very clearly

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2 in that document that it was safe.

3 And we found high levels of lead dust
4 on top of lockers, on top of children's toys.
5 We're not trying to rehash anything. I want to go
6 forward.

7 COUNCILWOMAN BLACKWELL: Right.

8 MR. JOHNSON: But I want you to
9 understand the reason why we're concerned about
10 the School District and the environment.

11 And there are schools in the District,
12 and it can be checked through the School District's
13 Environmental Services Office, that at the time of
14 the Franklin Learning Center, were in worse shape
15 than the Franklin Learning Center, as it relates
16 to lead and lead in the water.

17 And I would hope that this committee
18 would have the power to ask the Environmental
19 Office to forward to your attention all the
20 schools in the District that have lead and
21 asbestos problems, and what the remedy has been,
22 if there's been any. And then what the plan for
23 it is, especially in the area of lead, what the
24 plan is for the maintenance and maintaining of any
25 work that was done to improve the condition.

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2 Now, at the Franklin Learning Center,
3 when we talked about the training that the Health
4 Department could offer through its Childhood Lead
5 Poisoning Prevention Program, and I would hope the
6 School District would consider using the Childhood
7 Lead Poisoning Prevention Program as a training
8 arm to train its custodial staff in the methods of
9 maintaining appropriately, you know, cleanups.

10 And if they have -- if they have
11 activity that centers around training of
12 maintaining an area that's been cleaned, you know,
13 I would just like to recommend to the committee
14 that you see a schedule of the training, when the
15 trainings took place, and who participated in the
16 trainings. And we could use the Franklin Learning
17 Center as a testing ground to see if the training
18 is being done properly.

19 You know, I would also recommend, since
20 there a lot of good things happening at the
21 Franklin Learning Center, that maybe a team of
22 people -- I certainly would like to be involved in
23 the team -- would visit the Franklin Learning
24 Center to see if, in fact, the conditions there
25 that we worked so hard on, the School District,

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2 the community, and this and Council, I'd like to
3 see how they're being maintained, especially the
4 conditions of the auditorium.

5 COUNCILMAN COHEN: Madame Chair, I
6 think the points being raised are very important
7 points. I personally don't think that you can be
8 too careful about the environment, because there
9 are so many problems out there that have been
10 neglected for such a long time.

11 I would like to suggest, Madame Chair,
12 that instead of adjournment that this committee
13 recess to a specific time and date so that we can
14 get a full report from the School District of
15 questions raised by Mr. Johnson and have a public
16 hearing on that on that matter.

17 COUNCILWOMAN BLACKWELL: Certainly,
18 Councilman Cohen, I hope that between Mr. Shapiro
19 and Mr. Armbrister, you're able to hear his
20 concerns. I will make a copy of the other report,
21 as soon as it's Xeroxed, available to you, dealing
22 with that school in particular.

23 And I'm sure you will remember that
24 we've had a lot of problems and debates around
25 that particular school, even in our last several

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2 City budgets.

3 So, certainly, I will take my
4 colleague's suggestion that we recess while Mr.
5 Johnson is testifying. And we will have the chief
6 clerk give us a date, and then we will announce
7 that before we end.

8 MR. JOHNSON: And if everything is --
9 and if all is well at the Franklin Learning
10 Center, then the Franklin Learning Center
11 certainly could be a model for what would happen
12 throughout the School District as it relates to,
13 you know, environmental challenges that the School
14 District faces.

15 Here are some of the test results that
16 you could also include.

17 Now, if I could just take a few more
18 minutes and go through this School District of
19 Philadelphia Special Situations Protocol? Is that
20 okay, Councilwoman?

21 COUNCILWOMAN BLACKWELL: Say that
22 again, Mr. Johnson.

23 MR. JOHNSON: If I could take another
24 few minutes just to go through this?

25 COUNCILWOMAN BLACKWELL: Absolutely,

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2 take your time.

3 MR. JOHNSON: When I look at the first
4 page, you know, I wonder how these areas -- to be
5 fair, I just talked to Deputy Commissioner
6 Domzalski, and he told me that these areas were
7 kind of like -- I believe he said they were used
8 as an example of a special situation.

