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COUNCIL OF THE CITY OF PHILADELPHIA
CAPITAL PROGRAM & BUDGET HEARINGS
BEFORE THE COMMITTEE OF THE WHOLE

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Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, March 2, 1999
10:30 a.m.

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Bill No. 990026 - Amending Chapter 19-1800 of The
Philadelphia Code entitled "School Tax
Authorization". . .

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Bill No. 990027 - Amending Chapter 19-1800 of The
Philadelphia Code entitled "School Tax
Authorization". . .

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Bill No. 990028 - Amending Chapter 19-1800 of The
Philadelphia Code entitled "School Tax
Authorization". . .

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PRESENT: COUNCIL PRESIDENT ANNA C. VERNA, Chair
COUNCILWOMAN JANNIE BLACKWELL
COUNCILMAN DAVID COHEN
COUNCILMAN JAMES F. KENNEY
COUNCILWOMAN DONNA REED MILLER
COUNCILMAN MICHAEL A. NUTTER
COUNCILMAN ANGEL L. ORTIZ
COUNCILMAN RICHARD T. MARIANO
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COUNCILMAN FRANK RIZZO

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

3 COUNCIL PRESIDENT VERNA: Good
4 morning. This is the continued public hearing of
5 the Committee of the Whole regarding Bill No.'s
6 990026, 990027 and 990028.

7 The Chair recognizes Councilwoman
8 Blackwell.

9 COUNCILWOMAN BLACKWELL: Good morning
10 Madam Chair. Thank you.

11 Dr. Hornbeck, I neglected to ask you
12 yesterday about bus attendants. I understand --
13 and I know I've spoken with you about this, did
14 research on my own on top cities across the
15 country. So my question is -- and I know we use
16 them for special ed. kids. -- is that privatized?
17 The bus drivers, do they work for the Board, do
18 they work for a private company, number one?

19 And, number two, how does it work? And
20 some of the research I've done, one of the people
21 who were not for it, who thought we ought to have
22 bus attendants talked about the fact that with
23 cameras, you can catch it after the fact, but you
24 can't prevent it up front. Where are we on all of
25 that?

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2 And, as you know, number three, the
3 unions and, of course, the bus drivers are upset
4 because they lose jobs and they feel that the
5 accidents that occur because there is no attendant
6 on the bus.

7 DR. HORNBECK: The bus attendants --

8 COUNCIL PRESIDENT Verna: I'm sorry,
9 please identify yourself.

10 DR. HORNBECK: I'm David Hornbeck.

11 COUNCIL PRESIDENT Verna: Thank you.

12 DR. HORNBECK: The bus attendants, I
13 think in all instances, are employees of the
14 School District. Mr. Lombardi you might join me
15 on this.

16 (John Lombardi comes forward.)

17 DR. HORNBECK: Secondly, the -- is that
18 correct?

19 MR. LOMBARDI: Not exactly. We do
20 contract out --

21 COUNCIL PRESIDENT Verna: Please
22 identify yourself.

23 MR. LOMBARDI: My name is John
24 Lombardi, Director of Transportation Services.

25 We do contract out for bus attendant

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2 services where it's more economical with some of
3 the private schools, and as recently as this year,
4 some of the public schools as well as.

5 So we are contracting out for bus
6 attendant services.

7 DR. HORNBECK: For special ed.

8 MR. LOMBARDI: For special education
9 only.

10 DR. HORNBECK: So the bus attendants
11 have had on the de-seg. routes, for example, they
12 were our employees?

13 MR. LOMBARDI: They were our employees
14 and they were not mandated by any State or federal
15 law.

16 DR. HORNBECK: Okay. There are some
17 attendants, as you noted, Councilwoman Blackwell,
18 that are on the buses because they are provided
19 for in IEPs with kids with disabilities, and those
20 bus attendants will continue. Wherever there is
21 an IEP that requires any service, then we're
22 obligated to provide it, and it's apparently those
23 bus attendants that we do contract with at times,
24 including with the private schools, to which Mr.
25 Lombardi refers, to which the kids are being

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2 bused. The attendants that have been taken off
3 the routes, which were the other ones that you
4 were referring to, are -- by and large, at least
5 -- employees.

6 When we looked at this issue first back
7 in the context of Greater Philadelphia First's
8 Management and Productivity Committee recommending
9 a change in that, we went to all the other big
10 cities in the United States, because one of the
11 ways you learn how to do things best is to find
12 the best practices in other places.

13 And what we discovered is that we were
14 the only school district that even had bus
15 attendants, and that the disruption rate, the
16 accident rate, all the other things that have been
17 posited just don't happen at any greater rate with
18 them or without them. And we had gotten into the
19 business of doing it for some reason many years
20 ago.

21 And our experience now has been, since
22 we've taken them off that, in fact, in some years
23 since we've taken them off, the accidents that
24 buses have been engaged in actually went down.
25 And I think we've done it for two years now if I

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2 remember correctly; and one year they went down
3 significantly, and one year they went up
4 marginally.

5 So there seems to be no factual
6 connection between an increase in any kind of
7 accidents and the presence of bus attendants. And
8 that certainly continues to be the case nationwide
9 in terms of other school districts.

10 COUNCILWOMAN BLACKWELL: All right.
11 Would you check on one, two, three -- four bus
12 route numbers for us.

13 DR. HORNBECK: I'm sorry?

14 COUNCILWOMAN BLACKWELL: Would you
15 check on four bus route numbers for us. We
16 received information that, in Incident No. 1,
17 Route 3931, that there was an incident involving
18 two male and two female students where one male
19 student exposed himself to the other students.
20 And these are incidents that allegedly happened
21 because there was no attendant on. And that was
22 on 6/5/98.

23 On 9/18/98, Route No. 3854, we're told
24 that students were throwing acorns and other
25 objects out of the windows on Roosevelt Boulevard,

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2 and then when of bus driver stopped, students
3 jumped out of the back of the bus and were
4 threatening other students and the bus driver.
5 That, again, was 9/18/ 98.

6 And the third incident allegedly
7 happened on 9/23/98 on Route No. 1085, where
8 students were throwing things -- acorns and other
9 things at the driver, running up seats, and all of
10 that. And school police and monitor, they had
11 both trying to control the situation. And these
12 are things, again, that they allegedly happened
13 because bus attendants were removed.

14 And then on 9/10/98, Route 3889, a
15 driver was assaulted by a parent who boarded the
16 bus and accused her of hitting her son.

17 And these are these alleged charges.
18 So these are incidents that we report happen. And
19 our research also indicates that in many other
20 places, the attendants have been taken off the
21 buses except for special ed. students.

22 But let me ask you, in the case of
23 schools where many incidents of violence or
24 disruption are reported overall, would they be
25 considered maybe -- would we consider them for bus

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2 attendants where you have a problem in the
3 neighborhood or a problem with various types of
4 school like public Catholic schools maybe, areas
5 that traditionally there may be problems
6 especially when school lets out or when spring
7 comes? Would these areas be right for
8 reconsideration of a bus attendant?

9 DR. HORNBECK: Certainly if there were
10 an instance where there was some sort of a pattern
11 of behavior that made it appear that for a period
12 of time, somebody on the bus could make a
13 difference. We wouldn't -- I wouldn't
14 categorically exclude that at all.

15 What we will do is, we will look into
16 these incidents that you described as well. But
17 what we would find is that if you went back two
18 years, three years to the time that there were bus
19 attendants, we would also be able to describe a
20 handful of instances. When you consider that we
21 run in a sense -- what is it? -- 1100 buses a
22 day?

23 MR. LOMBARDI: Approximately.

24 DR. HORNBECK: And out of a six-month
25 school year so far, we have five or six instances

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2 COUNCILMAN KENNEY: Thank you, Madame
3 President. Good morning.

4 Dr. Hornbeck, does the budget that we
5 are examining today and yesterday include all of
6 the monies that the School District receives? For
7 example, are there grant monies in here, federal
8 funds, Title I dollars?

9 DR. HORNBECK: No.

10 COUNCILMAN KENNEY: No?

11 DR. HORNBECK: This has always been
12 just the Operating Budget.

13 COUNCILMAN KENNEY: Is there some
14 document that exists that lists how that money is
15 spent and how much --

16 MR. SANTILLI: There's a Volume II of
17 the budget book that typically comes out about
18 three to four weeks after that one's released.

19 COUNCILMAN KENNEY: Okay.

20 MR. SANTILLI: We expect it within
21 about two weeks, three weeks.

22 COUNCILMAN KENNEY: Is that's what's
23 called the "Categorical Budget"?

24 MR. SANTILLI: Yes, it's the
25 Categorical Budget, it's Volume II of the budget

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2 book.

3 COUNCILMAN KENNEY: Are there -- one of
4 things that I've been having difficulty with is --
5 we had a discussion yesterday about post-secondary
6 readiness coordinators, the 22 new positions.
7 They don't appear anywhere in this budget, do
8 they?

9 MR. SANTILLI: No. They're
10 categorically funded.

11 COUNCILMAN KENNEY: They're
12 categorically funded. How many other similar-type
13 administrative positions appear in Categorical
14 Budget that we don't really see -- or won't see
15 for a few weeks?

16 MR. SANTILLI: How many positions?
17 I'll have to. . .

18 DR. HORNBECK: We could look at last
19 year.

20 COUNCILMAN KENNEY: Do you know from
21 last year?

22 MR. SANTILLI: I don't know off hand.
23 I'll get you the information on it.

24 COUNCILMAN KENNEY: What's the
25 difficulty with the Categorical Budget being later

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2 than --

3 MR. SANTILLI: The funding is not -- we
4 haven't been notified of our funding yet. So
5 typically, most of the categorical funds are
6 federally funded, and we haven't received
7 notification from the federal government as to
8 whether the funding is secure or at what level
9 we'll be funded yet.

10 COUNCILMAN KENNEY: In the materials
11 provided to Council as it relates to the
12 discussion this budget document, are all those
13 administrative positions in the Categorical Budget
14 reflected in the documentation that we've been
15 given for this budget?

16 MR. SANTILLI: Well, categorical
17 positions would only be in Categorical Budget.
18 The information that we have here about budget is
19 strictly Operating Budget; it doesn't include
20 categorical at all. There will be a similar
21 breakdown in that book of administrative
22 instructional, of all the various categories that
23 we discussed yesterday.

24 COUNCILMAN KENNEY: So this isn't
25 necessarily a true overall picture of the number

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2 of administrative personnel?

3 MR. SANTILLI: That is correct, it is
4 not.

5 COUNCILMAN KENNEY: Until we get the
6 Categorical Budget.

7 MR. SANTILLI: That is correct.

8 COUNCILMAN KENNEY: Do we have a count,
9 both categorically and operationally, of how many
10 teachers we have, the exact number of teachers?

11 MR. SANTILLI: (Nods.)

12 COUNCILMAN KENNEY: We do?

13 MR. SANTILLI: Yes.

14 COUNCILMAN KENNEY: What is that
15 number?

16 MR. SANTILLI: 12,300.

17 COUNCILMAN KENNEY: Of those 12,300
18 teachers, are they all in a classroom?

19 DR. HORNBECK: No, not on a day-to-day
20 basis. There's a concept called "Teachers on
21 Special Assignment," and they're principals on
22 special assignment -- and there are a couple of
23 hundred?

24 MR. SANTILLI: Yeah, about that.

25 COUNCILMAN KENNEY: A couple hundred

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2 out of 13,000 that are on special assignment?

3 DR. HORNBECK: Right.

4 COUNCILMAN KENNEY: What are examples
5 of what those special assignments are?.

6 DR. HORNBECK: Marge, could be helpful
7 on this?

8 MS. ADLER: I'm Marjorie Adler, Human
9 Resources for the School District.

10 In total, including teachers on special
11 assignment, they are closer to is 12,500 teachers.
12 Teachers on special assignment might be
13 facilitators working with teachers in their
14 classrooms and doing professional development.
15 They might be working on curriculum. Those kind
16 of things.

17 COUNCILMAN KENNEY: But are they
18 counted for purposes of our budget as
19 instructional staff?

20 MS. ADLER: Yes.

21 COUNCILMAN KENNEY: But they're really
22 not performing instructional duties.

23 MS. ADLER: My guess is that probably
24 some of them are not counted as instructional
25 staff -- that would be your answer, Gerry?

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2 MR. SANTILLI: No. They are considered
3 in the appropriate category. If they're in an
4 administrative function, they would be classified
5 as administrative. If they happen to be working
6 on professional development, they would be in the
7 professional development category. They are not
8 classified as instructional.

9 COUNCILMAN KENNEY: So the categories
10 of administrator instructional, and then there's
11 another category of -- of-- you said there was
12 three --

13 MR. SANTILLI: There's more than three
14 cat -- instructional, there's support services,
15 there's in-school leadership, there's
16 administrative, there's professional development.
17 And that's on a chart -- I think on the third page
18 of the charts yesterday that's broken down for
19 you. There's a pie chart.

20 COUNCILMAN KENNEY: We're just talking
21 now about the Operational Budget, not the
22 Categorical Budget.

23 MR. SANTILLI: Okay.

24 COUNCILMAN KENNEY: Okay. And what is
25 the purpose of having those teachers on special

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2 assignment? Why --

3 DR. HORNBECK: Well, it depends on
4 which one you're talking about, but if we're
5 talking about facilitators, for example, the
6 facilitator's job is to help the other 12,300
7 teachers teach better and improve the achievement
8 of children. And the best people to help teachers
9 are teachers.

10 COUNCILMAN KENNEY: But if we have an
11 extreme, as was testified yesterday, an extreme
12 shortage of teachers, wouldn't we be better served
13 by having as many teachers as possible in the
14 classroom?

15 DR. HORNBECK: We think -- which is the
16 reason we made these assignments -- that if the
17 strategy for improving reading, math, and science
18 highest for most kids is best served by the way in
19 which we have approached it, that is certainly a
20 totally reasonable question and one that we've
21 wrestled with ourselves.

22 But in the end, to leverage the skill
23 of the 12,300 teachers that are in the classroom
24 through, for example, those individuals is -- in
25 fact, the dramatic results we've achieved

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2 demonstrate the wisdom of the decision.

3 COUNCILMAN KENNEY: You've already
4 given me answer on the number of teachers that are
5 actually on special assignment of the 12 -- we
6 didn't get an exact number. You said it was maybe
7 a couple hundred but --

8 DR. HORNBECK: We can get you an exact
9 number, sure.

10 COUNCILMAN KENNEY: Thank you very
11 much. Now I'd like to go for a moment to the
12 issue of --

13 COUNCIL PRESIDENT VERNA: Please,
14 before you go any further, I've heard two
15 different figures -- 12,300, and 12,500. Which is
16 it? Is it 12,500 or --

17 MS. ADLER: Teachers in the classroom
18 is 12,300-and-something.

19 COUNCIL PRESIDENT VERNA: Okay.

20 COUNCILMAN KENNEY: I'm sorry. Now I'm
21 confused. There's 12,300 teachers in the
22 classroom?

23 MS. ADLER: Yes.

24 COUNCILMAN KENNEY: How many people
25 titled as "teachers" do we have?

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2 MS. ADLER: You mean who would be
3 listed as instructional people?

4 COUNCILMAN KENNEY: No.

5 DR. HORNBECK: No.

6 MR. SANTILLI: No.

7 COUNCIL PRESIDENT VERNA: Teachers in
8 the classroom.

9 MS. ADLER: 12,500.

10 MR. SANTILLI: 12,500.

11 COUNCILMAN KENNEY: So it's 12,500
12 teachers.

13 DR. HORNBECK: Including the teachers
14 on special assignment.

15 COUNCILMAN KENNEY: Right, and so
16 there's --

17 DR. HORNBECK: And if you take the 200
18 out, that's 12,300.

19 COUNCILMAN KENNEY: Okay, all right.
20 Now I'm back on.

21 Do I have any time left?

22 COUNCIL PRESIDENT VERNA: I'm sorry, I
23 just wanted to get the figure straightened because
24 I heard two different figures, and I didn't know
25 if --

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2 COUNCILMAN KENNEY: Am I out of time or
3 close to it?

4 COUNCIL PRESIDENT VERNA: No. I'm not
5 timing you.

6 COUNCILMAN KENNEY: The performance
7 index issue. My understanding is that attendance
8 of teachers is part and parcel of the issue of how
9 we rate the performance of an individual school.

10 DR. HORNBECK: That's correct.

11 COUNCILMAN KENNEY: If a teacher is out
12 for pregnancy leave, for example, or some
13 long-term illness, is the school penalized, or is
14 that viewed the same way as if a person is just
15 simply absentee?

16 DR. HORNBECK: Yes, it is.

17 COUNCILMAN KENNEY: Is there a reason
18 for that?

19 DR. HORNBECK: Yes. Because we want to
20 focus on the overall attendance of the school. As
21 I said yesterday, this is not about penalizing
22 that individual; there's another set of things
23 going on there.

24 But to separate out and to make
25 individual judgments about individual teachers and

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2 how long they should be out and shouldn't be out
3 is not the function of the attendance piece of the
4 performance index; it is instead to identify for
5 the school in an overall way the issue of how many
6 teachers they have in front of their pupils how
7 many days of the year.

8 And we thought that if you start down
9 the pike of deciding, Well, people with this kind
10 of disease don't get counted but people with that
11 kind of disease do, and you only get this many
12 days for a heart attack but you get that many days
13 for a broken arm, is a quagmire without end.

14 COUNCILMAN KENNEY: Even as it relates
15 to the issue of pregnancy, which seems to be
16 something that even the federal, State, and local
17 governments have all acknowledged that it's
18 something that's -- I mean, it's certainly not
19 extraordinary, it's very ordinary, but it's
20 certainly something we like to encourage and help
21 and treat women fairly in this regard.

22 My concern is if the school happens to
23 have a large number of young teachers and they
24 procreate, does the school wind up in trouble?

25 DR. HORNBECK: No, I don't think --

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2 this isn't about the school winding up in trouble;
3 it's about having teachers in front of kids on a
4 consistent, stable basis, which is, you know, the
5 business of the school. And this is trying to
6 cast a very strong light on what is a very serious
7 problem here, and that is the excessive
8 absenteeism, in fact, of staff in Philadelphia.

9 And, happily, the policies that we've
10 pursued have had their intended effect by
11 increasing the attendance of staff.

12 COUNCILMAN KENNEY: Thank you, Madam
13 Chair. I'd like to come back but I think I've
14 gone. . .

15 COUNCIL PRESIDENT VERNA: The Chair
16 recognizes Councilman Cohen.

17 COUNCILMAN COHEN: Thank you, Madam
18 President.

19 Mr. Hornbeck, I have some questions
20 about charter schools. The more I think about
21 them, the more I hear about them, the more
22 difficulty I have in understanding them.

23 First, they're part of the public
24 school system; is that right?

25 DR. HORNBECK: No. They are public

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2 school, but they are not a part of the School
3 District of Philadelphia.

