

Committee of the Whole  
May 17, 2016

COUNCIL OF THE CITY OF PHILADELPHIA  
COMMITTEE OF THE WHOLE

Room 400, City Hall  
Philadelphia, Pennsylvania  
Tuesday, May 17, 2016  
10:29 a.m.

PRESENT:

COUNCIL PRESIDENT DARRELL L. CLARKE  
COUNCILWOMAN CINDY BASS  
COUNCILWOMAN JANNIE L. BLACKWELL  
COUNCILMAN ALLAN DOMB  
COUNCILMAN DEREK S. GREEN  
COUNCILMAN WILLIAM K. GREENLEE  
COUNCILWOMAN HELEN GYM  
COUNCILMAN BOBBY HENON  
COUNCILMAN DAVID OH  
COUNCILWOMAN CHERELLE L. PARKER  
COUNCILWOMAN BLONDELL REYNOLDS BROWN  
COUNCILMAN MARK SQUILLA  
COUNCILMAN AL TAUBENBERGER

BILLS: 160170, 160171, 160172, 160173,  
160174, 160175, 160176  
RESOLUTIONS: 160180

1 - - -

2 COUNCIL PRESIDENT CLARKE: Good morning,  
3 everyone. Hearing called to order. I  
4 recognize the presence of a quorum that  
5 continues.

6 This is the Public Hearing of the  
7 Committee of the Whole on Bills No. 160170,  
8 160171, 160172, 160173, 160174 and 160175,  
9 160176 and Resolution 160180.

10 Today I am joined by Councilwoman Jannie  
11 Blackwell who is the Chair of the Education  
12 Committee. This is our annual joint sharing  
13 of the School District budget hearings. I  
14 wouldn't know what to do if she was not  
15 here.

16 COUNCILWOMAN BLACKWELL: Thank you.  
17 Thank you.

18 COUNCIL PRESIDENT CLARKE: Mr. Stitt,  
19 please read the titles of the bills and  
20 resolutions.

21 THE CLERK: Bill No. 160170: An  
22 Ordinance to adopt a Capital Program for the  
23 six Fiscal Years 2017-2022 inclusive.

24 Bill No. 160171: An Ordinance to adopt

1 a Fiscal 2017 Capital Budget.

2 Bill No. 160172: An Ordinance adopting  
3 the Operating Budget for Fiscal Year 2017.

4 Bill No. 160173: An Ordinance amending  
5 Section 19-1806 of The Philadelphia Code,  
6 entitled "Authorization of Realty Use and  
7 Occupancy Tax," to further authorize the  
8 Board of Education of the School District of  
9 Philadelphia to impose a tax on the use or  
10 occupancy of real estate within the School  
11 District of Philadelphia, under certain  
12 terms and conditions.

13 Bill No. 160174: An Ordinance amending  
14 Section 19-1801 of The Philadelphia Code,  
15 entitled "Authorization of Tax," to further  
16 authorize the Board of Education of the  
17 School District of Philadelphia to impose a  
18 tax on real estate within the City of  
19 Philadelphia, all under certain terms and  
20 conditions.

21 Bill No. 160175: An Ordinance amending  
22 Chapter 19-1500 of The Philadelphia Code,  
23 entitled "Wage and Net Profits Tax," by  
24 revising certain tax rates under certain

1 terms and conditions.

2 Bill No. 160176: An Ordinance amending  
3 Title 19 of The Philadelphia Code, entitled  
4 "Finance, Taxes and Collections," by adding  
5 a new Chapter 19-4100, entitled  
6 "Sugar-Sweetened Beverage Tax," under  
7 certain terms and conditions.

8 Resolution No. 160180: Resolution  
9 providing for the approval by the Council of  
10 the City of Philadelphia of a Revised Five  
11 Year Financial Plan for the City of  
12 Philadelphia covering Fiscal Years  
13 2017-2021, and incorporating proposed  
14 changes with respect to Fiscal Year 2016,  
15 which is to be submitted by the Mayor to the  
16 Pennsylvania Intergovernmental Cooperation  
17 Authority (the "Authority") pursuant to the  
18 Intergovernmental Cooperation Agreement,  
19 authorized by an Ordinance of this Council  
20 approved by the Mayor on January 3, 1992  
21 (Bill No. 1563-A), by and between the City  
22 and the Authority.