9 But, you know, history's going to say
10 that the people who are responsible for writing
11 this are not going to be around, you know, ten or
12 fifteen more years. And this could be the
13 example. And maybe John Domzalski's not sitting
14 around to say, Well, you know, it's just an
15 example of what we're talking about.

16 But, you know, I'm just wondering, you
17 know, why, you know, bacterial meningitis was
18 picked as the example for a special situation.
19 Certainly why polio was picked as an example of a
20 special situation because, you know, unless
21 there's something going on with polio that I'm not
22 aware of, I mean, it really gets real special, if
23 we begin to have problems with polio.

24 You know, I know that we have major
25 concerns about TB, and I don't even know that in

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2 the back of this book, you know, where there are
3 -- and I'm not a health-care professional, so we
4 may be using other words besides tuberculosis,
5 but, you know, how the School District defines and
6 responds to communicable diseases, that's on page
7 4, way in the back of the book, when I was just
8 going through it quickly, I didn't see TB there.

9 And we have a major concern in the
10 community, I think, in the public health
11 community, about TB, and its relationship to AIDS
12 and it's relationship to drugs and its
13 relationships to alcohol. I just think we need to
14 pay a little bit more attention to what we're
15 talking about when we say that this is a special
16 situation and we're using it as an example.

17 We called the 686-5665 number, and, you
18 know, it's the City Hall's number. And maybe
19 there needs to be a better number for the School
20 District to be able to get a hold of Commissioner
21 Domzalski than going through the same switchboard
22 that everyone else goes through. I just think
23 there could be a better way of contacting somebody
24 at that level between the School District and the
25 Health Department, besides going through a

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2 switchboard. And that just leaves a lot open.

3 And on the second page there, you know,
4 this thing about who is the designee when you have
5 a special situation, who takes over, I guess, for
6 the nurse. I'd just like to see us be a little
7 bit more specific about who that person is, what
8 that person's background is, the training that's
9 been offered that person to be able to step in.

10 I guess when I'm talking about
11 "better," it's Category 1, on page one, where it
12 says no practical plan can assure that
13 professional persons will be at the scene of
14 accidents of this type within the critical minute
15 or so in which definitive action is necessary.
16 Designated adult personnel of the should -- or
17 shall? I mean, there's a big difference there.

18 These are educators, and I would think
19 that I would feel very uncomfortable if we're
20 talking about, you know, maybe somebody will be
21 there who has the -- maybe they have the training,
22 maybe that don't have the training.

23 Who is the person, what's the person's
24 background, who's the person that's been trained
25 by, you know, what's the time frame for the

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2 training? And I think that really needs to be
3 clear when we talk about this kind of stuff.

4 So, you know, I would just hope that we
5 would look at this again and just not accept it
6 because, you know, it's being presented without
7 questioning it.

8 And, you know, it's the same thing on
9 page 3, where we talk about the principal is the
10 post in the school office and health
11 (unintelligible) and is the person to be called
12 upon to render first-aid in order of immediate
13 availability must be the following personnel --
14 the school nurse. In many schools, we still don't
15 have a nurse.

16 And throughout this document, they call
17 more and more and more and more and more on the
18 nurse. And I don't know what happens when the
19 nurse is at a school two miles away, and we've got
20 something going on at another school that she's
21 responsible for, and she's got a kid over there
22 that she's at, you know, treating.

23 I just don't know -- you know, so the
24 school nurse gets more pressure, or we don't have
25 school nurses at the level we need to have them.

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2 The school physician, whoever that is. I mean,
3 does every school have a physician? We don't have
4 nurses, so who is the school physician?

5 Or other qualified people, and that's
6 what I want to get to, is the other qualified
7 person. And what's the training of that person.
8 And it's the same thing on the other page, what's
9 the training and can we see who the person is? It
10 should be a real person.

11 It's the end of the school year. There
12 should be a real person in every school who is
13 qualified that they should be able to show has
14 been trained properly. And if it hasn't happened,
15 it's okay, but we should -- it's not okay. But we
16 understand. But we shouldn't be opening up school
17 next year unless we deal with that.

18 And that's all I want to say about this
19 document.

20 I think there should be some oversight
21 committee to all of this. I think that you and
22 the School Board President -- I mean, you and the
23 School Superintendent -- and not his designee, but
24 you and him should be part of some committee
25 that's going to oversee all of this stuff that

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2 they say is happening.