4 COUNCILMAN COHEN: Could you tell me in
5 what way they're not? What's the separation?

6 DR. HORNBECK: Well, I guess you would
7 say they are not part of the School District of
8 Philadelphia in any way.

9 COUNCILMAN COHEN: They're not part.

10 DR. HORNBECK: They are not part of the
11 School District of Philadelphia. The State, in
12 fact, the law provides that they should be
13 treated, in effect, as a separate school district,
14 each one. For example, when they get their Title
15 I money, they get their Title I money as a
16 separate school district.

17 COUNCILMAN COHEN: Do they get that
18 Title 1 money through the Philadelphia School
19 District?

20 DR. HORNBECK: They do not; they get it
21 from the State in the same way we get our money
22 from the State. They're separate creatures.

23 There are only two roles, in effect,
24 that the School District plays vis-a-vis the
25 charter schools, although it takes a huge amount

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2 of time and a huge number of dollars to do it.
3 One is, we have the responsibility of approving or
4 disapproving a charter in the first instance. And
5 secondly, whenever a charter is proved, we have
6 the responsibility of sending them money.

7 And then four years later, we will
8 have, though we've not reached that in any
9 instance yet --

10 COUNCILMAN COHEN: And the money you
11 send them does not include the Title I money.

12 DR. HORNBECK: The money we send does
13 not include the Title I money, that's correct.
14 The State sends them the Title I money.

15 COUNCILMAN COHEN: When you -- I think
16 it was -- perhaps it was Mr. Alston's statement
17 that said that the cost currently is \$40 million a
18 year to the School District. Are you including
19 the Title I money?

20 DR. HORNBECK: No.

21 DR. HORNBECK: Would the School
22 District of Philadelphia have gotten that Title I
23 money if there had not been a charter school?
24 Does the check that goes to that charter school --

25 DR. HORNBECK: Yes --

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2 (Dr. Hornbeck confers off mike with
3 staff members.)

4 DR. HORNBECK: It comes off the top at
5 the -- first of all, let me say that the
6 \$40 million is not current, the \$40 million is for
7 the '99-2000 school year. Currently, the number
8 is, in this school year, about \$13 million. It
9 will grow by \$27 million in the next fiscal year.

10 The \$40 million does not include the
11 Title 1 money, and we would have gotten some of
12 that Title I money if the kids had stayed in the
13 Philadelphia School District.

14 COUNCILMAN COHEN: Why wouldn't you
15 have gotten all of it?

16 DR. HORNBECK: Because it comes off the
17 top of the State allocation. And so, in a sense,
18 we get reduced as part of the whole in that
19 process.

20 For a while, we were afraid that, in
21 fact, the allocation to the charter school was
22 simply going to come out of our share. And
23 because the State law provides, in effect, that
24 these schools are school districts, it doesn't
25 come out of just our share, it comes out of

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2 everybody's share.

3 So that if those kids were back in our
4 school district, then, in effect, we would get it
5 all, and other people wouldn't lose what they
6 presently lose across the State as a consequence
7 of payments to charter schools -- not just ours
8 but to all of them across the State.

9 COUNCILMAN COHEN: The requirements for
10 teachers in charter schools --

11 DR. HORNBECK: Yes.

12 COUNCILMAN COHEN: -- is that any
13 different from the requirement for the teachers in
14 the Philadelphia Public School District?

15 DR. HORNBECK: Yes. The charter
16 schools are required to have 75 percent of their
17 teachers be certified; we are required to have all
18 of our teachers certified.

19 COUNCILMAN COHEN: Is that 75 percent
20 for charter schools just a blanket 75 percent?

21 DR. HORNBECK: Any 75 percent.

22 COUNCILMAN COHEN: Of the full-time
23 teachers?

24 DR. HORNBECK: Yes.

25 COUNCILMAN COHEN: Who supervises, or

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2 is there no supervision of the way those teachers
3 teach? Is it the School District's
4 responsibility?

5 DR. HORNBECK: No, we -- no, the
6 supervisory responsibility is the responsibility
7 of the head of the charter school, whoever that
8 is, the equivalent of a principal or a head
9 master. And the only supervisory responsibility
10 -- I mean, in a sense, we have no supervisory
11 responsibility 'cause that sort of connotes a
12 day-to-day kind of thing.

13 But we do have the responsibility of,
14 for example, tracking enrollment because
15 enrollment drives payment. And so there's a kind
16 of monitoring function.

17 COUNCILMAN COHEN: How about
18 curriculum?

19 DR. HORNBECK: Other than to have
20 examined the proposed curriculum prior to the
21 charter being granted, there is no ongoing
22 supervisory responsibility of the School District
23 to oversee curriculum or day-to-day practice.

24 COUNCILMAN COHEN: Can that curriculum
25 be changed as the charter school proceeds? Is

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2 there any --

3 DR. HORNBECK: Certainly as a practical
4 matter, it could be, because we have, and under
5 the law, should not have any kind of continuing
6 day-to-day oversight that way.

7 If there were some sort of, you know,
8 radical change in it of some kind and it were
9 reported to the School District, I suppose the
10 case could be made for our examining whether the
11 conditions under which the charter was granted had
12 been so radically, utterly, dramatically changed
13 that there should be some kind of an
14 intervention.

15 But the State law contemplates a -- the
16 State law contemplates a school that is unfettered
17 of all -- I mean, it's supposed to be a separate
18 thing out there that runs by itself, has maximum
19 flexibility, doesn't have contractual obligations
20 unless they decide to have them, etc., etc.

21 COUNCILMAN COHEN: Well, it sounds to
22 me that while it carries the title of a "public
23 school," it is in fact a private school.

24 I just have this great problem
25 differentiating a charter school from a private

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2 school. And I keep hearing it's part of the
3 public school system, but I don't see where it is
4 part of the public school system except that 75
5 percent of its teachers have to be certified. But
6 that may be true also in the private schools.

7 DR. HORNBECK: The public --

8 COUNCILMAN COHEN: Well, the color of
9 money is green, whether you designate it "public"
10 or otherwise. It doesn't -- you know, the money
11 does not designate the nature of the school
12 system.

13 DR. HORNBECK: The only other piece,
14 Councilman Cohen -- and I'm not holding a brief
15 now for this, I'm just giving you information.

16 COUNCILMAN COHEN: Yes.

17 DR. HORNBECK: The only other place
18 that would clearly separate the public charter
19 school from the private school rests in a sense in
20 the conditions on the basis of which a charter is
21 issued and then reissued. And two come to mind.
22 One is our insistence that a charter school not
23 contribute to segregation or re-segregation in
24 illegal ways around race.

25 COUNCILMAN COHEN: It's open to

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2 everyone.

3 DR. HORNBECK: It's open to everyone.

4 COUNCILMAN COHEN: Yes.

5 DR. HORNBECK: And secondly, this
6 requirement that we imposed which requires the use
7 of the SAT-9 as a measurement tool to determine
8 the --

9 COUNCILMAN COHEN: You say the use of
10 the. . .?

11 DR. HORNBECK: The same test that we
12 use in the public schools, they must use it as a
13 way to provide some crossover comparative data for
14 parents and others. And those factors would play
15 a role, then, in the reexamination of the charter
16 status at the end of four years; and private
17 schools, of course, don't require periodic
18 rechartering, if you will.

19 So there are those -- on the other
20 hand, it is absolutely true that they, by and
21 large, as a concept, operate independently of
22 oversight by any local school district.

23 COUNCILMAN COHEN: Well, I can
24 understand the desire of parents interested in the
25 education of their children to have called a

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2 charter school, called a private school, called a
3 parochial school, maybe possibly called a public
4 school under certain circumstances. Certain
5 public schools, I think, are sought after more
6 than any other schools in the City.

7 DR. HORNBECK: Right.

8 COUNCILMAN COHEN: And I understand
9 that. What concerns me is, I see down the road
10 just lots and lots of charter schools and the
11 constant shrinking of that public school core,
12 that body that I know as the public school
13 system.

14 And among the many concerns I have were
15 that to happen and the way this is growing by
16 leaps and bounds makes this seem like not a wild
17 concern of mine. But a realistic concern is that
18 parents who tend to want to pick the school of
19 their children are the parents that historically
20 have been most concerned about school systems.
21 And as you develop charter schools, you are
22 removing from the other schools this body of
23 parents who are tremendously interested in the
24 education of their kids, but also they get
25 interested in the education of all children.

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2 And I'm just very fearful of what's
3 happening to the body of public school -- of the
4 regular public schools as I know them going to
5 consist of children's whose parents don't have an
6 interest, for some reason or another -- maybe they
7 can't have an interest because they're not well
8 enough physically or maybe they're so tied up
9 trying to earn enough money to survive that they
10 can't get involved with their kids' education.

11 This seems to me to be draining away
12 from rather than continuing towards the
13 development of the public school system, and
14 that's the main concern I have because I think the
15 most treasured aspect of democracy that exists in
16 all of the United States is the public school
17 system. If that goes, I think the whole basic
18 tenet of democracy goes. I think you've got to
19 have a basic public school system that every child
20 can go to and get an education that develops that
21 child for the future as a self-respecting and
22 self-supporting citizen, able to raise a family.
23 I think if we lose that, we lose the most basic
24 element of democracy.

25 That doesn't exclude having private

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2 schools and parochial schools; they also serve a
3 purpose, but they serve their purpose as additions
4 to a basic public school system which serves
5 everybody and which is guaranteed to everybody in
6 this country, that they're entitled as a matter of
7 right to get this kind of education from their
8 school system.

9 And I just don't really see much
10 difference between a charter school and a private
11 school except that the public money is going into
12 the charter school and apparently being taken away
13 from the money for public schools.

14 Could I ask you on the finances -- just
15 use that 40 million, I understand your corrections
16 and that it will go higher, but using that
17 40 million, was that a gross or a net figure?

18 DR. HORNBECK: A net.

19 COUNCILMAN COHEN: In other words, let
20 me ask you, as a result of the growth of the
21 numbers of charter schools, are you able to hire
22 fewer teachers, fewer other staff? Tell me how
23 that works so I'll know whether the alleged
24 \$40 million is a gross figure, meaning the charter
25 schools are getting \$40 million of public money,

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2 or is it what nets out after you deduct whatever
3 savings come to the public school system as a
4 result of their being charter schools?

5 DR. HORNBECK: It's a net figure. And
6 let me illustrate from a conversation that
7 Councilman Kenney and we had yesterday.

8 If it were the case that we were able
9 to reduce staff, teachers by an amount equal to
10 our projected charter school enrollment, we would
11 be able to reduce staff by something in the
12 neighborhood of 130 or 40 teachers. But what we
13 know is that charter school students don't leave
14 in neat clumps of 30 each; and, therefore, we
15 can't reduce staff by that total amount.

16 And we estimate in the issue that we
17 were discussing yesterday that we can only reduce
18 it by around 75 or 80. That is to say we're still
19 going to need about -- I think the number we used
20 yesterday was 57, I think, on one of the pages.
21 So that it's -- that's the staff reduction piece
22 of it.

23 In addition to that, someone asked
24 yesterday also about, Don't we get any money from
25 the State? And we get about \$700,000, roughly.

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2 And that's for the payment around non-public
3 school kids that go to charters but for whom we
4 now have to pay. And last year, when they in the
5 non-public school, of course, we didn't pay
6 anything. But if you take all those things
7 together, the net projected cost of the charter
8 schools approved for next year is about
9 \$40 million.

10 To put it another way, yesterday we
11 told you that we have about \$94.5 million worth of
12 projected expenses for which we have not
13 identified specific sources of revenue. If we did
14 not have charter schools, any, and if all the kids
15 who are going to charter schools were back in our
16 schools, we would be sitting here today talking
17 about having about 54 million, not \$94 million
18 worth of expenditures for which we have not
19 identified specific sources of revenue.

20 So they contribute \$40 million worth of
21 the \$94 million worth of gap or whatever you want
22 to call that.

23 COUNCILMAN COHEN: Well, from --

24 COUNCIL PRESIDENT VERNA: Councilman,
25 any number of Council people want to be

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2 recognized.

3 COUNCILMAN COHEN: Okay, thank you.

4 COUNCIL PRESIDENT Verna: So I would
5 ask you to wait for the so on go-around.

6 COUNCILMAN COHEN: Very good.

7 COUNCIL PRESIDENT Verna: While we're
8 on the subject of charter schools, may I ask if
9 we're having any difficulty in attracting teachers
10 in the charter schools? And are most of them
11 transferring from the public schools into the
12 charter school?

13 DR. HORNBECK: We lose many in that
14 way, but I really don't know 'cause we -- we
15 wouldn't know.

16 COUNCIL PRESIDENT Verna: I think
17 there's somebody that may have an answer to that.

18 (Dr. Hornbeck confers off mike with
19 staff members.)

20 DR. HORNBECK: Right, we do not know.
21 There is difficulty in finding people, but Miss
22 Adler tells me that over the two years in the now
23 13 charter schools that are open, that we've lost
24 about 20 teachers out of the School District.

25 COUNCIL PRESIDENT Verna: How many

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2 teachers? You wouldn't know how many teachers
3 they have in the 13 charter schools? I'm just
4 curious to know if they're having difficulty in
5 attracting teachers as we are.

6 DR. HORNBECK: Does anybody know about
7 how many teachers they have in the. . .

8 (Dr. Hornbeck confers off mike with
9 staff members.)

10 DR. HORNBECK: We could get last year's
11 data, which would basically be four schools. At
12 the end of this year, we could add the others. Of
13 course, they don't have the various -- the three
14 big issues that I talked about yesterday as being
15 things that the people we survey inhibit coming to
16 us, two of those three don't apply to charter
17 schools. And the third one.

18 COUNCIL PRESIDENT VERA: What were the
19 two?

20 DR. HORNBECK: Well, residency
21 requirements don't apply to charter schools, and
22 the contract doesn't so the seniority stuff
23 doesn't. The third one was --

24 COUNCIL PRESIDENT VERA: But a teacher
25 leaving the public school system going to a

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2 charter school, would they lose most of their
3 benefits? They don't get the same benefits or do
4 they? I don't know; I'm asking the question.
5 DR. HORNBECK: They do get the same
6 benefits.
7 COUNCIL PRESIDENT VERNA: They do get
8 the same.
9 DR. HORNBECK: The State law provides
10 that the benefits are the same, and it provides
11 that they have a right of return for -- how many
12 years?
13 MR. SANTILLI: I believe five.
14 DR. HORNBECK: Five years back to the
15 School District.
16 COUNCIL PRESIDENT VERNA: So their
17 pension and their benefits are not in question.
18 DR. HORNBECK: All of that continues.
19 MR. SANTILLI: The pension continues
20 while they're in the same pension plan with the
21 charter schools.
22 DR. HORNBECK: Now, they do not
23 necessarily get the same pay; they might get more
24 or they might get less. I mean, they don't have a
25 contract. There is no union at the charter school

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2 unless the teachers in the given charter school
3 decide to have a union, and they may do that.

4 So the -- I'm just simply saying that
5 the inhibitions that the people who turn us down
6 have identified are not the same for the charter
7 schools.

8 COUNCILWOMAN VERNA: I would be very
9 curious to know how many of the teachers, A, live
10 outside of the City that are working in the
11 charter schools, how many of them have transferred
12 from the public school, and how many certified
13 teachers are actually teaching in the charter
14 schools? I think that's information that I would
15 like to see.

16 COUNCILMAN KENNEY: (Inaudible, off
17 mike.)

18 COUNCIL PRESIDENT VERNA: Councilman?

19 COUNCILMAN KENNEY: And I'd like to ask
20 how many students in the public school system have
21 left to go into the charter schools?

22 DR. HORNBECK: We can give you that, we
23 can give you the teachers that have left. I think
24 we will be unable to give you how many are
25 residents because we have --

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2 COUNCIL PRESIDENT VERNA: The
3 teachers?

4 DR. HORNBECK: Of the teachers, 'cause
5 we have no jurisdiction over these schools. You
6 might be able --

7 COUNCIL PRESIDENT VERNA: So we would
8 have to contact each of the charter schools?

9 DR. HORNBECK: That's correct.

10 COUNCILMAN NUTTER: Point of
11 information.

12 COUNCIL PRESIDENT VERNA: The Chair
13 recognizes Councilman Nutter.

14 COUNCILMAN NUTTER: Thank you.

15 On that one issue, though, either Madam
16 Chair or Dr. Hornbeck, you said there is no union
17 at the charter school, but if the public school
18 teacher who was teaching at a regular public
19 school one year goes to the charter school the
20 next year, can they still be a member -- and I
21 assume they were -- of the PFT? If they were in
22 the PFT last year, are they still potentially a
23 dues-paying member of the PFT this year at the
24 charter schools?

25 MR. SANTILLI: No.

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2 DR. HORNBECK: I'm told that they are
3 not. Whether the PFT bylaws prohibits them from
4 paying union dues or not. . .

5 COUNCILMAN NUTTER: Okay, I
6 understand. But also in response to Councilwoman
7 Verna's question, you must -- maybe you don't. Do
8 the charter schools have to tell you who their
9 teachers are and provide any information on them?

10 MS. SPARKMAN: Yes.

11 DR. HORNBECK: They have to tell us
12 whether they're certified or not..

13 MS. SPARKMAN: Yes. Jackie Sparkman,
14 General Counsel.

15 We ask for each start-up charter school
16 before they start the first day: Who are your
17 teachers and what are they certified in? That's
18 just to assure that they have the 75 percent
19 requirement.

20 COUNCILMAN NUTTER: You mean, they just
21 tell you that back over the phone, do they send
22 you a form, do they --

23 MS. SPARKMAN: No, they send us a form.

24 COUNCILMAN NUTTER: -- or is there a
25 certification for --

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2 MS. SPARKMAN: We have created a form
3 that gives us that information on it.

4 And by the way, it's 75 percent
5 professional staff. "Professional staff" is a
6 broader definition than "teachers." That would
7 include the school nurse, it includes the
8 administrator.

9 COUNCILMAN NUTTER: I understand that.
10 But I'm still trying to get to the information
11 request that Councilwoman Verna made.

12 If you were getting that kind of
13 information on the teachers, maybe the form
14 doesn't have, you know, address --

15 MS. SPARKMAN: It does not.

16 COUNCILMAN NUTTER: -- or city, state,
17 zip.

18 MS. SPARKMAN: It does not.

19 COUNCILMAN NUTTER: Okay. And I guess
20 we'd have to go back -- the alternative route is
21 to ask each charter for a list by zip code, home
22 address of their teacher population, 'cause you're
23 saying that you don't necessarily have it.

24 MS. SPARKMAN: We don't.

25 DR. HORNBECK: The only information we

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2 have is information that we have to have in order
3 to know that they are --

4 COUNCILMAN NUTTER: Certified.

5 DR. HORNBECK: Legal.

6 COUNCILMAN NUTTER: Okay, gotcha.

7 Thank you for the yield, Madam Chair.

8 COUNCIL PRESIDENT VERNA: Thank you.

9 COUNCILMAN COHEN: (Inaudible, off
10 mike.)

11 COUNCIL PRESIDENT VERNA: Point of
12 information from Mr. Cohen.

13 COUNCILMAN COHEN: Could your inquiry
14 include what happens if a teacher -- how about if
15 a new teacher's coming in, does the new teacher
16 join the pension plan of the -- that's available?
17 Say it's a teacher that's never taught before but
18 certified or non-certified, are they all in the
19 pension plan, the same pension plan as the
20 teachers in the public school system?