23 COUNCIL PRESIDENT CLARKE: Thank you,  
24 Mr. Stitt. Today we continue the Public

1 Hearing of the Committee of the Whole to  
2 consider the bills read by the Clerk that  
3 constitute the proposed operating and  
4 capital spending measures for Fiscal 2017, a  
5 Capital Program and a forward looking  
6 Capital Plan for Fiscal Year 2017 through  
7 Fiscal 2022.

8 Mr. Stitt, today we will hear testimony  
9 from the School District which will start at  
10 10:00 a.m. And we will have the break  
11 depending on the level of questioning.

12 For the record, we may have listed on  
13 some of the Councilmembers' schedules  
14 callbacks. We do not have department  
15 callbacks today.

16 Mr. Stitt, who is testifying on behalf  
17 of the School District today?

18 THE CLERK: Dr. Hite.

19 COUNCIL PRESIDENT CLARKE: Dr. Hite and  
20 Chair.

21 THE CLERK: Chair Ms. Neff, sir.

22 (Witnesses approach Table.)

23 COUNCIL PRESIDENT CLARKE: Good morning.

24 DR. HITE: Good morning.

1 MS. NEFF: Morning.

2 COUNCIL PRESIDENT CLARKE: I must say  
3 this is somewhat abnormal. I don't think I  
4 see a single sign in the audience. We got  
5 it?

6 (Laughter)

7 There you go. I was getting ready to  
8 say, what's going on? We're not used to  
9 this calm before the storm.

10 Thank you. Good morning.

11 MS. NEFF: Good morning.

12 COUNCIL PRESIDENT CLARKE: Please  
13 proceed.

14 MS. NEFF: Thank you.

15 Good morning, Council President and  
16 Members of City Council. Thank you for the  
17 opportunity to testify before you this  
18 morning. My name is Marjorie Neff. I'm the  
19 Chair of the School Reform Commission of the  
20 School District of Philadelphia. Before I  
21 begin, I would like to acknowledge and thank  
22 my fellow Commissioners Feather Houston,  
23 Sylvia Simms, Bill Green and Farah Jiminez  
24 for the service to the Philadelphia

1 students.

2 I am excited to be here this morning to  
3 share my enthusiasm for the work that is  
4 happening in Philadelphia schools. We on  
5 the SRC make weekly visits to schools across  
6 Philadelphia. And I learned about the  
7 successes and common challenges facing our  
8 schools. On these informal visits, we tour  
9 classrooms and hear from students, staff and  
10 family members about their experiences at  
11 the school. These visits allow us to  
12 experience first hand the diversity of our  
13 schools and the wide range of programs  
14 operating in service to the students of --  
15 200,000 students of Philadelphia.

16 To respond to this various array of  
17 needs, Dr. Hite and his team have built  
18 Action Plan 3.0 which arranges the District  
19 into five networks of similar school  
20 communities in order to provide targeted  
21 educational services to our students.

22 In the Opportunity Network, schools and  
23 programs focus on serving approximately  
24 5,000 of our most vulnerable students, those

1 who are at risk or who already detached from  
2 schooling. We have visited a range of  
3 program options including Camelot Academy, a  
4 transitional program, the Juvenile Justice  
5 Center, and One Bright Ray, an accelerated  
6 high school. We have seen students in these  
7 programs find success through individualized  
8 support, strong adult/youth relationships  
9 and access to social, emotional and  
10 behavioral supports.

11 In the Neighborhood Networks, our  
12 traditional District-run schools are grouped  
13 into nine networks with the goal of ensuring  
14 that every student has a quality opportunity  
15 close to where they live. Each of these  
16 networks representing the diversity of their  
17 community and neighborhood. These schools  
18 work with community partners to bring  
19 innovative strategies and resources to  
20 support those students.

21 In the fall, we attended South  
22 Philadelphia High School's monthly partner  
23 meeting. We sat with more than ten  
24 community partner organizations to analyze



1 the school's achievement data and strategize  
2 ways to increase their collective impact.

3 At James Blaine Elementary School, we met  
4 family members who were engaged in building  
5 a School Advisory Council. And we observed  
6 City year members providing student tutoring  
7 and mentorship support. Similarly at Tanner  
8 G. Duckrey Elementary School, we met with  
9 many of the school's partners including  
10 Temple University, Stepping Stone Scholars,  
11 Education Works and more.