3 You know, the School District just
4 can't be like the federal government and regulate
5 everything to the Clusters. For someone to sit
6 here and say, We're going to have every cluster
7 develop its own plan around how to respond to
8 stuff, we've got 22 clusters developing 22 plans.
9 And there needs to be some unified plan that the
10 Health Department or the Fire Department, that the
11 City's Fire Department are all involved in.

12 I mean, you know, when we did a
13 disaster -- simulated disaster situation out at
14 46th and Woodland a couple years ago with the
15 school, and we helped that school with the Red
16 Cross and the Fire Department, the School
17 District's fire personnel -- I think that's what
18 it was -- or the Fire Chief or the Captain
19 or something like, that we developed a plan with
20 the School District, with the Red Cross. And that
21 was it.

22 And we developed this big disaster
23 plan. Well, the Fire Department had a fit because
24 they weren't included in the development of that
25 community disaster plan. So they came in, and we

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2 developed a disaster plan -- not just for the
3 school but for the entire community.

4 And I think that while the School
5 District is making a good effort to rethink what
6 it's doing in terms of disasters. And certainly,
7 we need to be more aware of disasters right now,
8 and we can have a tornado in Philadelphia like
9 they had one in Nashville, like they had one in
10 Arkansas. That can happen, and we need to be more
11 careful about that.

12 And there is a disaster team of people
13 that is chaired by one of the vice presidents of
14 Jefferson Hospital, and so we're talking about
15 disasters. And we're talking about the School
16 District and 200,000 kids, or whatever it is. In
17 the School District every day. We need to be
18 really, really sure about what we're doing and
19 bring all the players to the table that are
20 involved in health and safety and disasters.

21 So, you know, like we were talking back
22 there, let's go to Ben Franklin tomorrow,
23 University City tomorrow before we look to see if
24 the building's clean, and let's have a fire drill.
25 Really let's not have it at one of the good

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2 schools where the kids are -- let's have it at one
3 of the neighborhood schools where everything ain't
4 so cool see, and let's see how the kids and the
5 teachers respond.

6 So we can have all this stuff in
7 writing. Let's see how they respond. So who
8 knows where Johnny is at 2:15 in the afternoon,
9 when a real fire breaks out, who's responsible for
10 seeing John Smith or Vernard Johnson or Shaquille
11 Johnson is present and accounted for. How does
12 that happen in every school?

13 That's really important, it's a massive
14 undertaking, and there should be a lot of players
15 at the table in this. It just can't be a few
16 School District employees.

17 And when you talk about inspecting
18 school cafeterias, the bathroom and stuff like
19 that more than two times a year, Council might
20 want to consider giving the Health Department some
21 more money so that they can go out and hire some
22 more inspectors. You know, I don't know if people
23 from the Health Department agree with me on that
24 or not.

25 But we've been around the Health

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2 Department for a couple years, and they've laid
3 off a whole bunch of inspectors, a whole bunch of
4 people. We can't even get restaurants in the
5 neighborhood inspected.

6 So how we going to go, with the staff
7 that they have and the number of people that they
8 have to really seriously inspect and then enforce
9 what we find with the limited staff that they
10 have?

11 And I'm almost done. I wanted to say
12 that --

13 COUNCILWOMAN BLACKWELL: Let me say,
14 while you're looking for those documents, that we
15 have consistently told the Health Commissioner,
16 Commissioner Richman, that we support her in all
17 that she does. But even, for example, the money
18 that was threatened, the \$17 million that we spoke
19 of for drug and drug-addicted programs, the
20 Commissioner does not keep in touch with us, even
21 when we asked during the budget process for a
22 report on that money to try to help her.

23 We're willing to do whatever it takes.
24 We spoke to the Governor at a meeting when he was
25 in town. We talked about the fact that we needed

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2 money, that it was not committed to our City. But
3 certainly -- and I learned that by accident from
4 some people who were involved in drug addition
5 programs.

6 But if the Commissioner doesn't tell us
7 she needs help, we can't help. And we're at her
8 disposal, but it's very, very difficult. If she
9 needs inspectors, she should tell us. If there's
10 a shortage, she should tell us.