21 MS. SPARKMAN: They --

22 COUNCILMAN COHEN: And if you would
23 speak right into the mike, pull it closer to you,
24 please.

25 MS. SPARKMAN: Is that better?

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2 COUNCILMAN COHEN: Yes.

3 MS. SPARKMAN: The charter school law
4 requirement, so far as reciprocity of benefits, is
5 that charter schools have to offer their staff the
6 same health benefits as teachers in the School
7 District get. They don't have to provide the same
8 retirement benefits; they can provide comparable
9 benefits.

10 So if the charter school elects to
11 establish its own pension plan, or if the teacher
12 who goes to work for a charter school is perhaps
13 married to a person who's in a different pension
14 plan, the charter school has alternatives. It can
15 make the same benefits available; they don't have
16 to.

17 COUNCILMAN COHEN: If they're making
18 the same benefits available, does that mean the
19 charter school has the power to negotiate to
20 become part of that same pension plan, the State
21 pension plan?

22 MS. SPARKMAN: Yes.

23 COUNCILMAN COHEN: Thank you, Madam
24 Chair.

25 COUNCIL PRESIDENT Verna: You're

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2 welcome.

3 The Chair recognizes Councilwoman
4 Miller. Is this regarding the charter schools?

5 COUNCILWOMAN MILLER: Yes. Thank you,
6 Madam Chair.

7 Does the State Department of Education
8 develop a list of competencies that curriculums
9 are designed around statewide?

10 DR. HORNBECK: The State Board of
11 Education, on the recommendation of the Secretary,
12 has adopted about three or four five months ago a
13 set of standards in the various subject areas.
14 And I don't know that they have specific
15 curriculum beyond that. I think that they are
16 just the standards.

17 COUNCILWOMAN MILLER: So if the charter
18 receives public monies, they would have to adhere
19 to those standards?

20 DR. HORNBECK: Actually, at this point,
21 there is not much by way of requirement that the
22 State imposes on anybody, school districts or
23 charter schools. They are thinking about, they
24 are talking about, they are moving toward some
25 sort of a requirement of those things related to

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2 graduation and so on.

3 But at this point, there's -- the only
4 -- the only requirement that I know of an
5 academic character on the charter schools is the
6 one that we've imposed of having to take the same
7 test in reading, math, and science. And that's
8 not a requirement around what the kids have to do;
9 it is a requirement around the world knowing how
10 they're doing.

11 COUNCILWOMAN MILLER: Right, okay. I
12 was just wondering 'cause it appears that people
13 are wanting to open charter schools, but this
14 feels like that there's really no specific
15 structure, other than the SAT-9, just in terms of
16 outcome.

17 DR. HORNBECK: That is correct. And I
18 think that some of the concerns that have been
19 expressed here, including Councilman Cohen's, are
20 right on target.

21 And let me only add to those that one
22 of my biggest fears is not only -- and this is
23 clearly related a point that Councilman Cohen
24 made. It's not just the parents who, once they
25 have their child in a charter school, will sort of

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2 drain away their interest in schooling and in the
3 fabric of democracy and so on, but one of the
4 things that I worry about is some of the
5 policy-makers and some of the elected officials
6 having successfully passed charter schools -- and
7 this is also a piece of my fear vis-a-vis vouchers
8 -- is that they will actually think they've done
9 something for public education by doing these
10 things. Whereas in fact, and particularly as it
11 is playing out and being implemented, that they
12 are simply leaving 190, 200,000 -- in our case
13 200 and roughly 8 thousand kids next year in the
14 same situation they used to be in.

15 And they -- lots of folks go on
16 television and speak to the newspapers and say,
17 Look what we've done for the education of our
18 children. And in the larger framework, it's
19 frankly not much.

20 I keep hoping that people who are
21 charter school enthusiasts will step forward and
22 be as vigorous in their advocacy for the public
23 education of the 208,000 kids as they are in their
24 advocacy of the 7,000 kids, but we're not getting
25 much of that yet from the advocates of charter

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2 schools.

3 COUNCILWOMAN MILLER: Okay, thank you

4 Dr. Hornbeck.

5 COUNCIL PRESIDENT Verna: Dr. Hornbeck,

6 can we receive a list of the charter schools,

7 please?

8 DR. HORNBECK: Yes, we'd be glad to do

9 that.

10 COUNCIL PRESIDENT Verna: Thank you.

11 Is Councilman Ortiz in the room?

12 Since he's not here, the Chair

13 recognizes Councilman DiCicco.

14 COUNCILMAN DICICCO: Thank you, Madam

15 Chair. Good morning.

16 DR. HORNBECK: Good morning.

17 COUNCILMAN DICICCO: I was listening to

18 your testimony from my office yesterday for the

19 most part. I think there were three -- the little

20 schools.

21 DR. HORNBECK: Little Schoolhouses.

22 COUNCILMAN DICICCO: Was the Adaire

23 School one of the three I heard mentioned? There

24 might be -- the PA system's really difficult to

25 hear. There was one in design -- or two in

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2 design, I think I overheard someone say.

3 DR. HORNBECK: What's the status of
4 Adaire?

5 COUNCILMAN DICICCO: And I couldn't
6 make out if it was Adaire or not; it didn't come
7 across clear enough.

8 MR. MCGLENCHY: Good morning. I'm Tom
9 McGlenchy.

10 The three additional Little
11 Schoolhouses are the Lamberton, the A.B. Day
12 School, which is probably the one that --

13 COUNCILMAN DICICCO: Which is probably
14 the one that came across almost like "Adaire" on
15 the PA system, so it's not Adaire.

16 MR. MCGLENCHY: No, A.B. Day.

17 COUNCILMAN DICICCO: Where are we with
18 the Adaire School in the design stage, or what
19 have you of the --

20 MR. MCGLENCHY: Let me ask Mr. Skirski
21 to respond to that.

22 (Ted Skirski comes forward.)

23 COUNCIL PRESIDENT VERNA: Councilman,
24 did you hear what the cost of each of the Little
25 Schoolhouses is?

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2 COUNCILMAN DICICCO: No, I don't recall
3 if I heard that.

4 COUNCIL PRESIDENT VERNA: \$4 million.

5 MR. SKIRSKI: Good morning. Ted
6 Skirski, Office of Design and Construction for the
7 School District.

8 I'm sorry, didn't hear the full
9 question.

10 COUNCILMAN DICICCO: Was the Adaire
11 School -- and I think that question's been
12 answered already -- one of the little schools that
13 was being contemplated for the upcoming school
14 year or in the near future?

15 MR. SKIRSKI: It is not on the agenda
16 right now.

17 COUNCILMAN DICICCO: I believe a
18 request has been made for that from the principal.
19 Is that --

20 MR. SKIRSKI: I'm not aware. If it
21 was, it was not made to me. We'll find out from
22 the planning office, though, if it went through.

23 COUNCILMAN DICICCO: 'Cause I attended
24 a school parent-teacher meeting several months
25 ago, and 3 or 400 people in the audience, that was

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2 the request of the majority of the people, that a
3 little school be created there, and I just was
4 wondering where we are in the process.

5 But if you're telling me that you don't
6 have that in the pipeline, then I'd appreciate it
7 if you could get in touch with me at my office.
8 I'd like to discuss that.

9 MR. SKIRSKI: Certainly.

10 COUNCILMAN DICICCO: Superintendent
11 Hornbeck, I've received a couple of calls from
12 teachers in the system who have asked if I had any
13 information about a proposal that may be
14 forthcoming from the District regarding extending
15 the waivers for residency for teachers. I don't
16 know if this is just a rumor or not.

17 Do you have any knowledge of that? Are
18 you contemplating any requests to extend the
19 waivers? And someone suggested it may be in the
20 area of about three years for the waivers.

21 DR. HORNBECK: Well, what we talked
22 about several times yesterday was the extreme
23 problem we have with vacancies in the School
24 District. That is to say, we had 300 to start the
25 school year after hiring 800 people and are having

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2 a daily vacancy rate of roughly 150 since
3 November 1st, with about 125 vacancies even today,
4 and that we have accelerated significantly
5 recruitment activities and strategies for bringing
6 more people in.

7 And a piece of that has been surveying
8 the people who have turned us down to ask them why
9 they are refusing to come and teach in
10 Philadelphia, and the three major reasons are:
11 residency, flexibility in the selection of
12 schools, and financial factors like wages.

13 And what we talked about yesterday is
14 the need to have everything on the table as a way
15 to put a teacher in front of kids, and I would
16 imagine that would include residency. But there
17 is no explicit plan at the moment to make any
18 particular decision about residency.

19 Indeed, I said yesterday in testimony
20 that I would hope that we might be able to put
21 together a group of Council people and the
22 business community and the School District to
23 examine everything from subsidized mortgages to
24 other interesting initiatives that you or other
25 members of Council might have about this.

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2 But we have today, in the 259 schools,
3 roughly 3750 kids sitting there without a
4 teacher. And to understate it somewhat, that's
5 not a good situation. And so I think that those
6 of us in policy-making positions, whether at
7 Council or at the School District, have a major
8 challenge of filling those holes.

9 COUNCILMAN DICICCO: I appreciate that,
10 and I would like, to the request of the Council
11 President, to be a part of that group that you put
12 together because I've been very active in tax
13 incentives and tax initiatives in trying to make
14 Philadelphia a much more appealing place for
15 people to move to, and I'd like to be a part of
16 that committee.

17 In the area of teachers, how many more
18 classroom teachers do you have this year as
19 opposed to last year? Is there a way of
20 identifying that?

21 And another question is, do I not
22 understand that there's some -- is there an
23 early-out being considered for teachers? And is
24 that a direct result of the School District or is
25 that something that was done through negotiations

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2 would take a positive act of the legislature, if
3 that window remains open, then some of these, you
4 know, 55-year-old, 30-year veterans will say, Oh,
5 I'll work another year. Or I'll work two more
6 yeast.

7 But if it goes ahead and closes, then
8 more than a few of those people are going to say,
9 Well, gosh, I would have worked another year or
10 two, but I don't want to work till I'm 62, and so
11 I'm going to take my retirement and go. And that
12 will create more vacancies for us.

13 COUNCILMAN COHEN: Thank you. I
14 understand it now.

15 COUNCILMAN DICICCO: Has the
16 implementation of cluster leaders had any impact
17 on the number of teachers that are in classrooms?
18 Has that caused some of that 300 or so vacancies
19 to occur because you're moving from teacher status
20 to cluster-leader status?

21 DR. HORNBECK: No.

22 COUNCILMAN DICICCO: Mr. Kenney?

23 COUNCILMAN KENNEY: One point. This is
24 a question I asked earlier today. We've been told
25 that there are 200 or so teachers on special

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2 assignment, performing other types of facilitator
3 roles. It seems obvious to me that if you had 200
4 more teachers in classrooms, you would have less
5 of a shortage.

6 But the response was that they are
7 doing a higher good according to the School
8 District administration by doing what they're
9 doing. But I think it's clear numbers -- you can
10 count -- that 200 less teachers are 200 less
11 teachers, they're not in the classroom.

12 COUNCILMAN DICICCO: Right. And I was
13 listening to your testimony, but I guess that
14 question was asked when I was en route from my
15 office to here, so I apologize for repeating the
16 question.

17 Can you tell me the number of personnel
18 that are in the Chief Counsel's Office, the Chief
19 of Staff's Office and Communications, the total
20 number? I see the Chief of Staff but I just, for
21 some reason, can't find Chief Counsel and
22 Communications.

23 MR. SANTILLI: The Chief Counsel would
24 be under Board and Executive Management. It's
25 Section 17.

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2 COUNCILMAN DICICCO: Okay. And there
3 are a couple follow-up questions to that. When we
4 get to the number --

5 MR. SANTILLI: I'm sorry, you asked for
6 Communications?

7 COUNCILMAN DICICCO: Communications,
8 Chief of Staff, and Chief Counsel. And have the
9 number of personnel in any of those departments
10 increased over the last year? And how many Board
11 members and/or people in the departments I
12 mentioned have Board-issued cars and/or drivers?

13 MR. SANTILLI: There are in 1990 -- in
14 Fiscal Year 1998, there were 11,274.7 teachers.

15 COUNCILMAN DICICCO: Say that again.

16 MR. SANTILLI: There were 11,274.7 --
17 this is on Page 11 of A-7, if you'd like, in your
18 budget book.

19 COUNCILMAN DICICCO: Okay.

20 UNIDENTIFIED SPEAKER: I didn't hear
21 what question you're answering.

22 MR. SANTILLI: Oh, I'm answering how
23 many teachers are in the classroom in the
24 Operating Budget. And the estimate for the
25 current year is 11,206. The estimate for Fiscal

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2 Year 2000 is 11,287.

3 COUNCILMAN DICICCO: 87?

4 MR. SANTILLI: Yes, 287.

5 If I could point you to Page 17-01 in
6 the large budget book.

7 COUNCILMAN DICICCO: Okay, here we are.

8 MR. SANTILLI: Okay. The
9 Superintendent's Office, School Board Members,
10 General Counsel, Communications, and Government
11 Relations are all in this particular program. You
12 can see at the bottom that there are 57 people,
13 and they're combined, and it has remained the same
14 from '98 through the proposed budget in 2000.

15 COUNCILMAN DICICCO: Okay.

16 MR. SANTILLI: The Chief of Staff's
17 office is the next section, Number 18.

18 COUNCILMAN DICICCO: Yeah. I think I
19 have 29.

20 MR. SANTILLI: And there were 29 in
21 Fiscal Year 1998, there are 34 now, and there will
22 be 33 in the year 2000.

23 COUNCILMAN DICICCO: Okay. My other
24 question had to do with vehicles, I believe.

25 MR. SANTILLI: I believe that they're

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2 getting an answer for you on that now.

3 DR. HORNBECK: Mr. Lombardi will refer
4 to the vehicle question.

5 MR. LOMBARDI: The number of
6 administrators who have vehicle assignments from
7 two years ago was approximately 30; that number is
8 down to 17 now. And the number of overall
9 vehicles that are assigned to administrative staff
10 and Board members is approximately 10. Vehicles
11 are used as pool vehicles for the Board members as
12 well as administrative staff within the
13 Administration Building and the 22nd and Arch
14 Street facility.

15 So the numbers are down from previous
16 years, from about 30 to about 17, including the
17 Board and the administrative pool vehicles.

18 COUNCILMAN DICICCO: Very good, glad to
19 hear it. Thank you.

20 I have another question for the
21 Superintendent. From time to time, we've heard
22 comments from you as to the reduction in
23 administrative positions during your term. What
24 specific positions have been eliminated, if any?

25 DR. HORNBECK: We can provide that to

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2 you. There are several hundred, and so I can't
3 pull them off the top of my head.

4 COUNCILMAN DICICCO: If you would make
5 them available to the Chair, I'd appreciate it.

6 DR. HORNBECK: Of course, I'd be glad
7 to.

8 COUNCILMAN DICICCO: Thank you. I have
9 no further questions at this time, Madam Chair.

10 COUNCIL PRESIDENT Verna: Thank you.

11 I'd like to get another question in now
12 and then, today. Superintendent Hornbeck, you
13 said that any given day you could have possibly
14 150 shortage of teachers. Don't you find it
15 difficult getting substitute teachers?

16 DR. HORNBECK: I'm sorry?

17 COUNCIL PRESIDENT Verna: Are you
18 having difficulty in getting substitute teachers?

19 DR. HORNBECK: Yes. We have, if my
20 memory serves me correctly, 1800 people who are
21 signed up to be substitutes roughly now, and
22 that's down from about 2500 a couple a years ago.
23 And even among the 1800, we are not always able to
24 get enough substitutes to cover the absentees that
25 day because many of those substitutes will go and

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2 substitute in the suburbs first 'cause they get
3 more money, or they will have made other plans for
4 the day and won't come. But the pool itself is
5 down.

6 COUNCIL PRESIDENT Verna: Well, what
7 qualifications does the substitute have to have?

8 DR. Hornbeck: Ms. Adler, would you
9 come up and respond to the President's question on
10 that.

11 And are my numbers about right?

12 MS. Adler: Right, yes.

13 Marge Adler, here.

14 Substitutes must be college graduates
15 and certified, either permanently certified or
16 they're on an emergency certification.

17 COUNCIL PRESIDENT Verna: Would they be
18 qualified to be teachers?

19 MS. Adler: Yes.

20 COUNCIL PRESIDENT Verna: Well, why
21 would they want to be substitutes instead of
22 teachers?

23 MS. Adler: Well, some people prefer
24 that. They may not have passed all the
25 examinations they have to for either the State or

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2 for our requirements; they may be in the process
3 of doing that. And then there are some people
4 that like being substitutes.

5 COUNCIL PRESIDENT VERNA: And the 1800
6 live in the City?

7 MS. ADLER: Yes.

8 COUNCIL PRESIDENT VERNA: Are
9 substitutes required to live in the City?

10 MS. ADLER: Yes, yes.

11 COUNCIL PRESIDENT VERNA: Is there any
12 way of enticing some of the 1800 to become
13 teachers in the system?

14 MS. ADLER: I think we do have some
15 that do join the ranks of teachers every year.
16 That's probably a piece of the reason why we have
17 fewer substitutes on the rolls this year, but not
18 all of it.

19 COUNCIL PRESIDENT VERNA: Okay, thank
20 you.

21 The Chair recognizes Councilman Kenney.

22 COUNCILMAN KENNEY: Thank you. Madam
23 President.

24 Just one comment as a result of
25 Councilman Cohen's observation about the public

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2 school system and some of the issues relative to
3 charters and vouchers and those concerns. He said
4 that one of the most treasured aspects of
5 democracy is the public school system, and I would
6 have to tend to agree with him there.

7 But also one of the most treasured
8 aspects of democracy is the freedom to choose
9 what's best for one's children. And that somehow,
10 the monopoly of public education and trying to
11 force people into a system that they don't feel
12 comfortable with has created other democratic
13 choices of relocation and movement from the
14 system, in search of -- and I know my friends who
15 have moved out of City have moved not because of
16 the taxes, not because of race, not because of
17 crime, but because they cannot find a school
18 system that they're comfortable with for their
19 children.

20 And while I recognize the needs that
21 are facing the public schools and its special
22 problems that it faces, I think we can't also
23 forget about the need for parents to do what's
24 right for their kids now. And I think that the
25 result -- charters have resulted in that, the

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2 voucher argument has resulted because people have
3 been forced by the government to participate in a
4 monopolistic system that they are now rejecting.

5 So that's just my -- and I'm sure on
6 the next round, you can comment on that.

7 I'm curious as to how many children
8 have come into the public school system from the
9 private and parochial system over the last four,
10 five, six years. And do we have those numbers, do
11 we do that kind of interview?

12 MR. SANTILLI: I think we can get that
13 information.

14 DR. HORNBECK: I think we can get that
15 information. As the Archdiocesan schools have
16 closed particularly, we have gotten a significant
17 increase in youngsters coming into the system.

18 COUNCILMAN KENNEY: And that
19 significant increase would strain your existing
20 resources even more than if we didn't have them in
21 the system.