12 Along with these networks, we have had  
13 the opportunity to see schools in the  
14 Turnaround Network where strategic  
15 investments are being made to dramatically  
16 accelerate improvement in some of our lowest  
17 performing schools. The Innovation Network,  
18 where we have seen school communities making  
19 exciting advances in the implementation of  
20 inquiry-based learning models.

21 And finally, we visited schools like  
22 Motivation High School in the Autonomy  
23 Network, a network of high performing  
24 city-wide admissions and magnate schools

1 that are being given an increased autonomy  
2 to manage their curriculum and affairs in a  
3 way that serves distinctive student  
4 population they serve.

5 Through these networks and with our 83  
6 charter schools, Dr. Hite has created a  
7 framework for fostering and growing an array  
8 of school options in Philadelphia broad  
9 enough to meet the diversity needs of our  
10 students. While each network is uniquely  
11 built to serve the needs of its students,  
12 they also face many similar challenges and  
13 successes. Most common among these is the  
14 challenge of years of budget cuts.

15 At the school level, our communities  
16 have come together to manage those cuts and  
17 continue providing students with the best  
18 opportunities available. As we witnessed on  
19 each of our school visits, schools have  
20 built strong partnerships that are advancing  
21 opportunities for students in Philadelphia  
22 despite our challenges. These partnerships,  
23 along with the dedicated work of our staff,  
24 students and families have allowed

1 communities to make progress even in  
2 difficult times. As a City, we have worked  
3 together to keep our schools open in support  
4 of Dr. Hite as he had built a culture of  
5 fiscal accountability.

6 Through the leadership of the Council  
7 President and fellow City Councilmembers,  
8 the City of Philadelphia has increased it's  
9 recurring annual investments to the School  
10 District by more than \$400 million since  
11 FY11. These local funds have enabled us to  
12 avoid making further cuts to programs and  
13 services that impact our students and  
14 family.

15 Thank you to the Council President and  
16 all of the Councilmembers for your continued  
17 partnership and support for our schools.  
18 Thank you for the opportunity to share the  
19 achievements of many of our schools and  
20 their strong communities. I look forward to  
21 sharing future examples of successes in our  
22 schools as Dr. Hite furthers the work of  
23 Action Plan 3.0 with targeted investments  
24 this upcoming year.

1           As a side note, I'd like to invite all  
2 Councilmembers -- I know that you all visit  
3 schools, but I would like to invite you if  
4 you are interested at any time in joining us  
5 on our school visits.

6           And with that, I'd like to introduce  
7 Dr. Hite, Superintendent of the School  
8 District of Philadelphia, to make his  
9 remarks.

10          DR. HITE: Thank you, Chair Neff.

11          Good morning, President Clarke and City  
12 Councilmembers. Thank you for your  
13 opportunity to testify before you today. I  
14 would like to start my presentation a little  
15 differently this year with a brief video  
16 that will be part of our teacher recruitment  
17 efforts and highlight the impacts of recent  
18 investments in our schools and our plan for  
19 new investments in the future.

20                   (Video begins playing.)

21                                 - - -

22                   (Video ends playing.)

23          DR. HITE: Thank you.

24          As you can see from the video, we have

1 many places where children are benefitting  
2 from our efforts to improve student  
3 outcomes. We have fought through years of  
4 deficits and tough choices, and we have  
5 asked for tremendous sacrifices by students,  
6 teachers, families, parents.

7 I want to thank City Council. You  
8 fought for and delivered on behalf of  
9 Philadelphia schools and children when we  
10 needed your help the most. It wasn't always  
11 easy, but you supported over \$400 million in  
12 additional revenues to our public schools  
13 over the past five years. These monies have  
14 allowed us to reinvest in our schools and  
15 build towards long term sustainability.  
16 Without you, we would not be in a position  
17 where we can now focus on investments and  
18 long term sustainability instead of devising  
19 emergency contingency plans to deal with  
20 funding deficits.

21 However, short term stability should not  
22 be confused with adequacy or equity. No  
23 School District in the Commonwealth has made  
24 the deep and difficult cuts we have endured

1 over the last several years, and our schools  
2 still feel the effects of the actions we had  
3 to take to achieve fiscal balance. That is  
4 why I am eager to speak with you today about  
5 the tremendous optimism I have for the  
6 future of our schools and the important and  
7 much needed investments we must make in our  
8 schools over the next several years.