11 Certainly, I would not presume to tell
12 her how to do her job. She does a great job, but
13 we want to help her if she will let us.

14 MR. JOHNSON: Well, we're meeting with
15 the Commissioner. A group of health-care
16 advocates and providers are meeting with the
17 Commissioner on the 27th. That's Monday.

18 And I certainly will tell her that.
19 Because we're meeting around issues of behavior
20 and wellness and physical wellness as it relates
21 to kids and children and families, and the special
22 effort that we're involved in in the southwest
23 that would take in the Bartram Cluster.

24 And a wellness program that we would
25 wrap around 3 or 400 kids from the Bartram Cluster

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2 this year, to make sure that as they go through
3 this intensive reading program, that they're going
4 to have this summer, to make sure that they come
5 back with the physicals and the follow-up
6 treatment that we need. So I certainly will tell
7 her.

8 It's a rumor on the street, Madame
9 Chair, that the Commissioner was told to follow
10 the Mayor's budget. I don't want to get into
11 that, but that's what we was told. That's what's
12 on the street in the health-care community.

13 Because, as an example, the people from
14 maternal and child health, Sue Lieberman, they
15 were here to testify, and we've lost about \$35
16 million in Healthy Start money. That's the effort
17 to reduce infant mortality in west and southwest
18 Philadelphia.

19 And they asked Council to ask for
20 Healthy Start dollars for some improvement in
21 infant mortality. And the Health Department is
22 now faced with the challenge of how do you take a
23 program like Healthy Start with less dollars and
24 go to North Philadelphia and model a Healthy Start
25 program, or go to South Philadelphia where the

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2 infant mortality rate is on the rise, in Ann
3 Verna's district, and have a successful program if
4 you don't have money.

5 So I don't know how the Council goes
6 back and gives her more money without her asking.
7 But between you and I and everybody that's going
8 to hear this in the record, they need money. And
9 they did not come and ask for it, and everybody
10 sat here, and we couldn't figure out why they
11 didn't ask for.

12 And our neighborhoods are in trouble.
13 It's not just the School District that's got these
14 problems. Everything around here is polluted, and
15 not just the School District stuff.

16 So they don't come here and ask for
17 money so they can come out and do the education
18 that we're trying to do, then I don't know where
19 we're going with public health and the Public
20 Health Department in Philadelphia.

21 We'd like to see the School District be
22 more proactive and not sit back and wait for --
23 and I'm not suggesting that they are, and I'm not
24 suggesting that I'm all over town and know
25 everything about what's going on in the School

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2 District, because I don't.

3 But I know where I'm active, and that's
4 in the Bartram Cluster. I know that we took John
5 Domzalski out to the Bartram Cluster along with a
6 whole bunch of other health-care professionals,
7 people from CBH, and we took Domzalski out there
8 in an effort to develop a relationship with the
9 people in the Bartram Cluster around maybe a
10 simple program like hand-washing so that the kids
11 learn how to wash their hands properly.

12 Our organization had some kids trained
13 who would go with the Health Department and work
14 with younger kids and teachers to show them how to
15 properly wash hands. I mean, we're talking about
16 schools. We don't want to teach kids how to take
17 some gook and put it on their hands and dry it off
18 and think that's the way that you wash hands and
19 you're a first- and second- and third-grader.

20 We've got to teach the kids and teach
21 'em right, not just about reading and arithmetic,
22 but how to protect themselves against disease and
23 germs. And we might well as a result right, you
24 know, with the Health Department, and the School
25 District going in together and trying to offer

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2 some training to kids and to teachers.

3 We haven't had one response from not
4 one nurse, not one social worker, not one child
5 psychologist who said the kids in the Bartram
6 Cluster, some of them were looney and couldn't sit
7 in their seats. And it was taking two or three
8 months to get them into behavioral health care.

9 And we had someone from CBH who says,
10 Give me a call and we'll work with you to get
11 those kids into care faster. Not one phone call.
12 All you hear is people making a lot of complaints
13 about our kids and saying the conditions that are
14 kids are in and what they bring to them -- and
15 we're not getting paid for this stuff 'cause we do
16 it because we want to do it.

17 We're an organization that tries to
18 bring them together, like we'd like you to sit
19 down with them. We're trying to bring them
20 together. And for no other reason than just
21 because that's what we do.