22 DR. HORNBECK: Yes, certainly, right.

23 COUNCILMAN KENNEY: So in some ways,
24 stabilizing or making -- allowing parents to make
25 those choice, that may allow them -- not create

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2 the necessity for them to enter the public school
3 system in the long run; it would potentially save
4 us money.

5 DR. HORNBECK: Well, let me make this
6 observation, which goes to the observation I made
7 a moment ago in response to Councilman Cohen.

8 There are, for example, as I understand
9 it, about 25,000 vacant seats in the Archdiocesan
10 schools at the present time, and an offer has been
11 made every once in a while for us to take
12 advantage of those 25,000. And if we did, and
13 assuming an absolute arithmetic fit, that would
14 only leave 190,000 kids for us. Nobody ever makes
15 any recommendations about what we do with 190,000.

16 My point is that too many who are in
17 favor of providing those choices, as far as I can
18 tell, rarely make recommendations about what will
19 be good for the 190,000, but paint the picture of
20 the kids moving as being what we ought to do about
21 education generally. And what I fear is that then
22 maybe 25,000 kids get taken care of someplace, but
23 I don't see much apparent concern for the other
24 190,000 kids.

25 COUNCILMAN KENNEY: Isn't there a

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2 natural benefit to reducing the class sizes in our
3 schools by 22,000 students? Does it not benefit
4 our own existing public school students by having
5 less children in the class, less time for
6 teachers?

7 DR. HORNBECK: Well, I've heard nobody
8 suggest that we divest ourselves of the 25,000 and
9 keep all the teachers.

10 COUNCILMAN KENNEY: But the question --

11 DR. HORNBECK: I've always heard
12 instead that we get rid of the kids and we get rid
13 of the teachers and we reduce costs.

14 COUNCILMAN KENNEY: Not under Governor
15 Ridge's voucher program. As I understand it, the
16 School District would be held harmless over the
17 next five years at current funding levels, no
18 matter how many children they lost.

19 DR. HORNBECK: It's even conceivable to
20 me, as a way to get the bill passed, that one do a
21 hold-harmless for five years.

22 COUNCILMAN KENNEY: That's in the bill.

23 DR. HORNBECK: And what happens in the
24 sixth year?

25 COUNCILMAN KENNEY: Well, but we --

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2 DR. HORNBECK: People are out of office
3 and so it's not their concern anymore.

4 The issue is building a public school
5 system that seems to me that serves all the kids.
6 And as I said with the charter schools, I just
7 wish somebody would come and say, Let's have
8 charter schools for the 7,000 and let's do for the
9 other 208,000 what we need to do for them to read
10 and do math and do science. Nobody, again, has
11 been friendlier to charter schools than we at a
12 tune of \$40 million for next year.

13 COUNCILMAN KENNEY: Well, I think
14 you've been friendly to charter schools based on
15 the requirement of the State law, not necessary an
16 attitude that --

17 DR. HORNBECK: There's no requirement
18 for these first two years.

19 COUNCILMAN KENNEY: Attitudinally, I
20 mean, the transportation issue and mosaic alone
21 was not exactly a pleasant circumstance.

22 DR. HORNBECK: Well, going back to our
23 conversation about that yesterday, the fact is
24 that the State law also dictates how we treat
25 transportation. So if the law needs to be

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2 changed, we ought to change the law, and I've got
3 some other suggestions for it as well.

4 COUNCILMAN KENNEY: Okay. The question
5 that Councilman DiCicco -- in response to his
6 question -- and I was on the phone at the time --
7 was there 57 people in the Communications Office?

8 (Unidentified person responds inaudibly
9 off mike.)

10 COUNCILMAN KENNEY: There was how
11 many?

12 MR. SANTILLI: That's not correct.

13 COUNCILMAN KENNEY: I'm sorry, that's
14 why I --

15 MR. SANTILLI: That was the entire
16 Executive and Board Management Program, which
17 includes the Superintendent's Office.

18 COUNCILMAN KENNEY: Okay, how many are
19 in the Communications Office?

20 MR. SANTILLI: If you'll bear with me
21 one second.

22 COUNCILMAN KENNEY: I think somebody
23 else --

24 MR. SANTILLI: There are nine people in
25 the Communications Office.

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2 COUNCILMAN KENNEY: Okay, thank you. I
3 just misheard the answer and I wanted to make sure
4 I cleared it.

5 The Summer School Program that's being
6 contemplated will set up 22 separate summer
7 schools based on the clusters for 3rd, 7th, and
8 9th grade?

9 DR. HORNBECK: 3rd, 7th, 9th, and 11th.

10 COUNCILMAN KENNEY: Will the high
11 schools be handled differently?

12 DR. HORNBECK: 22 K to 8. The 11th
13 grade is with the senior center.

14 COUNCILMAN KENNEY: And those
15 individual cluster summer schools will all staffed
16 with a principal and staff and teachers that are
17 required to handle these children for the summer
18 period?

19 DR. HORNBECK: Yes.

20 COUNCILMAN KENNEY: Do we have any idea
21 how many children are going to be required to go
22 to summer school from each of those clusters? And
23 do we need 22 separate schools with 22
24 administrative staffs?

25 DR. HORNBECK: Let me ask. Catherine,

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2 why don't you respond, why don't want you respond
3 to the summer program question.

4 (Catherine Connor comes forward.)

5 MS. CONNOR: I'm Catherine Connor, with
6 the School District.

7 We are expecting somewhere in the range
8 of 12,000 students to be attending summer school.
9 And since substantial proportions of these are
10 going to be 3rd-graders and 7th-graders, the issue
11 of distance is really significant. And, in fact,
12 when we talked about with the cluster leaders, a
13 number of them are concerned about offering only
14 one program within their cluster and are trying to
15 find ways to squeeze funds out of wherever else
16 they can in order to be able to offer two of them.

17 So for me, the question is not, Is 22
18 too many? It's, Is 22 enough?

19 COUNCILMAN KENNEY: I'm confused about
20 offering programs. What would be the difference
21 in two different programs? Why would there be a
22 need for two programs in one --

23 MS. CONNOR: Just so the kids can get
24 there. Again, as with charter students, we don't
25 bus 'em.

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2 COUNCILMAN KENNEY: No, my question is,
3 you're telling me that the cluster leaders have
4 said that they don't even think that the 22 may be
5 enough, that they need to offer an additional
6 program. What is --

7 MS. CONNOR: To have two different
8 locations, two sites. So that it isn't too far
9 for a 3rd-grader to get there.

10 COUNCILMAN KENNEY: Okay. But do we
11 have projections on how many children from each
12 cluster? You said 12,000 total? But how many
13 from each cluster do we expect?

14 And would we have a situation where you
15 might have, you know, 50 kids in one and 250 kids
16 in another?

17 MS. CONNOR: I expect that there will
18 be differences from cluster to cluster, partly
19 based on the enrollment at the cluster. We don't
20 think any cluster is going to be as small as 350
21 students.

22 COUNCILMAN KENNEY: Okay, so we have
23 some projections on --

24 MS. CONNOR: Yes.

25 COUNCILMAN KENNEY: -- minimum numbers.

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2 MS. CONNOR: Yes, we do.

3 COUNCILMAN KENNEY: Okay, thank you
4 very much.

5 COUNCIL PRESIDENT VERNA: Thank you.

6 The Chair recognizes Councilwoman
7 Blackwell.

8 COUNCILWOMAN BLACKWELL: Thank you,
9 Madam President.

10 How many more charter schools do we
11 expect next year? We'll go from 13 to -- how many
12 is it, 29 or something like that?

13 DR. HORNBECK: It will be 25 -- or is
14 it 25 altogether, or is it 27 with the 2 that
15 didn't go this year?

16 COUNCIL PRESIDENT VERNA: I think it
17 was 27.

18 (Dr. Hornbeck confers off mike with
19 staff members.)

20 DR. HORNBECK: Yeah, there are 27
21 approved, but there are 2 that we don't yet know
22 whether they're going to open in September, of
23 those 27. .

24 COUNCILWOMAN BLACKWELL: Again on this
25 issue of transportation. We've been reporting

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2 back to charter schools that it is in the
3 Commonwealth legislation, and their reply is that
4 State law mandates transportation and that it is a
5 violation of State law for them not have to the
6 transportation; and, in fact, that charter schools
7 are having to spend their own monies to bus
8 children to their school buildings. They're
9 saying it's a State law that would mandate
10 transportation. The same if these are, you know,
11 public or private school, and they should be able
12 to get the same that the other schools get.

13 DR. HORNBECK: We believe their reading
14 of the law is incorrect.

15 COUNCILWOMAN BLACKWELL: Okay. Is it
16 possible for students to use -- for students in
17 charter schools to use gymnasium facilities in
18 public schools?

19 (Dr. Hornbeck confers off mike with
20 staff members.)

21 DR. HORNBECK: The answer would be yes.
22 They would have -- it would have to be worked out
23 logistically and all of that, and they would have
24 to pay for it. But there are ways that that could
25 be done. But nobody's asked us for it.

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2 COUNCILWOMAN BLACKWELL: Okay. One
3 last question on this go-round about monitors.
4 Are there monitors on all buses or wherever there
5 were attendants? Let me ask it another way.

6 DR. HORNBECK: Oh, you mean cameras?

7 COUNCILWOMAN BLACKWELL: Yeah.

8 DR. HORNBECK: No. They are on buses
9 where we think that the presence of a camera would
10 be helpful in controlling behavior.

11 COUNCILWOMAN BLACKWELL: They're not on
12 all buses where attendants were removed? Or are
13 they all on buses where individual attendants were
14 removed?

15 (Dr. Hornbeck confers off mike with
16 staff members.)

17 DR. HORNBECK: There is. . . I guess
18 this doesn't get out to all the kids. There is a
19 fake camera on --

20 COUNCIL PRESIDENT Verna: A what?

21 DR. HORNBECK: A fake camera on every
22 de-seg. bus and there is a real camera on one of
23 every ten of those buses.

24 So to those children who may be
25 watching this, you don't know which one the ten

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2 is.

3 (Laughter.)

4 COUNCILWOMAN BLACKWELL: All right.

5 Last question. Back to charters. I know some
6 have been approved, but I assume that we're
7 approving them earlier this year because, as you
8 know, last year, I guess they were being approved
9 late -- I don't know, maybe around April or May.
10 And as you know, a lot of -- no, were they all
11 approved early last year?

12 DR. HORNBECK: We approved them in
13 February last year. We did last year arguably
14 give a little bit more flexibility, which was an
15 effort to respond to the needs of charter
16 schools. In some ways, we learned our lesson, and
17 so we're being much crisper in saying, you know,
18 this is the date and that's the date and you got
19 to have it in, and if you don't have a certificate
20 of occupancy, etc., etc.

21 But the timing for the original
22 approval last year was about the same time.

23 COUNCILWOMAN BLACKWELL: You understood
24 exactly where I'm going because so many schools,
25 when I visited every one last year, many schools

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2 -- and I did -- in July, a lot of schools just
3 had their framework up, you know, frames of
4 buildings and were basically just rehabbing. And
5 when they told me they'd be ready a month in July
6 or August, of course common sense, knowing the
7 City Hall end and all the inspections and all that
8 has to take place and how long it really takes
9 buildings to get done, you know. . .

10 DR. HORNBECK: I think a lot of
11 charter-school operators are finding out when they
12 actually when go down that pike that it's tougher
13 to run a school than they thought it was in the
14 first instance, and it's more than just getting up
15 some morning and thinking, Gee, wouldn't it be fun
16 to have my own school. And so they have faced
17 those kinds of issues.

18 And, in fact, we think in the long run,
19 that our stronger stand about deadlines and what
20 you've got to have done when will, in fact, be
21 helpful to the charter schools because it won't
22 allow some to sort of delude themselves into
23 thinking they can be ready within a month or two.

24 COUNCILWOMAN BLACKWELL: Yeah, I think
25 that was really, really one of the difficult

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2 things that people who were educational
3 visionaries had to figure out how to do a whole
4 building, take a building and put it together and
5 design it for their needs and for their goals to
6 have their charter schools.

7 Madam Chair, I'll defer.

8 COUNCIL PRESIDENT VERNA: Thank you.

9 The Chair --

10 COUNCILMAN DICICCO: Madam Chair, could
11 I ask a follow-up on the question of surveillance
12 cameras?

13 COUNCIL PRESIDENT VERNA: Sure. The
14 Chair recognizes Councilman DiCicco.

15 COUNCILMAN DICICCO: Thank you, Madam
16 Chair.

17 Mr. Hornbeck, the surveillance cameras
18 on buses, could you tell us what it would cost to
19 have real cameras on all buses, what the
20 additional cost would be?

21 DR. HORNBECK: I'm sure we can get
22 that.

23 MR. LOMBARDI: Your question was
24 regarding costs.

25 COUNCILMAN DICICCO: Yes. One out of

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2 ten, I believe are real --

3 MR. LOMBARDI: Each of the black boxes
4 cost about \$99, \$100, and the camera could cost 6
5 to \$700 each..

6 COUNCILMAN DICICCO: So it's an 8, \$900
7 investment between the black box and the camera
8 per bus.

9 MR. LOMBARDI: Approximately.

10 COUNCILMAN DICICCO: Approximately.
11 And how many do not have cameras today?

12 MR. LOMBARDI: All the new buses we're
13 buying, we're expecting them to have black boxes
14 on them. We probably have about half of our fleet
15 equipped with black boxes and about one for every
16 10 with cameras, so I'm trying to get --

17 COUNCILMAN DICICCO: The black box is
18 the fake piece?

19 MR. LOMBARDI: Yes.

20 COUNCILMAN DICICCO: Okay. Again, what
21 would the --

22 MR. LOMBARDI: About half of our buses
23 have the black boxes, and about one in ten have
24 cameras.

25 DR. HORNBECK: Of all buses?

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2 MR. LOMBARDI: Of all of the 300.

3 COUNCILMAN DICICCO: How much would it
4 cost for the District to provide real cameras --

5 DR. HORNBECK: That would be 270 times
6 \$800.

7 COUNCILMAN DICICCO: So is that about
8 1.6 million or something like that?

9 DR. HORNBECK: \$216,000.

10 COUNCILMAN DICICCO: \$216,000 to have
11 real cameras in all of the buses.

12 MR. LOMBARDI: Now, that's just the
13 buses that we operate. Then there is the
14 contractors' side, which is an equal number.

15 COUNCILMAN DICICCO: Do any of the
16 contractor buses have cameras?

17 MR. LOMBARDI: Yes. We have required
18 them to put them on where there are problems.
19 Where the behavioral problems are, we require them
20 to put black boxes with the camera on there. And
21 then they rotate the buses if there are problem
22 routes. Some of their buses have them also.

23 DR. HORNBECK: One of the really
24 important points of this goes back to Ms.
25 Blackwell's question about what if a bus or school

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2 is having particular problems.

3 There are about 10 of the routes out of
4 the 1100 where we pay special attention because
5 there tends to be a recurring problem there. And
6 it's clear from behavior on, you know, 99 percent
7 of the buses that there's not a problem. But what
8 we are focussing hard on are those 10 or 11 where
9 there tends to be a problem, and there are cameras
10 on all of those buses.

11 COUNCILMAN DICICCO: I just was
12 thinking about this as you were speaking. I'm
13 wondering, in addition to behavioral problems that
14 the cameras could be helpful to, I'm sure we have
15 a lot of injury cases, liability cases that go on
16 during the year, I would assume, with students.
17 And would not the cameras be helpful there also?

18 DR. HORNBECK: Well, fortunately, we've
19 not experienced many injury problems.

20 COUNCILMAN DICICCO: They haven't found
21 out about negligence lawyers yet, huh? Okay. Too
22 young?

23 MR. LOMBARDI: Actually, Councilman,
24 SEPTA has used them pretty extensively on their
25 vehicles, from what I understand.

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2 COUNCILMAN DICICCO: Yeah, I know on
3 the SEPTA vehicles, but I'm speaking to the School
4 District vehicles. I was just curious if there
5 were significant claims, and would not the
6 investment of cameras help reduce some of those
7 claims and, in effect, maybe even pay for the cost
8 of the claims. I hate to get into this liability
9 stuff with kids but --

10 COUNCILWOMAN BLACKWELL: If you laid
11 off those bus drivers 216,000 on a one-time thing,
12 minus whatever the maintenance is, seems to me to
13 be a lot cheaper than paying, I assume, for
14 insurance and for the employment of those people.

15 DR. HORNBECK: Well, our experience to
16 date is that we don't have a problem on the vast
17 majority; and, therefore, even -- I mean, we could
18 always spend twice that because it would also be
19 on the contract buses. You know, as with anything
20 else, we can always spends \$432,000 on it, but our
21 experience has been. . .

22 Let me also remind you that we're only
23 basically busing kids up to the sixth grade, so
24 these are young children. And the Councilman's
25 probably right that they haven't been

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2 ambulance-chased yet. All right?

3 COUNCILMAN DICICCO: Thank you, Madam
4 Chair, thank you.

5 COUNCILWOMAN MILLER: Thank you
6 Councilman DiCicco.

7 Superintendent Hornbeck, I have a few
8 questions. One, can you give us a list by Council
9 district of the schools that have after-school
10 programs? And are those programs physically
11 located in the school or -- and any other
12 information you might have about a school's
13 extended hours.

14 DR. HORNBECK: We will be glad to do
15 that. Happily, we have continued to make some
16 progress on that front. I know we have a
17 partnership with the Recreation Department, for
18 example, in which we have about 117 after-school
19 programs -- some in our schools, most in Rec.
20 Department facilities in that instance.

21 And then last year, we were able to
22 start and sustain this year about 40 additional,
23 but we will get you which schools they are in.

24 COUNCILWOMAN MILLER: Okay. Is there a
25 notice requirement of these teachers that might

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2 retire in June? How much time, you know, in what
3 time period, do they let you know?

4 DR. HORNBECK: Ms. Adler, would you set
5 out for us what those dates are?

6 If you will give her just a second.

7 COUNCILWOMAN MILLER: Okay.

8 DR. HORNBECK: The question is, what is
9 the schedule for teachers who intend to retire to
10 tell us that they intend to retire?

11 MS. ADLER: In order to retire under
12 the 30-and-out provisions, they have between April
13 1st and June 30th to notify us of their intent to
14 retire. By policy, we require a 60-day notice on
15 either side. We don't always get it but if
16 someone's decided to retire, there isn't much you
17 can do about it.

18 COUNCILWOMAN MILLER: Okay, because I
19 would think that that would be helpful in planning
20 for the upcoming school year if we knew.

21 MS. ADLER: Yes, it is, and we
22 communicate that, and the union helps us in
23 encouraging people to let us know -- but not
24 everyone does. Most do.

25 COUNCILWOMAN MILLER: Okay. And how

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2 are the schools selected that have the VCR and
3 security systems? And can we also have a list of
4 those schools by Council district? I think you
5 said it's 41 schools that currently have either a
6 VCR or a security system, and regarding school
7 safety.

8 (John McLees comes forward.)