9 Students are never shy when it comes to  
10 expressing what they want or what they need.  
11 Every time I walk into a school, I hear a  
12 recurring theme. While we have more, we do  
13 not have enough. Children's voices have  
14 shaped the budget priorities I will share  
15 with you now.

16 Since the 2013/2014 school year, I have  
17 met regularly with group of students as a  
18 part of my Student Advisory Council to  
19 discuss what they experience every day.  
20 There are students from more than 40 schools  
21 city-wide on the council, including charter  
22 schools. They have my cell phone number,  
23 and they don't hesitate to call me or text  
24 or email when they have issues.

1           Our meetings are built around a single  
2 topic on which I receive a broad range of  
3 views. I have heard their perspectives on  
4 the elements of a high quality school. We  
5 have discussed student safety at  
6 transportation hubs, how the district can be  
7 more eco friendly, college prep, online  
8 tools and our policy on cell phones in  
9 school. Students provide an input on our  
10 academic calendar, budget priorities and our  
11 Action Plan 3.0, the District's strategic  
12 plan.

13           Last year -- last school year the  
14 Student Advisory Council requested more art,  
15 music and sports programs and more  
16 counselors and nurses. I am proud to say we  
17 listened and we acted. And not only have we  
18 put in more music teachers; but in the  
19 coming school year, we will have a counselor  
20 in every school and a nurse in every school  
21 building.

22           At our last meeting, the Student  
23 Advisory Council specifically expressed  
24 their gratitude for our responsiveness to

1 their feedback. As superintendent, it is  
2 not enough to put student feedback in action  
3 when they bring basic requests. We must  
4 commit to creating the long term financial  
5 conditions where they no longer feel the  
6 need to ask for the basics. With  
7 substantial financial circumstances we can  
8 develop long term strategic investments that  
9 provide opportunities for all children in  
10 the City.

11 For the upcoming fiscal year, the School  
12 District is not requesting additional  
13 funding from the City and State above the  
14 currently proposed amounts. Let me be  
15 clear, our budget cannot be a set of yo-yo  
16 investments spending one year and cutting  
17 back the next. We need year over year  
18 investments to succeed. And our investments  
19 can only be sustained through recurring  
20 revenues.

21 A Five Year Plan for Fiscal Years 2017  
22 through 2021 puts funds towards our Action  
23 Plan anchor goals around college and career  
24 readiness, grade level literacy, effective



1 instruction and strong leadership while  
2 practicing good fiscal management. We have  
3 specific targets for accomplishments over  
4 the next five years. We want to increase  
5 and improve student outcomes, not just  
6 produce more outputs.

7 Over the next five years, we plan to  
8 invest more than 440 million to create a  
9 grade school in every neighborhood in the  
10 City. Our college and career readiness  
11 investments include updated textbooks and  
12 expand digital library, upgraded classroom  
13 and labs, free PSATs, more advanced  
14 placement classes. And all of these things  
15 will support students to successful high  
16 school completion and beyond.

17 Literacy investments, more literacy  
18 specialists and reading coaches, additional  
19 read by fourth, summer camps and the  
20 classroom books and materials children need  
21 will prepare students for success from the  
22 earliest grades. Our increased investments  
23 in turnaround some of the most challenge  
24 schools will accelerate student progress.

1 And we are giving our principals the  
2 flexibility necessary to create and enact  
3 their school visions. And we are equipping  
4 our teachers with the tools they need to  
5 create modern engaging classrooms. As part  
6 of our investments, we will partner around  
7 fair labor agreements that allow for 21st  
8 Century learning environments.

9 Recruiting and maintaining great  
10 teachers is vital to achieving great schools  
11 that serve all Philadelphia students. Today  
12 I can update you on our multi-tier  
13 recruitment effort to fill what we  
14 anticipate to be 1,400 teacher vacancies.

15 Right now, we have over 1,200  
16 applications from external candidates with  
17 still more coming in. We are on pace to  
18 have over 1,000 vacancies filled both  
19 through external hires and internal  
20 transfers, leaving another 400 vacancies yet  
21 to be filled. While we are making good  
22 progress, there is still work to do and we  
23 can use your help.

24 There are subjects that have fewer

1 candidates like Special Education, Language,  
2 Math and Science. We can use your support  
3 in getting the word out and referring  
4 interested teachers to us. We are also  
5 taking action with regard to the problem of  
6 substitute teaching.