22 And you get these people to come out,
23 and then you don't get the School District to
24 follow up on what could be a real good preventive
25 program.

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2 And somehow, these people who are from
3 21st and the Parkway need to be able to go to the
4 Bartram Cluster or somewhere and kick butt and say
5 that the resources are there, they're being
6 brought to you, they're being brought to you for
7 free. We didn't charge for this. Some people do,
8 and now you're not even using them, but you're
9 still talking about the kids. Do.

10 You understand what I'm saying?

11 COUNCILWOMAN BLACKWELL: (Nods.)

12 MR. JOHNSON: So I won't go on with
13 that.

14 But, you know, it's kind of
15 discouraging when you take it to 'em and you say,
16 Here it is. And you can't go any higher in the
17 Health Department unless you go to the
18 Commissioner or the Deputy Commissioner. We took
19 the Director of District Health Center No. 3
20 there. We said, We're here, what can we do? We
21 stayed there for about three hours. What can we
22 do? Not one phone call, but a whole bunch of
23 complaints about our kids.

24 I guess I'll close with this and maybe
25 I'm done. Uh. . . I guess I'm done.

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2 But if we could look at the
3 environmental stuff and if we could look at
4 planning for neighborhood disasters -- and not
5 just school disasters. And if we could get
6 somebody to take us up on our challenge that we'll
7 bring resources to the schools for the nurses and
8 social workers that we'll help them get kids into
9 care faster or fight like heck to get them into
10 help faster, then we'd like to see the School
11 District take us up on it.

12 And I guess that's it, Councilwoman
13 Blackwell.

14 COUNCILWOMAN BLACKWELL: Thank you, Mr.
15 Johnson. We are certainly making a copy of your
16 documents as we speak, and we will return them to
17 you.

18 We had hoped that we would be able
19 adjourn this hearing today at this point.

20 MR. JOHNSON: Councilwoman, may I say
21 this?

22 COUNCILWOMAN BLACKWELL: Absolutely.

23 MR. JOHNSON: Councilwoman, as it
24 relates to lead-poisoning in children, and
25 low-birth-weight children, they're now presenting

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2 themselves to schools. The kids that we know that
3 were born low birth weight through Healthy Start,
4 and the kids that we know from our work with the
5 Health Department and with Allegheny now, we know
6 that the kids that we worked with when they were
7 two and three years old are now going to public
8 school.

9 And we know that low-birth-weight
10 children bring challenges on their own. We're
11 working with a principal now back at 46th and
12 Woodland just around some kids who were low birth
13 weight and how we can help their parents do what
14 they should be doing for their children.

15 We know that kids are coming to school
16 who've been lead-poisoned at 6, 7, 18 and 22 and
17 25 and 32 months old. They're now going to
18 school. I mean, the poison may be reduced now but
19 they could still suffer from some effects of the
20 poisoning. Because it's not showing up in the
21 lead blood test, it doesn't mean that there aren't
22 serious kind of challenges that these children are
23 going to be faced with.

24 For children who are lead-poisoned,
25 there should be an environmental intervention

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2 that's like, you know, cleaning up the environment
3 where the kids are every day, so home and school
4 and parks and every place else.

5 You know, before we build another park
6 or put any more gardens in places where we're
7 knocking buildings, we need to go get John
8 Domzalski or somebody to test the soil to make
9 sure that the soil's safe so that the kids aren't
10 carrying the stuff home and we think that we're
11 making a nice playground and they're carrying the
12 stuff home. So we need to have environmental
13 interventions everywhere where we have children.

14 Two is, we need to have medical
15 interventions; and, three, there needs to be an
16 educational intervention.

17 And I just want to say this. For kids
18 who've been lead-poisoned, we need to have an
19 educational intervention. And that needs to
20 happen with the parents and the School District.
21 The doctors have to be able to share information
22 with the school about kids who were poisoned two,
23 three years ago and are presenting themselves to
24 schools now so that we don't begin to look at
25 these kids because they can't sit in their seat or

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2 they're demonstrating some of the aggressive
3 behaviors that we think that they need to be
4 medicated for, you know, maybe they're still
5 suffering -- and I'm not a professional, a medical
6 professional, but maybe -- the information is
7 saying maybe these children are still suffering
8 from the effects of lead-poisoning very early on
9 in their life.