9 MR. MCLEES: John McLees, the School
10 District.

11 There's no problem at all. We can get
12 that list to you, Councilwoman of all the schools
13 that have the systems.

14 In the systems, we look at overall
15 activity, what's going on in those schools, the
16 amount of students in the schools, and, of course,
17 a request from the principal. And then we
18 evaluate that and put them on a calendar and we
19 move through the system, putting the systems in.

20 COUNCILWOMAN MILLER: Okay. I just
21 want to state that I think the idea that came out
22 of the hearing yesterday about swiping the card is
23 a good idea. I just wonder, in implementing it,
24 would someone be there at the door? Because if a
25 person didn't have a card, then they should not be

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2 able to enter just to deal with the issue of
3 trespassers. But I want to state publicly that I
4 think that's a great idea.

5 DR. HORNBECK: Thank you.

6 COUNCILWOMAN MILLER: You're welcome.
7 That's my only question.

8 And the Chair now recognizes Councilman
9 Cohen.

10 COUNCILMAN COHEN: Thank you, Madam
11 Chair.

12 COUNCILWOMAN MILLER: You're welcome.

13 COUNCILMAN COHEN: Councilman Kenney, I
14 hate to interfere, but the first comment I was
15 going to make is going to deal with the question
16 you made.

17 I hope that nothing in what I said
18 indicated that I oppose any combination of other
19 schools. I'm deeply committed to the concept,
20 though, that public money ought to be used for
21 public schools.

22 There is a constitutional amendment
23 relating something called "equal opportunity." I
24 don't know how you guarantee equal opportunity to
25 people unless you have a central public school

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2 system which has no financial requirements
3 whatever for anybody to go to school and get a
4 superb education.

5 I agree with you that people would come
6 back to Philadelphia if we could have a school
7 system that operated, say, at the level -- I hope
8 some schools don't get offended -- but, say, of
9 Central, Masterman, Girls' High, maybe any number
10 of others schools that exist in the City of
11 Philadelphia.

12 I think this kind of dialogue is very
13 important because I think if we had such an
14 overall public school system, the thoughts about
15 private schools, the thought about charter
16 schools, the thoughts about people leaving the
17 City would evaporate, and I'd love to see much
18 more discussion as to how we make the public
19 schools the kind of schools that attract rather
20 than serve as an excuse for leaving the City.

21 I happen to think that overall, the
22 public school system is quite a very good system.
23 I speak personally. I went all through it. I
24 have four children who went all through the public
25 school system. Three of them are now attorneys,

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2 they all got into college -- either Temple or the
3 University of Pennsylvania. I have a bachelor of
4 science in education preliminary to my law
5 degree. My wife has a master of science in
6 education. We're deeply committed to education.
7 But the particular education that is vital to the
8 maintenance of democratic form of government is a
9 public school system.

10 Now, I think it's good that we, you
11 know, challenge the Superintendent and all the
12 members of the staff here on the economies, but I
13 would really like to hear much more about the
14 curriculum, about what the school system is doing.
15 I go into many of the school systems, often just
16 drop in unbeknownst to anybody, sometimes nobody
17 even knows I was in there.

18 And I find, on the whole, the school
19 systems seem very orderly. I love when I see
20 bulletin boards in hallways and the hallways are
21 clean and the bulletin boards have decorations of
22 little drawings by youngsters. I walk through
23 some of the halls, sometimes never even going near
24 the principal's office. I just want to see how
25 the school operates. I find on the whole that the

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2 public school system is a distinct asset. That
3 doesn't mean it doesn't have a lot of problems in
4 kitchens and bathrooms and lack of teachers.

5 But I would like to see discussion
6 concentrated on how we make the schools in
7 Philadelphia an attraction to bring people back.
8 Because I don't think a suburban school can
9 possibly offer the kind of advantages and urban
10 school setting can have -- with all the museums
11 close at hand, with all the cultural events we
12 have to begin to develop children fully. And
13 that's why I say, sure, people should have a
14 choice. Of course, they do, but they've got to
15 pay for those choices, just as they do now.

16 Isn't that the essence of democracy?
17 If you're able to afford something, you can choose
18 a better house, a bigger house, you know, with
19 more garden space? If you don't, then you can't
20 choose that.

21 So that's the gist of my concern about
22 the charter schools. If any direction takes away
23 from the strength of the core public school
24 system, I worry very much about the future of the
25 country. Because I don't see how you give an

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2 opportunity to kids who grow up in poverty to
3 develop themselves without that kind of public
4 school system.

5 So I didn't mean in any way to indicate
6 that I want to restrict in any fashion whatever
7 the choices of the people are, but if they choose
8 it, they pay for it. But public funds are for
9 public schools -- that's the credo I believe that
10 should operate. So it's not personal, but I'd
11 like to hear all kinds of debates on how to make
12 the public school system an attraction to bring
13 people into Philadelphia, and that's what I'd like
14 to hear about.

15 Incidentally, who sets the substitute's
16 pay?

17 COUNCIL PRESIDENT VERNA: I'm sorry, I
18 didn't hear the question.

19 COUNCILMAN COHEN: Who set's the
20 substitute teacher pay? Is that decided by union
21 contract, is it a State law, is it a City law?

22 DR. HORNBECK: By contract with the
23 Federation.

24 COUNCILMAN COHEN: All right, so the
25 Board cannot make that decision?

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2 DR. HORNBECK: Not unilaterally.

3 COUNCILMAN COHEN: In your talk,
4 Superintendent, in response to one of your
5 questions, you listed as one of three deterrents
6 -- the last one you listed to obtaining
7 additional teachers was wages. Could you tell us
8 what you mean? I haven't heard -- I hope it's not
9 repetitive I don't know whether that came up
10 yesterday afternoon or if I wasn't here.

11 What do you mean by the wages being a
12 deterrent?

13 DR. HORNBECK: The starting salary for
14 Philadelphia teachers is about \$3500 less than the
15 average starting salary in the 61 surrounding
16 school districts. And salaries as a whole in
17 Philadelphia rank about 61st out of 62 school
18 districts. So I was referring specifically to
19 that in terms of wages.

20 COUNCILMAN COHEN: You mean the wages
21 in the Philadelphia School District rank 61st
22 among the 62 school districts?

23 DR. HORNBECK: The 62 school districts
24 in the five-county area, and I think we're at 61st
25 -- worst, bad.

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2 COUNCILMAN COHEN: So we're very close
3 to the bottom of the barrel, if not at the bottom.

4 DR. HORNBECK: Very close to the bottom
5 of the barrel.

6 COUNCILMAN COHEN: Well, I can see that
7 that's a concern, but again, that's nothing that
8 the Board can do about.

9 DR. HORNBECK: No, that has to do with,
10 more than anything else, just money.

11 COUNCILMAN COHEN: Now, one position I
12 have concern about on the vehicles. I think I
13 heard you say in response to a question either by
14 Councilman DiCicco or Councilman Kenney that the
15 number of vehicles available for Board members and
16 others in some sort of group was ten.

17 Now, it's always been my understanding,
18 and I have some personal knowledge of it, that
19 many of the Board members like to go out
20 frequently visiting schools, frequently
21 unheralded, occasionally planned in advance. I
22 would like not to see the reduction of available
23 automobiles to the point where it is interferes
24 with the Board members doing what they're selected
25 for. Board members, do they get paid?

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2 DR. HORNBECK: They do not.

3 COUNCILMAN COHEN: They do not get
4 paid. And it just seems to me that economy, which
5 pinches the toes so hard that it prevents people
6 from doing their job is not an economy; it is part
7 of a self-destructing system.

8 And I would hope, if there was anything
9 intended by questions about automobiles, to make
10 it clear, I think the Board members and others
11 best serve the school system by making as much
12 time as they are able to make since they're not
13 getting paid for the work, and they obviously, you
14 know, have to find time to carry out other duties
15 in order to earn a living.

16 I would just hope that facilities
17 remain fully available so that they can, whenever
18 they get an opportunity, do the visiting. Because
19 I think some of the economy begins to get like the
20 phrase "false economy." It produces maybe dollar
21 savings, but the cost down the line is much
22 heavier.

23 COUNCILMAN DICICCO: (Inaudible, off
24 mike.)

25 COUNCIL PRESIDENT VERNA: Yes, the

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2 Chair recognizes Councilman DiCicco.

3 COUNCILMAN DICICCO: I'd just like to
4 make a point of clarification. My question about
5 vehicles was not specific to any one group or
6 department in the School District; it was
7 primarily about either Board members and/or
8 members of the Superintendent's staff
9 administrators, etc.

10 I think 'cause last year, I asked a
11 similar question and I found that some of the
12 administrators who are not Philadelphia residents
13 have the availability of vehicles to take home at
14 night seven days a week to and from Philadelphia
15 at the expense of Philadelphia taxpayers,
16 including gas and maintenance. So that's why I
17 was trying to find out, have we made any
18 reductions, are we looking at a more efficient way
19 of using the vehicles by way of either a fleet
20 management or car pool.

21 By no means was I attempting to limit
22 the Board members the use of vehicles or any other
23 member of the administration; I just was wondering
24 if we were able to have a more efficient use of
25 vehicles by reducing the number of vehicles and

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2 the manner in which those vehicles are being used
3 and assigned.

4 Thank you, Madam President.

5 COUNCILMAN COHEN: Thank you very much
6 for that clarification.

7 Thank you, Madam President.

8 COUNCIL PRESIDENT Verna: You're
9 welcome.

10 The Chair recognizes Councilman Kenney.

11 COUNCILMAN KENNEY: Thank you, Madam
12 President. Just one additional comment.

13 On our discussion between myself and
14 Councilman Cohen, I want to give you a little
15 illustration of what I've been able to see and why
16 I think I'm on the side that I am on this issue of
17 choice. I do a lot of work up at a parish called
18 St. Martin de Porres, up at 24th and Lehigh. In
19 that school, there's approximately 456, 457
20 children, K through 8.

21 Better than 90 percent of those
22 children are not Catholic, they don't come from
23 Catholic families. And when I talk to the
24 parents, many of them single mothers and
25 struggling working people, I ask them why it is

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2 that they've chosen to pay money that they really
3 can't afford to send their kid to a school which
4 is a religious school but they're not Catholic.
5 And it's that they have they don't have the
6 confidence that they would like to have in the
7 public school system.

8 And they can't move, they can't afford
9 to go to Washington Township, they can't afford to
10 go to Delaware or Montgomery County. And they
11 feel stuck and they feel desperate. And they
12 believe that their children's future, unless they
13 struggle and pay that private school tuition,
14 their children's futures are in jeopardy.

15 And they have a lot of strikes against
16 them to begin with. The neighborhood they come
17 from, you know, is poverty-stricken, there's
18 employment problems, there's drug-addiction
19 problems in that neighborhood, there's violence
20 problems in that neighborhood. But they believe
21 that the struggle they make, that the sacrifice
22 that they make to send their child to that school
23 at their own cost is going to best give them a
24 chance to make something better of themselves.

25 I just think that it's fair to give

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2 those parents some of the tax dollars that they
3 earn back to them so that they can make those
4 choices for their kids. This is not an issue of
5 wealthy people getting money that should be going
6 to the public schools; I think this is an issue of
7 working-poor people who have no other way out.
8 And we all agree -- we both agree that education
9 is probably their only way out.

10 So I guess the question is, do we tell
11 those parents to wait until we figure out a
12 strategy to fix the schools for everybody, or do
13 we give them some of their dollars back to make
14 those choices for themselves? And I think that's
15 where the balance is. It's not an issue of
16 religion and it's not an issue of privilege; it's
17 an issue of desperation for many, many of those
18 parents. And that seems to be the only choice
19 that they have.

20 COUNCILMAN COHEN: May I --

21 COUNCIL PRESIDENT VERA: Please
22 respond.

23 COUNCILMAN COHEN: The situation you
24 talk about, I understand the problems that they
25 have, but I think what we ought to do is get

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2 together with the School District here and say,
3 Here's a very serious problem. Why is it that so
4 many children, you know, who are not going to the
5 parochial school for religious reasons feel they
6 have to go? What is the problem? And let's fix
7 it.

8 And the problem must be something in
9 that area. I assume most of them live within that
10 area of the school. And why is the public school
11 system not able to serve those youngsters? And I
12 think that's an immediate urgent problem that we
13 ought to spend time on fixing so that next year,
14 the parents who really can't afford those tuitions
15 feel they can go to a public school that meets
16 their needs. That's what I would address to the
17 Superintendent.

18 COUNCILMAN KENNEY: I could tell you a
19 couple reasons they tell me why they make that
20 choice. They make that choice because of
21 discipline, uniform, books, materials, and a sense
22 of security and a sense of --

23 COUNCILMAN COHEN: I've got to take an
24 emergency call.

25 COUNCILMAN KENNEY: Okay, I'm sorry.

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2 We could have this discussion probably forever,
3 and I don't want to -- he's sitting there
4 twiddling his thumbs, waiting for us to get done
5 talking, so we'll continue this at another time.

6 Thank you very much.

7 COUNCILWOMAN MILLER: The Chair
8 recognizes Councilman Rizzo.

9 COUNCILMAN RIZZO: Thank you.

10 Superintendent Hornbeck, I constantly
11 talk to people that say they leave the City of
12 Philadelphia and part of their decision is the
13 difference -- or they use the expression "the
14 quality of the education" in the suburbs.

15 Could you just briefly describe, what's
16 different about public education in Montgomery
17 County, Chester County, Delaware County, Bucks
18 County than Philadelphia County.

19 DR. HORNBECK: Well, there are a number
20 of differences.

21 The class size is significantly smaller
22 in those counties than it is in Philadelphia.

23 Also, a far greater percentage of those
24 kids coming into those school districts have had
25 the opportunity of free kindergarten programs, not

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2 necessarily at public expense, but have
3 pre-kindergarten programs coming in, and thus,
4 they don't start kindergarten or the first grade
5 behind, and instead, they start ahead.

6 The quality of the resources they have
7 in the classroom is much greater. The equipment
8 they have is much newer, the facilities are better
9 equipped. More of the building are wired for
10 technology. Even though we've made lots of
11 progress on the computer front, they have more
12 computers than we do per classroom, per kid.

13 The students in the schools have far
14 more opportunities after school than we have.

15 So it's all the things that make for a
16 setting for kids that is safe, secure, they learn,
17 the teachers receive support, the principals
18 receive support.

19 And none of those things result from,
20 in effect, somebody in the suburbs having a better
21 idea or having a richer vision. In all of those
22 instances that I just named, they result from
23 money.

24 COUNCILMAN RIZZO: Are you suggesting
25 that our teachers don't get support and our

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2 principals don't get support here?

3 DR. HORNBECK: Well, I'm suggest that
4 the teachers say that when they've got to teach 33
5 kids and their counterparts in the suburbs only
6 have to teach 23, that they think that that's not
7 as much support.

8 COUNCILMAN RIZZO: Let's talk about
9 teachers for a minute.

10 DR. HORNBECK: All right.

11 COUNCILMAN RIZZO: Would you compare
12 the suburban teachers' pay scale, etc., the
13 difference between teachers that work in your
14 system versus the teacher that works in Bucks
15 County.

16 DR. HORNBECK: They make a lot more
17 money in the suburbs.

18 COUNCILMAN RIZZO: How much more?

19 DR. HORNBECK: Well, at the starting
20 salary level, it's about \$3500 more. And overall,
21 it's even more than that. We are about 61st out
22 of 62 school districts in pay.

23 COUNCILMAN RIZZO: Are you suggesting
24 that because they make more money, they're better
25 teachers?

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2 DR. HORNBECK: No, I certainly wouldn't
3 suggest that.

4 I just listed a whole range of things,
5 and one of the things that puts us at a
6 disadvantage is clearly not being able to pay at
7 the same rate. And there will certainly be people
8 -- I mean, first of all, the 300 vacancies we
9 started the year with, 125 we have today is not a
10 question of poor quality versus good quality; it's
11 a question of no quality versus whatever they've
12 got out in the suburbs.

13 And one of the reasons that we've got
14 125 vacancies is because, in a relative sense, we
15 have a lousy pay scale.

16 COUNCILMAN RIZZO: Then I guess it's
17 not fair to say that all suburbs schools are
18 better environments because you've got schools,
19 public schools in poor, suburbs communities that
20 I'm sure are struggling to accomplish the goal of
21 educating.

22 So is it fair to say that all suburban
23 school systems have it better than your system?

24 DR. HORNBECK: No. Likewise, we've got
25 a lot of schools in Philadelphia -- I mean, we've

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2 got a lot of schools in Philadelphia that even the
3 product is better than a lot of schools in the
4 suburbs. And I've never said that -- maybe
5 somebody did somewhere, but not me.

6 I think there are some -- I think
7 Chester, for example, we got to have -- we even
8 have -- you know, they passed the take-over
9 legislation in Harrisburg a couple years ago.
10 Well, we already get to see what happens when the
11 State takes over a school system in Chester. And
12 goodness knows, there are schools in Chester that
13 are in desperate straits -- in fact, on the whole,
14 probably a larger problem than we have.

15 COUNCILMAN RIZZO: That was my point of
16 the question, to point out that just because you
17 cross City Line Avenue, it doesn't mean
18 necessarily that everything is getting better in
19 every area.

20 DR. HORNBECK: No.

21 COUNCILMAN RIZZO: Education in the
22 suburbs is equally a problem.

23 DR. HORNBECK: No, it's much more
24 likely that you will be in lower class and have
25 better books and have more after-school stuff and

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2 have more pre-kindergarten and have more
3 computers. But is every school like that? No.

4 COUNCILMAN RIZZO: They have more money
5 per student to do it, too.

6 DR. HORNBECK: They have about \$1500 on
7 average, which is the issue that we keep bringing
8 up about adequacy and fairness.

9 COUNCILMAN RIZZO: Thank you.

10 Thank you, Mr. President.

11 COUNCIL PRESIDENT VERNA: Thank you.

12 The Chair recognizes Councilwoman
13 Blackwell.

14 COUNCILWOMAN BLACKWELL: Thank you,
15 Madam President.

16 Certainly with regard to the comments
17 by my colleague Councilman Kenney, may I say that
18 his concerns are many of the same for parents
19 whose children opted for an option of charter
20 schools. I think that -- let's hope in the final
21 analysis that we will be judged by charter
22 schools. And the whole idea of a debate of public
23 versus private versus parochial schools is that it
24 will make all schools better. Let's hope that
25 happens in the final analysis.

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2 Back to this transportation question.
3 Superintendent Hornbeck, I'm told that as we're
4 talking that the manual was checked, and I will
5 read verbatim.

6 Act 22 of the Commonwealth Charter Act,
7 Section 17-28 states: Students who are residents
8 of the District shall be transported under the
9 same terms and conditions as transportation is
10 provided to students attending schools of the
11 District.

12 So that means everybody gets the same
13 thing. So I'm just -- so how can students who are
14 in charter schools not get the same transportation
15 as students who are in public schools?

16 DR. HORNBECK: That's correct, that is
17 what the law says, and that's the law that we are
18 following, but let Miss Sparkman follow up.

19 MS. SPARKMAN: Jackie Sparkman.

20 Charter-school students are being
21 provided transportation on the same basis that we
22 provide to our own. We do not provide
23 transportation to the vast majority of our own
24 students. And on the same basis that we provide
25 transportation to our students, transportation is

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2 provided to charter-school students.