7 For years, we have fallen short at  
8 recruiting substitute teachers. We sought a  
9 solution by partnering with a company that  
10 specializes in staffing services. And  
11 unfortunately, that partnership failed.

12 While the arrangement fail, we still believe  
13 that the best way to provide substitutes to  
14 all schools is through a partner.

15 For the upcoming 2016/2017 school years,  
16 we are moving to the largest and most  
17 experienced provider of substitute staff in  
18 the industry and educational staffing one  
19 with over two decades of experience in the  
20 field. Just yesterday, in an effort to be  
21 more transparent about how we do our work  
22 and challenges -- and the challenges we  
23 face, we delivered our second quarterly  
24 report to City Council under the terms of

1 the Intergovernmental Cooperation Agreement.  
2 We have held numerous briefings outside of  
3 the budget season to allow for more in-depth  
4 discussions around important issues to  
5 schools and to you, the Councilmembers, and  
6 your constituents. We appreciate your  
7 involvement, your support, your ideas and  
8 your continued willingness to be part of the  
9 solution.

10 We need to work with you and our state  
11 legislature to develop a long term reliable  
12 and sustained funding model for the School  
13 District. Our Five Year Plan is based on  
14 reasonable assumptions. These assumptions  
15 include, however, a loss of revenue when the  
16 City's AVI market value adjustments  
17 accounted in the state's reimbursement  
18 formula, and when the Cigarette Tax sunsets  
19 at the end of Fiscal Year 2019.

20 This fiscally responsible budget shows  
21 positive fund balances through Fiscal Year  
22 2018 following by a negative fund balances  
23 beginning in 2019. This is due to the  
24 simple fact that our projected expenditures

1 are nearly double the rate of our revenue  
2 growth. Working together we have an  
3 opportunity to develop a road map to head  
4 off these challenges. We are committed to  
5 getting ahead of the problem and want to  
6 work with the City and State now while we  
7 have time provided by modest fund balance to  
8 find recurrent sources of revenue. We must  
9 act now to ensure a stable future for our  
10 children and for the City.

11 Every time I walk into a Philadelphia  
12 school, meet with a student, see a teacher  
13 in action, hear the product of parent or  
14 family member or feel the promise of a  
15 principal, I am reminded of our potential to  
16 be one of the nation's greatest public  
17 school systems. The future of the children,  
18 our schools and our City depends on how we  
19 serve our children.

20 I appreciate your time, and all that you  
21 have done already. And I'd like to take  
22 this moment to also offer particular thanks  
23 to Councilman Domb for donating your Council  
24 salary to support ten of our high need

1 schools.

2 I am happy to answer any of the  
3 questions from you, Council President, and  
4 from Members of City Council. Thank you.

5 COUNCIL PRESIDENT CLARKE: Thank you,  
6 sir. I want to thank Councilman Domb also  
7 because he's -- I understand one of the next  
8 ones tee'd up in my councilmatic district.  
9 Thank you, sir.

10 Yeah. Dr. Hite, you had actually warmed  
11 me pretty much with the video. And I was  
12 like, okay, whatever you want. Then you  
13 gave me your testimony, and I was like all  
14 right. Sometimes you got to quit while  
15 you're ahead.

16 DR. HITE: That's right. Stop the  
17 video.

18 COUNCIL PRESIDENT CLARKE: Real quick,  
19 though, thank you for your testimony. Real  
20 quick.

21 So union negotiations with PFT and  
22 Workforce, and I understand to some degree  
23 you can't really talk about the specifics.  
24 But we have been going through this for

1 quite some time. I've always said and a  
2 number of members have said until you  
3 stabilize your expenditures, which the  
4 personnel is probably the largest, can't  
5 really get a sense of how much revenue you  
6 need to run the ship.

7 So one, does it look like in the  
8 foreseeable future that we are going to get  
9 where we need to get with respects to the  
10 contract?

11 And two, in your budget projections,  
12 disregarding what the State will ultimately  
13 give, is there revenues built into your  
14 proposed budget that can accommodate a  
15 reasonable contract with the PFT?

16 DR. HITE: Yes. I will respond to the  
17 first part. And then I'm joined today in  
18 addition to the Chair of the SRC, by Uri  
19 Monson, the Chief Financial Officer.