10 And so we've got to look harder to look
11 at every child. I think that's part of the School
12 District's new thing about children achieving is
13 that no child will be left behind, that we can't
14 leave any kid behind as it relates to their health
15 care.

16 And so there's got to be this
17 coordination between doctor and school nurse, and
18 we've got to look at what the kids have been
19 through years before they came to school and we've
20 got to insist that the School District begins to
21 work with each and every kid who's been
22 lead-poisoned. Somehow there needs to be maybe a
23 relationship between the Health -- I point at him
24 for everything, but maybe there needs to be a
25 relationship between the Health Department --

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2 COUNCILWOMAN BLACKWELL: He's a good
3 man.

4 MR. JOHNSON: Yeah, he is. -- And the
5 School District to identify kids who have -- they
6 can at least identify kids who have had 15
7 micrograms of lead in their body per deciliter of
8 blood. The Health Department knows who they are.

9 Maybe the Health Department needs to
10 tell Darryl Jackson or somebody who they are,
11 especially the ones who are coming to school now.
12 And maybe we need to look at that kid and see if
13 we can create an educational intervention that's
14 different than maybe what we have for him now.

15 That's what I wanted to say.

16 COUNCILWOMAN BLACKWELL: Thank you, Mr.
17 Johnson.

18 Let me also note the presence of Brenda
19 Cooper-Cutts, of Horizon House; and Jean Bund,
20 Professional Health Care Institute. And they are
21 people with whom I work closely who do a lot in
22 the health care and training fields for those who
23 need it.

24 Let me conclude by saying that we had
25 hoped we could adjourn this committee hearing

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2 today and wait for the information to be
3 forthcoming. That is why we asked for that
4 motion. However, Councilman Cohen came back again
5 and made a motion that we still continue this
6 hearing.

7 So what we will then do is -- the
8 motion stands, that we will construct and create a
9 report for the Members of Council, but we will
10 still continue this at his request until Thursday,
11 May the 6th, at 9:00 a.m.

12 At that time -- that's two weeks from
13 now. I will take it upon myself to make sure, Mr.
14 Armbrister, that you have the transcripts no later
15 than sometime in the morning.

16 And after that, if we could have -- so
17 that will give you all the transcript minus the
18 one today. I think you kind of know the issues
19 except those that were raised by Mr. Johnson
20 today. They will all be in the other
21 transcripts. So I'll make sure have them tomorrow
22 morning no later than tomorrow morning, at lunch.

23 And if we can have all replies to all
24 of the issues that were mentioned in the
25 transcripts at our hearing on May the 6th, we can

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2 pretty much just accept the information and go on
3 from there. And I will then create a report for
4 the Members of Council.

5 Are we clear? Any questions? Mr.
6 Armbrister.

7 MR. ARMBRISTER: Just one,
8 Councilwoman, regarding the date. You said
9 Thursday, May 6th. Is it --

10 COUNCILWOMAN BLACKWELL: At 9 a.m.

11 MR. ARMBRISTER: Is it Thursday? I
12 think May 6th is a Wednesday.

13 COUNCILWOMAN BLACKWELL: Okay, yes.
14 Thursday would have to be the 7th. Thank you for
15 that correction.

16 So we'll try to do it before Council
17 starts and just do a quick hearing to receive the
18 information.

19 MR. ARMBRISTER: But it is going to be
20 on Thursday?

21 COUNCILWOMAN BLACKWELL: We'll try to
22 do it Thursday, before Council, have a short
23 hearing and receive information and just long
24 enough to get the information he requested.

25 And so it seems to me that perhaps all

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2 the information that we need, we can get by then.
3 And then from that point, I will construct a final
4 report to all of the Councilmembers. Thank you
5 for the correction.

6 All right, if all minds are well, then
7 our hearing will be recessed. The Council
8 Committee of Education will be recessed until
9 Thursday, May 7th, at 9:00 a.m.

10 Thank you all.

11 (Adjourned at 3:30 p.m.)

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RE: COUNCIL COMMITTEE ON EDUCATION

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RESOLUTION NO. 970368

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JOSEPHINE CARDILLO, RPR