3 COUNCILWOMAN BLACKWELL: So those who
4 are then special ed., in the lower grades, or fall
5 into any other special category that public-school
6 students do, that public transportation is
7 provided on the exact same level to the charter
8 schools as to the public schools.

9 MS. SPARKMAN: To date, we have not had
10 a single charter school notify us -- that I'm
11 aware of -- that they have admitted special
12 education students who have IEPs that require
13 transportation. If they do that, then they will
14 get transportation. But not a one of them has
15 told us that they have such students.

16 COUNCILWOMAN BLACKWELL: Well, what
17 about other schools where students -- we all know
18 of schools where students -- and some of our,
19 quote/unquote, better schools where students are
20 bused because of distance requirements. These
21 aren't special ed. students but just students who
22 live far from the schools in elementary school.
23 Are they not bused? I mean, students who maybe go
24 to Masterman or -- I don't know.

25 COUNCILMAN NUTTER: Point of

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2 information, Madam Chair.

3 COUNCIL PRESIDENT VERA: The Chair
4 recognizes Councilman Nutter.

5 COUNCILMAN NUTTER: Miss Sparkman, can
6 you take us through so we can get to the bottom
7 line of this transportation issue. Can you take
8 us through the various requirements that the
9 School District operates under today for providing
10 transportation?

11 Isn't it true that one of the
12 distinguishing criteria here between the charter
13 schools and the rest of the public school system
14 is that you provide transportation for
15 neighborhood schools where students live a certain
16 distance from the school -- is it a mile and a
17 half? Is that the criteria?

18 MS. SPARKMAN: Yes, that is correct.

19 COUNCILMAN NUTTER: And that the
20 charter schools in Philadelphia, by category, are
21 not considered neighborhood schools; isn't that
22 true?

23 MS. SPARKMAN: That is also correct.

24 COUNCILMAN NUTTER: Okay. And so not
25 necessarily by law but by policy, when the

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2 District determines that a charter school is not a
3 neighborhood school, you therefore do not have to
4 provide transportation to the charter-school
5 students based on the same provisions that you
6 provide transportation for the neighborhood
7 school. The neighborhood school has boundaries.
8 You consider the charter schools to essentially be
9 citywide schools, correct?

10 MS. SPARKMAN: That is correct.

11 COUNCILMAN NUTTER: 'Cause they can
12 take someone from anywhere.

13 MS. SPARKMAN: That is correct.

14 COUNCILMAN NUTTER: Okay. Now, back to
15 Councilman Blackwell's question. What are the
16 different provisions for transportation services
17 either for young students by age, other schools
18 for de-seg. purposes? The Councilman made
19 reference to some of the -- I forget the term that
20 she may have used. I don't know whether you, for
21 instance, provide transportation for students who
22 go to Masterman or Lincoln or, you know, Central
23 or any of those other schools.

24 But can you take us through what the
25 determination is for providing transportation to

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2 certain types of schools or certain age groups of
3 students? Or who are you required to provide
4 transportation for?

5 MR. LOMBARDI: Okay. I'll do the best
6 I can with this.

7 COUNCILMAN NUTTER: All right.

8 MR. LOMBARDI: The Board's policy
9 regarding free transportation for students
10 encompasses primarily five groups. And in the
11 policy, it says that we transport students whose
12 IEP -- special education students whose IEP
13 mandates transportation as a related service.

14 COUNCILMAN NUTTER: All right. That's
15 any special education student going to any school
16 in the City?

17 MR. LOMBARDI: Yes.

18 COUNCILMAN NUTTER: If their IEP says
19 that they have to have transportation, you provide
20 transportation for them.

21 MR. LOMBARDI: That's correct.

22 COUNCILMAN NUTTER: That's for a
23 regular public school and if the case were a
24 charter school; is that right?

25 MR. LOMBARDI: That's right.

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2 COUNCILMAN NUTTER: All right, that's
3 one group.

4 MR. LOMBARDI: As well as private
5 schools.

6 COUNCILMAN NUTTER: Right.

7 MR. LOMBARDI: And beyond the City
8 limits as well -- not just within the City.

9 COUNCILMAN NUTTER: I understand. Next
10 group.

11 MR. LOMBARDI: We transport students in
12 conjunction with Board policy who are enrolled in
13 School District's desegregation program. That's
14 grades 1 through 12, if they live one mile or more
15 from that school.

16 COUNCILMAN NUTTER: Say that again.

17 MR. LOMBARDI: Okay. Students who are
18 enrolled in the District's desegregation program,
19 we provide free transportation.

20 COUNCILMAN NUTTER: If you're in a
21 de-seg. program.

22 MR. LOMBARDI: De-seg. program, grades
23 1 through 12. If that school that you're
24 attending that's part of the de-seg. program is a
25 mile or more away from your home.

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2 COUNCILMAN NUTTER: All right. So if I
3 live in West Philadelphia and I go to a school in
4 the Northeast -- clearly more than a mile -- and
5 I'm a de-seg. student, I get transportation.

6 MR. LOMBARDI: Right. Elementary-
7 school students get busing. And the
8 secondary-school students, we give free tokens to.

9 COUNCILMAN NUTTER: Tokens, okay,
10 'cause they're old enough to go on their own.

11 MR. LOMBARDI: Right.

12 COUNCILMAN NUTTER: Okay. That's the
13 second group.

14 MR. LOMBARDI: We have transportation
15 for overcrowded conditions. There's situations
16 where the school cannot accommodate a student in
17 their program, and we take them to another school,
18 public school students. That's a part of the
19 Board policy.

20 COUNCILMAN NUTTER: Let's say that I'm
21 trying to go -- let's say that for my purposes --

22 COUNCILWOMAN BLACKWELL: Did you say
23 one mile for elementary busing, and for secondary,
24 free tokens? I know you said --

25 DR. HORNBECK: Yes.

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2 COUNCILMAN NUTTER: For de-seg.

3 COUNCILWOMAN BLACKWELL: For de-seg.,
4 you said grades 1 to 12.

5 COUNCILMAN NUTTER: Right.

6 COUNCILWOMAN BLACKWELL: Then you said
7 elementary-school busing, and secondary, free
8 tokens. If it's over one mile, period?

9 MR. LOMBARDI: Yes.

10 COUNCILWOMAN BLACKWELL: That's for
11 anybody, de-seg. or --

12 MR. LOMBARDI: That's for
13 desegregation.

14 COUNCILWOMAN BLACKWELL: All this is
15 just de-seg.

16 COUNCILMAN NUTTER: We're still in
17 de-seg.

18 MR. LOMBARDI: That was -- the second
19 one was just de-seg. It's free transportation; it
20 could either be busing or it could be tokens for
21 secondary.

22 COUNCILMAN NUTTER: Depending on the
23 age of the students.

24 MR. LOMBARDI: Right.

25 COUNCILMAN NUTTER: All right. Now,

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2 overcrowding. Let's see, Cassidy. I think
3 Cassidy is overcrowded. So let's say that I live
4 in boundaries of Cassidy, but Cassidy's
5 overcrowded and I can't go there so I have to go
6 to Gompers.

7 MR. LOMBARDI: Right.

8 COUNCILMAN NUTTER: Are there any
9 distance requirements, or is the fact that my
10 neighborhood school is overcrowded and I have to
11 go somewhere else so you'll transport me whether
12 it's a mile or two blocks.

13 MR. LOMBARDI: It's a mile and a half.

14 COUNCILMAN NUTTER: It's a mile and a
15 half.

16 MR. LOMBARDI: It's a mile and a half,
17 and we'll transport you to the other school since
18 your school doesn't have a program.

19 COUNCILMAN NUTTER: If I'm overcrowded
20 from the school that I would normally go to.

21 MR. LOMBARDI: Correct.

22 COUNCILMAN NUTTER: Okay, that's the
23 third one. What else?

24 MR. LOMBARDI: We transport kids for
25 distance which is related to the charter school

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2 matter. Board policy calls for transportation for
3 1st- to 6th-graders whose home school within that
4 school's boundaries is a mile and a half or more
5 from their home. There's very few kids in that
6 category very few kids, very few kids.

7 COUNCILMAN NUTTER: All right, hold on.

8 MR. LOMBARDI: Go ahead.

9 COUNCILMAN NUTTER: So my neighborhood
10 school is Gompers or Mann or Beeber.

11 MR. LOMBARDI: Right.

12 COUNCILMAN NUTTER: And based on where
13 I live for what the boundaries are for what school
14 I'm supposed to go to.

15 MR. LOMBARDI: Right.

16 COUNCILMAN NUTTER: If I'm trying to go
17 to my neighborhood school but somehow I live more
18 than a mile and a half away.

19 MR. LOMBARDI: Right.

20 COUNCILMAN NUTTER: And this is up to
21 what grade?

22 MR. LOMBARDI: Up to 6th.

23 COUNCILMAN NUTTER: Up to 6th. Then
24 you will get me to school?

25 MR. LOMBARDI: Correct.

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2 COUNCILMAN NUTTER: To my neighborhood
3 school because I live more than mile and a half
4 away and I'm grades 1 through 6.

5 MR. LOMBARDI: That's correct.

6 COUNCILMAN NUTTER: All right. What
7 else?

8 MR. LOMBARDI: Hazardous conditions.
9 If the State determines -- PennDOT determines that
10 the walking route that a child takes to their
11 school is dangerous for traffic reasons -- there's
12 no light, there's no crossing guard, there's no
13 sidewalks -- PennDOT will declare that hazardous.
14 And there's quite a few routes that we operate for
15 hazardous conditions where kids cannot walk to
16 their school, and we transport them. Grades 1
17 through 8.

18 Those are the five conditions under the
19 Board policy.

20 COUNCILMAN NUTTER: Does PennDOT look
21 at the routes that you've determined that you
22 would run buses on? Or do they look at a map? Or
23 do they come out and do a physical inspection of
24 if a child lives here and the school is over here
25 and if there are only one or two ways to get to

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2 that school and they've got to, you know, go over
3 a bridge or a dale (whatever a dale may be) or
4 some other thing, they just decide?

5 MR. LOMBARDI: Well, what happens,
6 Councilman, is the school contacts us regarding
7 the matter of hazardous conditions.

8 COUNCILMAN NUTTER: Okay.

9 MR. LOMBARDI: And there's a form that
10 must be completed.

11 COUNCILMAN NUTTER: Okay.

12 MR. LOMBARDI: And we assist them in
13 filling the form out. Essentially it identifies
14 intersections where -- walking routes which the
15 child must traverse to get to the school.

16 COUNCILMAN NUTTER: Okay, all right,
17 hazardous conditions.

18 MR. LOMBARDI: That's how they come
19 out, that's what they look at.

20 COUNCILMAN NUTTER: Okay, anything
21 else?

22 MR. LOMBARDI: No, that's all.

23 COUNCILMAN NUTTER: All right. Now,
24 let's get to Councilwoman Blackwell's question.

25 MR. LOMBARDI: Wait, could I add one

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2 thing to it.

3 COUNCILMAN NUTTER: Well, you said
4 there was nothing else. Okay.

5 MR. LOMBARDI: There's a State law, Act
6 372, that was passed in 1972 that says whatever
7 you do, whatever policy you have for your own kids
8 you provide for the non-publics and ten miles
9 beyond the City limits.

10 COUNCILMAN NUTTER: Okay.

11 MR. LOMBARDI: Okay?

12 COUNCILMAN NUTTER: And that probably
13 now kind of leads us into the charter school
14 discussion.

15 But before we get to charter schools,
16 what citywide schools, what schools that have a
17 citywide draw or jurisdiction, do any citywide
18 schools have transportation for those students?

19 MR. LOMBARDI: Schools like Central,
20 Girls' High.

21 COUNCILMAN NUTTER: Central, Girls'
22 High, Saul, a couple of them. Do they have
23 transportation provided for students that go to
24 those schools?

25 MR. LOMBARDI: Those are high schools.

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2 No, Central and Girls' High, we do not provide any
3 free transportation for them.

4 COUNCILMAN NUTTER: Do you have any
5 citywide middle or elementary schools?.

6 COUNCILWOMAN MILLER: Fitler.

7 MR. LOMBARDI: I'm sorry?

8 COUNCILWOMAN MILLER: Fitler.

9 MR. LOMBARDI: Fitler gets free
10 transportation because they're a school that's
11 been designated as de-seg., desegregation.

12 COUNCILMAN NUTTER: Let's go back to
13 the high schools. You said that there are no
14 citywide high schools that receive transportation
15 services?

16 MR. LOMBARDI: I think Lankenau gets
17 free transportation as a result of hazardous
18 conditions.

19 COUNCILMAN NUTTER: Hazardous
20 conditions.

21 MR. LOMBARDI: Yeah, there's no
22 sidewalks to get there.

23 COUNCILMAN NUTTER: So, again, by way
24 of Board policy, you consider -- since there are
25 no citywide schools that get transportation

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2 service --

3 MR. LOMBARDI: Right.

4 COUNCILMAN NUTTER: Your position is no
5 citywide schools get transportation services.

6 Charter schools are considered citywide schools;
7 therefore, a charter schools is a citywide school;
8 therefore, it does not get transportation
9 services. Is that the basic theory here?

10 MR. LOMBARDI: That's correct.

11 COUNCILMAN NUTTER: Okay. And the only
12 way for that to change is if you decided that
13 charter schools were not citywide schools. For
14 instance, if they were local schools; is that
15 correct?

16 MS. SPARKMAN: That is not a decision
17 that we are free to make. Charter schools are, by
18 law, citywide. They must draw from the entire
19 District.

20 COUNCILMAN NUTTER: Say that again,
21 please.

22 MS. SPARKMAN: Neither we, nor charter
23 schools are free to draw their boundaries.

24 COUNCILMAN NUTTER: I'm sorry?

25 MS. SPARKMAN: We cannot and charter

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2 schools themselves cannot draw their boundaries to
3 be neighborhood schools.

4 COUNCILMAN NUTTER: Why?

5 MS. SPARKMAN: By law, they are
6 required to be open to any City resident who wants
7 to attend.

8 COUNCILMAN NUTTER: And I'm sure that
9 since you're making that announcement today, you
10 could, subsequent to this hearing, detail the
11 section of the Charter School Law that provides
12 that?

13 MS. SPARKMAN: Oh, absolutely.

14 COUNCILMAN NUTTER: Okay. So under
15 what circumstances, based on what the law says
16 about transportation services, under what
17 circumstances would you end up ever providing
18 transportation to charter schools?

19 If a charter school -- by what you're
20 saying, Miss Sparkman -- by law is a citywide
21 school, and if the Board's policy is that you
22 don't provide transportation services to citywide
23 schools with the exception of desegregation,
24 hazardous conditions, and a couple of others,
25 under what circumstance would the District ever

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2 provide transportation to charter schools?

3 MS. SPARKMAN: To special ed. students
4 whose IEP, their individual education plans,
5 mandate that the child be transported.

6 COUNCILMAN NUTTER: Okay. And lastly
7 in this area -- 'cause I kind of lost track of it
8 through the news accounts -- what ended up
9 happening -- I don't want to say it incorrectly --
10 is it mosaic?

11 MS. SPARKMAN: Yes.

12 COUNCILMAN NUTTER: Is that correct?
13 What ended up happening in that situation? I lost
14 track after about two newspapers stories. What
15 was the final on that?

16 That was last summer, you guys were
17 back and forth, were getting to hold the money,
18 the State said give it to 'em. And I just lost
19 track of what happened.

20 MS. SPARKMAN: That matter continues to
21 be in litigation with the State providing the
22 basic subsidy.

23 COUNCILMAN NUTTER: That's why I lost
24 track of it.

25 MS. SPARKMAN: We are providing

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2 transportation and we're demanding that as that
3 suit resolves hopefully in our favor that we be
4 reimbursed all of our costs, including
5 transportation.

6 COUNCILMAN NUTTER: Okay. So, again,
7 lastly, your testimony is that by law, charter
8 schools are citywide, the District cannot change
9 their designation to neighborhood. If you could
10 and if there were neighborhood schools, then they
11 would primarily be subject to probably the
12 mile-and-a-half criteria, and then there would be
13 transportation.

14 But because of this distinction between
15 a neighborhood school and a citywide school, you
16 do not provide transportation because they are
17 citywide schools, and you don't provide
18 transportation to citywide schools.

19 DR. HORNBECK: That's correct. One
20 other thing, though. Our neighborhood schools
21 where we do provide transportation if a kid lives
22 more than a mile and a half away has very few kids
23 live a mile and a half away.

24 COUNCILMAN NUTTER: Right, because
25 there are so many schools.

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2 DR. HORNBECK: So if the law were not
3 what the law is and that happened, there wouldn't
4 be much transportation provided anyhow because the
5 kids would live inside a mile and a half.

6 COUNCILMAN NUTTER: This really will be
7 my last question.

8 Dr. Hornbeck, you know that I have
9 participated in the much-discussed selection
10 criteria group with Board Member Ramos, and you
11 had provided, or maybe Catherine Connor provided
12 us with maps of many of the schools that were
13 under discussion.

14 And it was, for lack of a better term,
15 kind of a dispersion map that showed the school
16 and then where the population was drawn from for
17 that particular school. And I was surprised to
18 see where many students came from to go to certain
19 schools.

20 Could you provide the Chair, and then
21 through the Chair for the members, the same kind
22 of mapping for all of the charter schools so that
23 we can get some better estimation of where the
24 students come from that go to the charter
25 schools?

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2 DR. HORNBECK: We don't know all the
3 kids that --

4 COUNCILMAN NUTTER: I see all the heads
5 in the back shaking "no." That's because you
6 don't know the kids?

7 DR. HORNBECK: Right.

8 COUNCILMAN NUTTER: Do children have to
9 tell us when they leave us that they're going to a
10 charter school?

11 DR. HORNBECK: We would know kids who
12 leave us.

13 COUNCILMAN NUTTER: Right, but you
14 don't know if --

15 DR. HORNBECK: But we don't know if
16 it's in the charter schools.

17 COUNCILMAN NUTTER: Right, okay.

18 DR. HORNBECK: And in some charter
19 schools, most of the kids are kids, for example,
20 who have transferred from parochial schools. I
21 don't know about most, but large numbers of them
22 have transferred from parochial schools into the
23 charter schools, not from public schools into the
24 charter schools.

25 COUNCILMAN NUTTER: Who do the charter

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2 schools tell who their student population is? I
3 mean, who do they kind of report to?

4 DR. HORNBECK: Do they have to tell
5 anybody?

6 MS. SPARKMAN: We have to get
7 enrollment numbers.

8 DR. HORNBECK: No, but you mean names.

9 COUNCILMAN NUTTER: I mean name,
10 address, who your mom is, who your dad is. I
11 mean, for every public, obviously that all gets
12 turned over at the -- I mean, who at the end of
13 the day, other than the governing council of the
14 particular charter school? I mean, what
15 governmental entity is responsible to oversee what
16 goes on in the charter school, who the kids are,
17 where they come from an all that?