20 For the first part, I do want to thank  
21 you for the question, Council President. We  
22 have some ongoing negotiations with two  
23 other units, as well. With CASA who made  
24 some significant sacrifices in the past. We

1 are in active negotiations with them. With  
2 32BJ, as you know, who made some pretty  
3 significant sacrifices in the past, as well.  
4 Those two are going on. And we are working  
5 under the auspices of a state-appointed  
6 mediator with the -- with the negotiations  
7 with PFT. And those talks are occurring,  
8 and occurring with a level of frequency now  
9 that -- that give us the ability to continue  
10 those conversations. But that is through  
11 the auspices of the state-appointed  
12 mediator.

13 We have included some monies in the  
14 budget for all labor negotiations. And  
15 Mr. Monson, if you want to add any piece to  
16 that.

17 MR. MONSON: Good morning, Council  
18 President. Uri Monson, Chief Financial  
19 Officer for the District.

20 Just to follow up, included in the  
21 \$440 million of investments which Dr. Hite  
22 referred to, is investment in talent and  
23 workforce which includes the supplemental  
24 teacher hiring we are doing now. The



1 counsel in every school nurse and every  
2 school building and funding for what we  
3 believe would be fair workforce agreements  
4 that allow for the 21st century learning  
5 environments. We do have funds in there  
6 that we believe will allow us to reach  
7 agreements with all of our bargaining units.

8 COUNCIL PRESIDENT CLARKE: Okay. Page 3  
9 of testimony talks about Five Year Plan is  
10 based on reasonable assumptions including  
11 loss of revenue attributed to the City's  
12 move to AVI and the market value adjustments  
13 accounted in the State's reimbursement  
14 formula, and the sunseting of the Cigarette  
15 Tax at the end of FY19. That sunset  
16 provision is a significant loss of revenue.

17 How are we going to address these  
18 shortfalls? Or do we have a plan yet that  
19 you can talk about publicly?

20 Since this is a public hearing, I  
21 shouldn't --

22 MR. MONSON: Our plan actually is to  
23 let -- the goal of the Five Year Plan the  
24 way we laid it out is to put before you what

1 is, what the current law is, what current  
2 trends are, what we expect. If everything  
3 we know today were to play forward, this is  
4 what would be. As you can see, as a result  
5 in our Five Year Plan, we end Fiscal Year 21  
6 with a \$600 million fund balance deficit,  
7 negative fund balance. Half of that is  
8 directly attributable to those two issues.

9 Our goal that we laid out for you again,  
10 is there is no monetary ask. It's an ask  
11 for the opportunity to sit down with the  
12 City, with the State and all of our funders  
13 to identify we have a problem down the road  
14 and not wait for down the road to get there  
15 and figure out the solution to that problem  
16 as we have no control over our revenues. We  
17 have limited control over our expenditures.

18 But we wanted to have a discussion now,  
19 ideally not under the pressure of a budget  
20 hearing, and when you are all dealing with  
21 your own budget, State with its budget, to  
22 discuss what the long term plan is to close  
23 that gap so that we can maintain the  
24 investment levels we want to maintain in our

1 schools.

2 COUNCIL PRESIDENT CLARKE: Thank you.

3 One last question.

4 In terms of your budget proposal, how  
5 does it align with the advent of community  
6 schools? And to what degree are you  
7 interacting with the City of Philadelphia's  
8 Office of Education as it relates to  
9 community schools?

10 I know we have talked about it  
11 personally, but is there strategic plan?

12 DR. HITE: Yes. Absolutely. We have  
13 two individuals on staff who are working  
14 directly with the Mayor's Office of  
15 Education and working through that. And  
16 there are weekly meetings, I believe, if not  
17 twice a week. But there is a lot of --  
18 there is a lot of integration and alignment  
19 in terms of that work moving forward.

20 And so -- and we have two members of our  
21 senior team who are also a part of that  
22 planning task force.

23 COUNCIL PRESIDENT CLARKE: Okay. Thank  
24 you. Want to turn this over to Councilwoman

1 Blackwell at this moment.

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

4 I got the taller chair.

5 Good morning. Thank you for being here.  
6 There are many rumors around even about  
7 split classes and where we will be in that  
8 area in the fall.