18 MS. SPARKMAN: We have that information
19 for the first two years because for the first two
20 years, the law provided a subsidy for kids who
21 came from the non-public schools. That ends this
22 year.

23 COUNCILMAN NUTTER: Right.

24 DR. HORNBECK: So we can do this
25 dispersal thing, do you think?

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2 MS. SPARKMAN: Somewhat.

3 DR. HORNBECK: We may be able to do
4 dispersal map, or whatever you call it, for those.

5 COUNCILMAN NUTTER: Okay, thank you.

6 And thank you Madam Chair. It was a
7 long unit. Thank you, I'm done.

8 COUNCIL PRESIDENT VERNA: The Chair
9 recognizes Councilman Rizzo for a point of
10 information.

11 COUNCILMAN RIZZO: Superintendent
12 Hornbeck, with all the different forms of
13 education -- home schools, charter schools, your
14 schools, parochial schools -- who's the
15 oversight?

16 Could you just describe -- a child's
17 born. At what point do they have to begin their
18 education? And could you describe for me, if a
19 parent decides never to send their child to school
20 -- how does the process work that someone realizes
21 that we have a child, four kids living in a house
22 that have never been enrolled in a school?

23 DR. HORNBECK: Age 6 is now the
24 beginning of compulsory schooling in
25 Pennsylvania. And in Pennsylvania and in every

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2 other state, I think, the fundamental
3 responsibility for schooling belongs to the
4 Commonwealth, to the State. It's a Constitutional
5 provision.

6 So the ultimate authority with respect
7 to education is the state of Pennsylvania.

8 COUNCILMAN RIZZO: Now, if there's a
9 seven-year-old and the parents never pursued
10 educating that child, how does the process work?
11 What happens?

12 MS. SPARKMAN: Actually, the compulsory
13 ages of education in Pennsylvania are ages 8 to
14 17. Most kids do start at age 5 at kindergarten
15 and 6, but it's absolutely compulsory at 8.

16 And so there is no real obligation to
17 go and look for someone until age 8, and then a
18 number of parents do home school, and that's also
19 allowed in Pennsylvania, but they have to register
20 with the State.

21 The State overall is in charge of all
22 education in Pennsylvania.

23 COUNCILMAN RIZZO: My question is: If
24 at age 8, a child hasn't shown up, home school,
25 not registered, what happens?

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2 DR. HORNBECK: Well, we will assume we
3 know the child exists. And that child we would
4 likely not know. But let's assume we know the
5 child exists.

6 MS. SPARKMAN: If the child is age 9
7 and has never been in school, we have an
8 obligation to go against the parents and require
9 the parent to either enroll the child or submit a
10 plan to the State for home schooling.

11 COUNCILMAN RIZZO: So you would have to
12 physically know that a child exists. There's no
13 master list that you get that there should be --
14 in other words, if a young child is getting some
15 type of assistance from the government, is that a
16 child that you know?

17 MS. SPARKMAN: No.

18 COUNCILMAN RIZZO: No? So they could
19 be getting assistance from the government but the
20 school system wouldn't know they exist?

21 MS. SPARKMAN: Would not necessarily
22 know that they exist.

23 DR. HORNBECK: Let me make a comment
24 about this whole transportation discussion.

25 It strikes me as maybe a place where

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2 one of our coalitions might work. I mean, we're
3 not against transportation for kids going to
4 charter schools; we are against spending
5 additional money of our kids to provide services
6 to charter-school kids that our kids don't have
7 themselves.

8 But we talked yesterday about the \$9 a
9 week, for example, that families have to pay for
10 tokens. It doesn't make any sense. It -- it
11 might be a place where all of us could work
12 together with a view to getting tokens for all
13 public-school kids for free, including our
14 schools, including charter schools, and you know,
15 whomever in the course of it.

16 What leads us to these long
17 discussions, in fact, about this issue and about
18 whether or not somebody is, in my judgment, in an
19 instruction budget category for accountants and in
20 something else is all because we're cutting these
21 lines really tight and close on this stuff. It's
22 another distinction between us and the suburbs --
23 they don't have discussions like this; they just
24 provide all their kids transportation. So they
25 don't have discussions about whether somebody

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2 who's helping their teacher teach better is an
3 instruction person or not an instruction person.

4 But on the transportation front, it
5 seems to me that this might really be a great area
6 for us, for everybody to come together and say,
7 you know, we ought to be transporting our kids,
8 and that's going to cost more money, and
9 therefore. . .

10 COUNCILMAN RIZZO: Superintendent, back
11 to my question about -- do you have any idea how
12 many children may live in Philadelphia, that their
13 parents have never stepped forward and educated
14 them? Do we have any clue?

15 It sounds to me like there really isn't
16 a system in place to assure that a parent is
17 educating their children, especially since you
18 used the term "if" we know about them. I don't
19 know how you know about them or how you can make a
20 statement that you don't know about them.

21 DR. HORNBECK: Well, if I -- happily, I
22 don't think it's a huge problem because most
23 parents know that education is good for their kids
24 and they love their kids and so they bring their
25 kids to the public schools.

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2 All I'm saying is that if there should
3 be a child someplace, then the system that would
4 pick that occasion up, I should think, would be
5 Social Services because I would think that in
6 initial instance, that would be a part of a
7 definition, for example, of neglect.

8 COUNCILMAN RIZZO: That makes sense,
9 okay.

10 DR. HORNBECK: But we don't have people
11 who go into the homes of people -- I mean, you
12 know, we don't -- so that doesn't --

13 COUNCILMAN RIZZO: But if that
14 conditions exists -- and I don't want to pursue
15 that anymore -- the Social Services people would
16 then, what, come to the School District and say,
17 Hey, look, we have a 10-year-old that's never
18 spent day in school? And someone in the School
19 District would do something to reach out?

20 DR. HORNBECK: Well, it would be a
21 partnership between Social Services and us. It
22 would probably be the Social Services worker sort
23 of acting as the parent that would get the kid to
24 the school rather than the school person doing it.

25 COUNCILMAN RIZZO: The reason with all

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2 the different forms of education now, like home
3 schooling, a high-school child could basically
4 just fall between the cracks because of all the
5 different opportunities that they have to get an
6 education today. You said at 8 years old, it
7 requires --

8 DR. HORNBECK: They're required in
9 Pennsylvania to begin school.

10 COUNCILMAN RIZZO: Thank you. I feel
11 better about that now.

12 Thank you, Madam Chair.

13 COUNCIL PRESIDENT VERNA: You're
14 welcome.

15 Councilwoman Blackwell, do you still
16 want to be recognized?

17 COUNCILWOMAN BLACKWELL: Yes, please,
18 still on the transportation issue.

19 Masterman and Lamberton, what kind of
20 schools are they?

21 DR. HORNBECK: Are they both citywide?

22 (Dr. Hornbeck confers off mike with
23 staff members.)

24 DR. HORNBECK: Masterman is a citywide
25 school. Is Lamberton citywide?

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2 (Dr. Hornbeck confers off mike with
3 staff members.)

4 DR. HORNBECK: Lamberton is a
5 neighborhood school.

6 COUNCILWOMAN BLACKWELL: Does not
7 Masterman bus kids? Don't they do any busing
8 there?

9 DR. HORNBECK: You don't get free
10 transportation at Masterman. There are kids that
11 ride the bus but they buy tokens to get there,
12 like we were talking about yesterday.

13 COUNCILWOMAN BLACKWELL: You mean kids
14 who ride regular bus or a bus for those children?
15 Does a bus go to pick them up?

16 MR. LOMBARDI: We do not have yellow
17 bus routes into the Masterman School.

18 COUNCILWOMAN BLACKWELL: My concern is
19 almost virtually -- as I said, I visited every
20 charter school. I found in my opinion that the
21 principals and teachers and kids are public-
22 school, quote/unquote, kids. And in my
23 experience, we didn't have teachers and students
24 who came from someplace else; they were the same
25 neighborhood kids and teachers who wanted a chance

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2 to do something different and to try to get out of
3 this whole maze and this big bureaucracy that our
4 educational system is and to try to deal with a
5 smaller entity and to fulfill their dreams as they
6 saw it or someone else's mission of what public
7 education could be.

8 So, again, my experience is that these
9 are public-school people who have opted to go be
10 principals, administrators, and/or teachers and
11 students at charter schools.

12 My question is this. This question of
13 transportation has been asked by virtually every
14 charter school and we've been talking about it for
15 a couple of days and it's been debated from the
16 inception of charter schools.

17 Why, if the State charter says that
18 charter schools have to be citywide schools and
19 that citywide schools don't get busing, how come
20 nobody said that? How come nobody said this to
21 all these charter school administrators who, I'm
22 sure, many have greater qualifications than I.

23 I mean, my background is teaching as
24 well, but I'm sure they would have understood and
25 would not be fighting as long and hard as they

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2 have if they know that transportation has never
3 been an option for them. Why didn't somebody say
4 it? Or how come this is not understood?

5 DR. HORNBECK: Well, I can't for sure
6 answer the second part of that, why it's not
7 understood. But I know that we have said it
8 repeatedly over and over and over and over and
9 over again.

10 COUNCILWOMAN BLACKWELL: I don't think
11 so. I would not have asked the same question.

12 DR. HORNBECK: We've done it both
13 orally and in writing. And, in fact, we've done
14 several times here in the last two days.

15 COUNCILWOMAN BLACKWELL: I don't think
16 I've heard it. Unless I'm wrong, I would venture
17 to believe that if you polled my colleagues, they
18 didn't hear this conversation that a charter
19 school is a citywide school. And by definition of
20 it being a State charter and that citywide schools
21 don't get transportation; ergo, charter schools
22 don't get transportation. I would venture to say
23 nobody heard that until just.

24 Now, I think we can kind of understand
25 what we hear and I will bet you that these charter

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2 school administrators didn't hear that and we
3 certainly didn't hear that until now.

4 DR. HORNBECK: Well, we have said it a
5 number of times, but I'm always looking at the
6 glass half-full. I'm grateful that it's now
7 understood that these are citywide under the State
8 law.

9 COUNCILWOMAN BLACKWELL: Therefore, as
10 I said, Superintendent Hornbeck, some schools are
11 spending their allotment for transportation when
12 they want to spend it on education, on computers,
13 teachers and the like. It seems to me that this
14 is -- in your statement, you said you're not
15 opposed to it, that it's not an anti-charter
16 school issue for you, that this is some area that
17 we really, really need to find some way to kind of
18 work it out. If all people come together -- you
19 mentioned some committee or some interested people
20 from both sides that perhaps can get together and
21 deal with this as an issue.

22 DR. HORNBECK: We agreed that the issue
23 of transportation needs serious attention by
24 Harrisburg and that this is not something that can
25 be solved in Philadelphia.

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2 One of the provisions that is in the
3 Fair Opportunities to Learn Standards is a
4 provision that would, for example, eliminate the
5 cost of tokens to the kids because we think that
6 it's unfair to charge our kids to get to school.
7 The part that I would oppose either here or in
8 Harrisburg vigorously is the notion that
9 charter-school kids would get services that
10 public-school children do not get.

11 If there's going to be a solution to
12 this, then I think there needs to be a solution to
13 the transportation dilemma that faces both
14 public-school children and charter-school
15 children, not one that is again a special pleading
16 solution for the case of the 7,000 kids in charter
17 schools at a cost to the 208,000 kids in the
18 Philadelphia School District.

19 COUNCILWOMAN BLACKWELL: I think we've
20 heard you talk about the cost of tokens, and I
21 agree, I agree that our children should not have
22 to pay for public education, but I've heard no
23 other complaints from the School District about
24 transportation as a problem. Certainly, when we
25 advocate, we advocate for all, that's our

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2 responsibility, our elected responsibility. But
3 we've heard no other complaints from the School
4 District. It's generally been tokens.

5 And as was said yesterday and as was
6 said before in years past, we have reached a point
7 now where if you have a large family -- and many
8 of our families today are large -- and if you have
9 a family of five, every kid can't go to school
10 when you have to buy tokens.

11 DR. HORNBECK: That's a good point.

12 COUNCILWOMAN BLACKWELL: Who would have
13 thought that we would live to see this year
14 approach the millennium and have a time when all
15 students in our country, in our city can't go to
16 school because they can't afford to get there.
17 That's a serious problem, and certainly we join
18 hands in our willingness to resolve that so that
19 we can do something.

20 But as I said, we really, for these
21 7,000 kids, had no idea, nor I'm sure did their
22 administrators.

23 But we want to work together and would
24 request, Madam Chair, that some of us join hands
25 with all those who may be interested with the

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2 Superintendent. And if he would do his part, we
3 can contact some folks from the State to deal with
4 this as an issue to see if we can't come up with
5 some resolve.

6 COUNCIL PRESIDENT VERNA: Thank you.

7 The Chair recognizes Councilman
8 Mariano.

9 COUNCILMAN MARIANO: Thank you, Madam
10 President. Thank you very much.

11 Let me just preface this with --
12 besides being a City Councilman, I'm the parent of
13 a 8th-grade student at AMY 5. And you're aware of
14 that 'cause you helped me when I took Vincent out
15 of parochial school in 6th grade, and in 7th
16 grade, he started at started at AMY 5.

17 Vincent is bused. He goes to Edmonds
18 and he gets his bus there and meets a bunch of
19 kids that live in that neighborhood, and there's
20 been problems with the bus, but I think we've
21 dealt with all that. And it's basically not a
22 School District -- I mean, it is our problem, it's
23 the bus company, and they're trying their best.

24 And all the welfare-to-work people
25 should be watching this because there's jobs there

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2 -- \$11, \$12, \$13 an hour for bus drivers. Now,
3 it's not easy for people who may be getting off
4 welfare, but it's something to get at. You know,
5 you got to get that license, special license. But
6 the bus company will actually reimburse you get
7 all your licenses and everything. They're really
8 searching to have people.

9 But I want to tell you, as a person I
10 never stepped -- I never stepped a foot inside a
11 public school. As a student, I went from grade 1
12 to 12 to Catholic school, so I had no idea how the
13 public school worked, had no idea -- I mean, I
14 heard stories, you know, heard stories of the
15 bogeyman, and it's actually a good system.

16 But I think one of the problems are
17 when we get here, and it's a problem with your
18 administration, and you might not see it as a
19 problem is, you're such a zealot for education.
20 And if you know anything about me, I don't pull
21 any punches. The Council President talked to me
22 Friday about Saturday and said it's something I
23 was having. You always know what Rick's going to
24 say.

25 Well, I'm going to say this, if your

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2 feelings are hurt, you'll get over it 'cause
3 you're an old -- you know, you've been around --
4 I'm not going to say you're an old guy, but you've
5 been around.

6 (Laughter.)

7 DR. HORNBECK: I appreciate the
8 preface.

9 COUNCILMAN NUTTER: Don't say anything.

10 COUNCILMAN MARIANO: All right, but
11 what happens here is, you are so into this
12 education thing -- and rightfully so because you
13 are the guy that they picked to be here, whether
14 we liked you or not. You're here and you're doing
15 a swell job. But I will tell you, there is no way
16 I would ever want your job or I would ever dream
17 about wanting your job.

18 (Laughter.)

19 DR. HORNBECK: It does hurt my
20 feelings.

21 COUNCILMAN MARIANO: Well, because it's
22 like being a City Councilman -- you can't make
23 everybody happy.

24 I think one of the problems of your
25 administration is you're a bad politician -- and

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2 you get so -- and you think and you know in your
3 mind what you're doing is the right thing, but you
4 can't understand why Councilman Ortiz or
5 Councilman Blackwell or Councilwoman Verna or
6 Nutter or Longstreth or Rizzo or Kenney, all of
7 us, well, we think we're doing the right thing
8 too.

9 And we have that cycle every four years
10 that they call "an election," and not that we play
11 for elections, but as a person who never went to
12 public school. I'm learning more about public
13 schools than I ever wanted to learn. I mean, it
14 isn't easy being a teacher in public schools.

15 But one of my main concerns and before
16 my time runs out, is I really watched when I went
17 down there. And when Vince went there, it wasn't
18 structured enough for Vince, and Vince is a very
19 smart -- and amy5's a little looser than your
20 regular public school would be, there's a little
21 more freedom.

22 The principal there, Miss Peacock's a
23 great person. Dennis Dorfman, a great vice
24 principal. He calls my house now -- I think he's
25 just calling my house when Vince does because I'm

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2 a City Councilman. Well, I found out from the
3 other parents -- which, if I was the vice
4 principal or principal and there was a City
5 Councilman's child in my school, I would certainly
6 call that City Councilman just because how we
7 could belabor your presence here longer than you
8 already have to be, once a year. Only once a year
9 do we get to talk to you with your undivided
10 attention, so I'm getting my three minutes' worth,
11 okay?

12 (Laughter.)

13 COUNCILMAN MARIANO: Now, I find out
14 that Dorfman and Peacock do this for everybody, so
15 it's real hard to find the bad guy -- if there is
16 a bad guy. So, obviously, you're the bad guy.
17 You know, you're like John F. Kennedy at the Bay
18 of Pigs. You may not have been responsible for
19 what happened before you, but you're the
20 President, you're the Superintendent, you're the
21 guy.

22 So when we talk about those things not
23 on the microphone on public record, when I tell
24 you I have a problem with something your
25 principals may or may not be doing, perception is

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2 reality in my world. They, too, are zealous for
3 education, and rightfully so.

4 I've learned about problems at
5 Muniz-Martine (ph.). Councilman Ortiz and I have
6 been up there. It's so understaffed, it's a
7 disgrace a disgrace, it's a disgrace. And we get
8 mad when we think, why don't these teachers want
9 to live in our city, why do we have to make 'em,
10 do we drop the residency requirement, what do we
11 do?

12 It all comes back, for me, to one
13 thing. We've been paying a lot of attention to
14 this charter school. I have some serious concerns
15 about charter school. And my colleague
16 Councilwoman Blackwell, who's the Chairman of
17 Education Committee, we've had these
18 conversations. And knowing how big her heart is,
19 I know in her heart she really wants to work
20 everything out, and that's the beauty of
21 Councilman Blackwell. I want to work everything
22 out too, but I come from a little different
23 perspective -- not much different than hers.

24 The teachers in these charter schools,
25 they don't have to get paid the money that you

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2 have to pay the teachers that have contracts with
3 PFT, correct? How do they get paid? They're not
4 members of the Teachers Union, right?

5 DR. HORNBECK: They can get more or
6 less.

7 COUNCILMAN MARIANO: They can get more
8 or less. So that's an advantage to them anyhow.

9 So eventually, we're funding your
10 competition. I mean, if it's if cable TV or if
11 it's education, we're funding your competition.

12 And I know the people that go to the
13 charter schools and the people that want to have
14 the charter schools have the greatest intentions
15 in the world, but eventually, just like this
16 transportation issue, how long can you fund your
17 competition? When is it a level playing field? I
18 mean, are all these principals, do they go through
19 the scrutiny that the principals have to go
20 through it like Miss Peacock had to go through it
21 to be the principal at AMY 5?

22 I mean, I don't know. Is that all
23 something we have to learn from the State? Do we
24 need some kind of combined hearings?

25 I just want the playing level to be

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2 level. It's not because I'm a union guy, and it's
3 not because I'm a David Hornbeck fan; it's because
4 I'm a fan of my son Vincent and all the people who
5 have children and entrusted 'em to the
6 Philadelphia School District. Because it's only
7 going to get bigger -- I'm not going to say
8 "worse" -- as the Catholic schools price
9 themselves off the market, and they will, they
10 will.

11 Again, you're talking to a guy 12 years
12 Catholic school, never foreseeing that I would
13 have to send my children to public schools.
14 They're pricing theirself out of the market.
15 Hopefully, they won't. Now, if the Cardinal
16 calls, Council President, tell him I'm not here.

17 But I mean, is that what we're doing
18 with this charter school? Somebody comes up with
19 a good idea and everybody runs around? I mean,
20 there's a charter school building for building
21 trades that I probably could have went to if I'd
22 have known about that then. You went a half day
23 to North Catholic, and the other half, you went
24 shared time to Mastbaum to learn to be a carpenter
25 or a electrician or a sheet-metal worker.

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2 I mean, there's a charter school now
3 for probably Councilman Cohen could have went to
4 to be a labor lawyer. They have an international
5 charter school. If you were a young person in
6 high school, Councilman Cohen probably could be
7 there. There's ones that Councilman Ortiz or
8 Councilman Longstreth would have -- is there a
9 charter school for millionaires, Councilman
10 Longstreth?

11 (Laughter.)

12 COUNCILMAN MARIANO: He doesn't hear
13 me.

14 COUNCILMAN LONGSTRETH: I would be
15 there.

16 COUNCILMAN MARIANO: He would be there,
17 he would be there if there was one.

18 But is this what we're after? How do
19 we settle this charter-school thing? I mean, I
20 could be as fair as you could be. And, again,
21 it's -- I'm not playing you; I just don't see --
22 if we're going to provide transportation for
23 people that chose to send their kids to charter
24 school, and they did it with great intentions, do
25 have to provide transportation to all the people

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2 that Councilman Nutter was concerned about and
3 Councilman Blackwell with the citywide schools?

4 DR. HORNBECK: Well, I think you're
5 correct that charter schools pose a very
6 significant challenge -- not in the sense of
7 competition, that doesn't worry me at all, but in
8 the sense of the level playing field.

9 And if those who presently are the
10 policy-makers and the elected officials on the
11 whole are prepared to pay more attention to the
12 health and well-being of charter schools and less
13 attention to the health and well-being of public
14 schools, then the vast majority of kids will be
15 dis-served by that process.

16 If we have in contrast, as you say, a
17 level playing field, let the competition begin. I
18 have no problem with that at all. It's just that
19 we find ourselves at a disadvantages vis-a-vis the
20 suburbs vis-a-vis, in many instances, if we begin
21 to give special treatment to the charter schools,
22 even the charter school.

23 COUNCILMAN MARIANO: Last thing I'll
24 say. There's this charter school, and Councilman
25 Ortiz is familiar with it, down at 4th and York.

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2 It was around before charter schools -- Community
3 High School. And Joe Paretta (ph.), who's a
4 neighbor of mine, was the principal there. And
5 I've been there many times. And, you know, when
6 charter schools first started, Joe was way ahead
7 of the curve. And I'm sure he became a charter
8 school -- in fact, he has, but he was doing things
9 15, 20 years ago that people are starting to think
10 about doing now.

11 But this whole education dilemma, if
12 you want to call it "a dilemma," and I'm choosing
13 my words carefully is -- I just don't know where
14 it ends. I mean, we want to do well for our
15 children, of course, we want to be able for to
16 them to do well on the SAT-9s. And I have another
17 son that went to private school, he's in 12th
18 grade, and he's getting ready to go to college, so
19 I'm going through that.

20 I just don't understand where this all
21 ends eventually.

22 DR. HORNBECK: Well, let me just very
23 briefly suggest to you that while the notion of a
24 variety -- private, charter, home school, etc. --
25 is and will continue there, the fact is that when

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2 all is said and done, the vast, vast, vast, vast
3 majority of the children in Philadelphia are going
4 to go to the Philadelphia School District. I
5 mean, that's just a plain fact.

6 And over the last four years, because
7 of all the things I've otherwise described to you
8 and the engagement of lots of partners, including
9 City Council, the teachers and principals and
10 parents and kids of the District are making
11 dramatic achievement progress.

12 And so I would argue that, one, part of
13 where it all needs to go to is to provide the
14 School District and teachers and principals the
15 kinds of support they need to continue that
16 achievement growth. And that's what, at this
17 moment in the larger picture, is not getting much
18 attention. It's all the little boutique stuff off
19 to the side.

20 COUNCILMAN MARIANO: Mm-hmm, like the
21 banking industry when that happened five, six
22 years ago.

23 DR. HORNBECK: That's right.

24 COUNCILMAN MARIANO: All those boutique
25 banks closed, by the way, most of them.

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2 And my last thing is a point of
3 information to Councilman Rizzo. Councilman, when
4 my son turned 18 years old two weeks ago, the day
5 before he turned 18, he got a card from the United
6 States government -- Selective Service. So they
7 knew when he was born, 18 years before, so I'm
8 sure there's somebody somewhere that knows that
9 8-year-olds and 9-year-olds are around.

10 Now, that's not something else for
11 Dr. Hornbeck to do, obviously, but there's
12 somebody that has this information. 'Cause, sure
13 enough, they before he turned 18, that thing -- it
14 was the Selective Service.

15 Thank you. Thank you.

16 COUNCIL PRESIDENT VERNA: Thank you.

17 The Chair recognizes Councilman Nutter.

18 COUNCILMAN NUTTER: Thank you, Madam
19 Chair.

20 Very quickly, Dr. Hornbeck, when did
21 the first round of charter schools get approved,
22 what year was that?

23 DR. HORNBECK: It was two years ago.

24 COUNCILMAN NUTTER: So it was for
25 September of '97.

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2 DR. HORNBECK: It was for September of
3 '97? Or. . .

4 COUNCILMAN NUTTER: Or '96.

5 COUNCIL PRESIDENT VERNA: '97.

6 DR. HORNBECK: '97.

7 COUNCILMAN NUTTER: September of '97.

8 DR. HORNBECK: September of '97.

9 COUNCILMAN NUTTER: Okay. If you would
10 forward through the Chair, I would like to see a
11 copy of the materials or the packages that were
12 given to the initial applicants, the '97 round.
13 Then I'd like to see the '98 round, then I'd like
14 to see the latest round.

15 And I'd like to see dated documents
16 specific to the issue of transportation. I would
17 like to know what the applicants were told back at
18 that time.

19 DR. HORNBECK: Okay.

20 COUNCILMAN NUTTER: And specifically
21 the first round of people.

22 DR. HORNBECK: We will give you that
23 and follow-up data when we were asked for
24 clarification.

25 COUNCILMAN NUTTER: Okay. So I'd like

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2 saying I think that if such a situation exists,
3 we've got to get a hold of the School District and
4 say there's a problem, what can we do about it?

5 Then I had to leave for an emergency
6 call. And while I was walking up and down, it
7 struck me, Well, what would the School District do
8 about it?

9 Because that's the way I like to and I
10 think most Councilmembers like to deal with the
11 problems. If a problem comes up, like the
12 President mentioned certain schools with
13 particular problems, I've always felt that the
14 School District makes a very real effort to deal
15 with problems that come to their attention.

16 It seems to me that would be an
17 appropriate way. What would the School District
18 do? Are you familiar with that school? Has it
19 been raised before, that situation?

20 DR. HORNBECK: No.

21 COUNCILMAN COHEN: Would you be in a
22 position to deal with that? Would that be an
23 appropriate way, the way I suggested to Councilman
24 Kenney?

25 Because I'd like to know why a cluster

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2 of kids in any area of the City -- but I'm very
3 familiar with that area, 'cause it's very close to
4 where Connie Mack Stadium is. It's --

5 COUNCIL PRESIDENT Verna: I don't mean
6 to interrupt you, Councilman, but think there are
7 a number of schools throughout the City as
8 Councilman Kenney described.

9 COUNCILMAN COHEN: Well, that's the one
10 he referred to in the cross discussion between him
11 and me, so I would just like to deal with that
12 one. I know nothing about --

13 COUNCIL PRESIDENT Verna: Well, you
14 said you didn't know how many there were; I'm just
15 saying to you that there are a number of such
16 schools throughout the City.

17 COUNCILMAN COHEN: Well, I know there
18 are, you know, many people that lose their gas for
19 different reasons, but there's nothing any
20 Councilmember can do about helping to restore the
21 gas service or even making a decision about it
22 unless it comes to our attention.

23 This school has now come to my
24 attention. I don't know about the others, but I
25 would like to know what would we do in such a

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2 case? And how would the School District approach
3 it? And if we solve that, then I'll ask
4 Councilman Kenney what other school does he have
5 in mind?

6 But I'd like to see the School District
7 develop one. If you don't have an approach that
8 deals with that, I'd like to see that kind of
9 approach developed.

10 DR. HORNBECK: Well, if there is a
11 school where there is some acute problem that
12 makes the conditions or the circumstances of that
13 school different from the general challenges that
14 schools are facing, then we would attempt to solve
15 the problems of that school.

16 COUNCILMAN COHEN: Wouldn't you say,
17 after you heard that interchange between
18 Councilman Kenney and myself, wouldn't it be right
19 for the School District to call him and say,
20 What's the name of the school? Unless you already
21 know what it is. And we'd like meet with the
22 parents to find out what the problem is because we
23 think there are public schools in the area, you
24 know, that provide a good education. If there are
25 particular problems, we would like to deal with

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2 them.

3 DR. HORNBECK: Well, what I was going
4 to say is that the schools to which that school
5 and I think the schools to which President Verna
6 refer, many of the parents are responding to both
7 the reality and the perception, a history, a
8 reputation, and even a present-day reality of our
9 schools having the kind of conditions that the
10 parents don't want to send their kids to.

11 And our response to that is Children
12 Achieving. And our response to it is, in fact,
13 working. We are not picking out one particular
14 school and only focussing on that school. But
15 instead, our attention is directed toward altering
16 those conditions that have led thousands of people
17 to --

18 I mean, there are many, many -- there
19 are 20,000 people that have left the City of
20 Philadelphia in the last 30 years, most of whom
21 left because of the public schools, and they all
22 went out to the suburbs. And so lots of those
23 suburban schools are reflecting exactly the same
24 thing Councilman Kenney said exists at 24th and
25 Lehigh.

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2 And unless or until this city gets its
3 act together and the State gets its act together
4 in terms of the level of education here and most
5 kids begin to perform at a level that leads to
6 their success in college or on the job, we're
7 going to continue to have this sort of -- these
8 kinds of challenges.

9 Now, happily, we know that what we're
10 doing is beginning to work, and we're going to
11 continue down that process. Now, if it were the
12 case -- and quite frankly, I'll give you an
13 example of a school where, in some ways, it is the
14 case. There are people in disproportionate
15 numbers who are not going to Olney High School in
16 the last several years because they don't think
17 they can get the kind of education there that they
18 want their children to have.

19 But we have tried -- as I said
20 yesterday, that's probably the single most
21 difficult school situation that I think exists in
22 Philadelphia. And we've tried a number of
23 crisis-oriented ways of dealing with that -- to
24 date in terms of the results, not successfully.
25 Although, as I suggested yesterday, there are some

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2 signs that that is changing.

3 But if there is an acute crisis -- 13
4 other schools that I mentioned yesterday who, on
5 the performance index, didn't do well. We put
6 them in a special group, we gave them special
7 support. And seven of them responded to it
8 terrifically and met their performance target,
9 four others made improvement, and two didn't. So
10 we're still in there.

11 So in places that are having a
12 particularly difficult time, we have a way of
13 identifying those schools, and we send special
14 teams of people in to change the way they do
15 business, we sometimes change staff. But we face
16 in Philadelphia -- and that's what we're up to
17 across the board, trying to create a situation
18 where most kids go to school, feeling like they
19 are going to learn what they need to learn to read
20 and do math and do science well and graduate and
21 get a good job.

22 So there are those two kinds of
23 approaches. There's the crisis one on the one
24 hand, where we send special teams of people in;
25 and then there's the "we've-got-to-get-about-this-

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2 business-of-improving-School-District" on the
3 other hand. We are at work on both of those
4 fronts.

5 COUNCILMAN COHEN: But it seems to me,
6 you know, in hearing you, and I agree with most of
7 what you say, it seems to me -- 'cause I use the
8 same thing in Council. I understood that this
9 small exchange between the Council President and
10 myself, we can't go solving all the problems. But
11 when we know one exists, it always acts as a
12 challenge to me. I'd like to at least find out
13 all the special circumstances.

14 Conceivably, it could be that the
15 parents of these youngster have never had anybody
16 from the School District that showed a real
17 interest in their particular problem -- not the
18 broad problems, but in their problem. I think
19 worth it to go out and try to communicate with
20 some of the parents, maybe some of the children.
21 It could be a simple sort of thing that might
22 bring about change, or it might not be. It might
23 fit general character you're talking about.

24 But it seems to me instead of saying
25 that's part of the overall problem, once we know

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2 it exists, isn't it worth at least sending some
3 people out to try find out what are the
4 circumstances?

5 Because I believe, sir, that probably
6 there are good schools in that area that do a good
7 job of teaching, and that he we might be able to
8 deal with that situation.

9 DR. HORNBECK: Well, what we will do is
10 get in touch Councilman Kenney's office and find
11 out more information about this. Whether or not
12 it would be appropriate to call a general meeting
13 of parents in an Archdiocesan school to see how we
14 could lure them back directly into the public
15 schools or not, I'm a little nervous about that.

16 COUNCILMAN COHEN: Well, I think you're
17 right in watching that. But in situations which
18 develop in real life and in our Council
19 activities, we often have to find one person, you
20 know, that we can talk to and begin to get a
21 picture. I don't mean trying to alert people to
22 leave Archdiocesan schools. I'm just saying I
23 would look at this as maybe it's a failure of the
24 public school system; maybe it's not. Maybe there
25 are certain conditions having nothing to do with

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2 the schools that have resulted in this happening.

3 But I would want to know why, and I
4 just think it might be worth the while to find
5 out. I would trust your judgment and the judgment
6 of the School District once you got the
7 information in whatever way you could. And I
8 think Councilman Kenney would probably be very
9 useful in getting information.

10 I think it's a problem that cries out
11 to be fixed. Maybe the fixing has to come, as you
12 suggest, you know, in this other process of fixing
13 everything. But maybe this school might be
14 amenable to something that can be done quickly and
15 effectively -- not to hurt the Archdiocesan
16 school, I don't want to do that at all, but to
17 show the ability of the public school system in
18 meeting the particular needs.

19 Thank you. That's the only thing, I
20 just wanted to raise that for your consideration.

21 DR. HORNBECK: Thank you very much.

22 COUNCIL PRESIDENT VERNA: I never had a
23 chance to ask a question today.

24 Superintendent, let me ask you, what is
25 the budget for the Able Academies? And do you

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2 think that the Able Academies have really been
3 successful?

4 DR. HORNBECK: Mr. Santilli will get
5 the budget for them.

6 As I said yesterday, I think that the
7 Able Academies have not met all of our
8 expectations, that an institution needs to exist
9 for kids 10 to 15 who have particularly severe
10 behavioral problems of the kind of the kids that
11 get sent to Able Academies. And for the first
12 time in the School District's history, we
13 responded to that need, but we continue to examine
14 the actual practice of Able Academies in
15 continuing to try to meet the needs of those
16 students better.

17 Yesterday, you asked if psychologists,
18 for example, were available to the Able Academies,
19 and we determined that the first of this school
20 year that we didn't have enough psychological
21 services available so we increased that. So it's
22 an example of our continual reexamination of the
23 level of support for the Able Academies in how
24 successful we're being.

25 COUNCIL PRESIDENT Verna: I do recall

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2 -- I don't know whether it was last year or the
3 year before -- before one of the school budget
4 hearings, I was very curious about the Able
5 Academies.

6 I called Councilwoman Blackwell, and we
7 visited one of the sites. And when I questioned
8 the teacher if they had a psychologist going into
9 the site to talk to the children, of course, he
10 didn't answer me at first. And when I pressed the
11 issue, he said, Well, we have them fill out
12 papers.

13 I don't think that's how we address the
14 problems of the children that were there.

15 DR. HORNBECK: No, I certainly agree
16 with that.

17 COUNCIL PRESIDENT Verna: Can I have
18 the budget for the Able Academies, please?

19 MR. SANTILLI: Yes. It's 1.5 million.

20 COUNCIL PRESIDENT Verna: What does
21 that include?

22 MR. SANTILLI: That includes the
23 instruction at the Able Academies and the --

24 COUNCIL PRESIDENT Verna: How about the
25 rental?

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2 MR. SANTILLI: Excuse me?

3 COUNCIL PRESIDENT Verna: How about the
4 rental at the sites?

5 MR. SANTILLI: The rental is --

6 COUNCIL PRESIDENT Verna: 1.5 million
7 for what, instruction?

8 MR. SANTILLI: Instruction, yes.
9 Instruction. That's at the middle-school level.

10 COUNCIL PRESIDENT Verna: How many
11 teachers do you have at the six sites? 'Cause the
12 one site that we visited, I believe there were two
13 teachers.

14 MR. SANTILLI: There are 25 staff there
15 altogether at the middle school, and I'll get you
16 a breakdown of which ones are there. One second.

17 There are 18 classroom teachers, 4
18 classroom assistants, and 3 counselors projected
19 for next year.

20 COUNCIL PRESIDENT Verna: Oh, for next
21 year. What do we --

22 MR. SANTILLI: 25, it's the same for
23 this year. There are 25 staff altogether.

24 COUNCIL PRESIDENT Verna: And how much
25 are we paying for rental?

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2 MR. SANTILLI: I'd have to add that up
3 by hand here, if you'll just bear with me one
4 second.

5 COUNCIL PRESIDENT VERNA: Mm-hmm.

6 MR. SANTILLI: It's about \$300,000 for
7 rental.

8 COUNCILWOMAN VERNA: For the six? I
9 don't know exactly what the six facilities are.

10 MR. SANTILLI: Yes. There are five,
11 there are five.

12 COUNCIL PRESIDENT VERNA: We had six
13 last year, I think, or the year before.

14 MR. SANTILLI: There are five now.

15 COUNCIL PRESIDENT VERNA: Okay. Thank
16 you.

17 MR. SANTILLI: You're welcome.

18 COUNCIL PRESIDENT VERNA: Are there any
19 other questions from members of the committee?

20 (No further questions.)

21 COUNCIL PRESIDENT VERNA: Is there
22 anyone else who wishes to testify?

23 (No response.)

24 COUNCIL PRESIDENT VERNA: Seeing none,
25 the committee stands in recess until tomorrow,

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2 Wednesday, March the 3rd, at 3 p.m.

3 DR. HORNBECK: Thank you very much,

4 Madam President.

5 COUNCIL PRESIDENT VERNA: Thank you.

6 (Adjourned at 1:07 p.m.)

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BUDGET HEARINGS

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JOSEPHINE CARDILLO,

Registered Professional Reporter