9 Do you have any information about that?

10 DR. HITE: I do have some information  
11 about that, Councilwoman Blackwell. We have  
12 now at the moment because of some  
13 investments we made in the past, we started  
14 to focus on schools that have had split  
15 classes for a number of reasons. And those  
16 reasons are things like the lack of funding,  
17 leveling which is a process that is done in  
18 the fall, and space in some cases.

19 And so, one of the investments that we  
20 have begun is the elimination of many of the  
21 split classes that are not designed for  
22 instructional purposes. At the moment, we  
23 have fewer than 30 split classes. And one  
24 of the things that we are trying to

1 determine are which ones are split because  
2 of instructional -- because of an  
3 instructional design or work that a  
4 principal and his or her teachers are trying  
5 to accomplish.

6 But it is our goal to eliminate all  
7 split classes except those that are part of  
8 the instructional program.

9 COUNCILWOMAN BLACKWELL: Thank you.  
10 That is so important. We spent nearly a  
11 year with a parent worried about her child  
12 graduating because a child was put in a  
13 split class at a lower level. And she  
14 called us over and over and came to every  
15 meeting in the community. We heard. That's  
16 very important and that's good news.

17 We are glad to hear about the  
18 counselors. We are very happy to hear about  
19 teachers. And those have been major issues  
20 that we've tried to deal with this year.

21 Having said that, I will come back and I  
22 will call on some of my colleagues for  
23 questions, as well.

24 Councilwoman Gym.

1 COUNCILWOMAN GYM: Thank you very much,  
2 Madam Chair.

3 Good morning.

4 DR. HITE: Morning.

5 COUNCILWOMAN GYM: I want to thank the  
6 School District for its decision to put a  
7 full-time nurse and counselor back in every  
8 school. I think it's an important move  
9 forward. It's not sufficient, but it's an  
10 important step to do something that to me is  
11 an essential aspect of the School District's  
12 mission at this particular stage of its  
13 existence. That is, it's important for us  
14 to make our schools, schools again.

15 In 2013 when the most severe budget cuts  
16 happened, Dr. Hite, you were on Radio Times  
17 and did a pretty stunning interview when you  
18 talked about when students return to schools  
19 back in 2013, they may not recognize schools  
20 because the typical resources that were  
21 there were not going to be there any longer.  
22 I think that after years of shortfalls, we  
23 are back in a situation where we can talk  
24 about investments and what it means to --

1 what we need to do to reinvest back in core  
2 services that are fundamentally about the  
3 mission of schools that uphold your  
4 curricular mandates by the state code, that  
5 rebuild confidence in our schools for new  
6 families and parents who are currently here.  
7 And either bring our families back into our  
8 district or convince them not to leave.

9 This budget to me then, because we don't  
10 have the constrictions of asking for  
11 additional money, is fundamentally about the  
12 School District's choices. It's about the  
13 choices you are make to invest in certain  
14 things over others. And the big reason we  
15 are able to talk about these new investments  
16 is that the District did not spend funds  
17 that were currently budgeted this year. In  
18 fact, a huge portion of it is about talking  
19 about the, you know, making reference to  
20 what you now say are a thousand vacancies in  
21 our system. And the District has  
22 acknowledged that there are good savings and  
23 there are bad savings. And that the savings  
24 that have resulted in the current fund

1 balance are fundamentally bad savings to a  
2 large portion.

3 I really wanted to go through some of  
4 the numbers from the consolidated budget  
5 that I think are extremely staggering to  
6 talk about. Because they give a picture of  
7 what the School District has looked like for  
8 the past year.

9 \$20 million was saved due to vacancies  
10 among K to 8 teachers; and \$2.5 million was  
11 saved due to vacancies among middle school  
12 teachers; over \$6.5 million was saved due to  
13 vacancies among secondary education  
14 teachers; \$17.2 million out of \$140 million  
15 was not delivered to low incident special  
16 education staff. We missed \$1.9 million  
17 among high incident special ed staff; almost  
18 \$2 million amongst counseling staff;  
19 \$1.3 million in vacancies due to our nurses;  
20 \$9.5 million due to vacancies among  
21 custodians and building engineers;  
22 \$4 million saved due to vacancies among  
23 maintenance and repair staff; and \$2 million  
24 saved due to vacancies among special



1 education bus attendants.

2 In combination, that's over \$65 million  
3 that was expected to be spent on effective  
4 staffing and effectively wasn't spent or  
5 used. And this means that there is  
6 across-the-board problem around filling  
7 vacancies. It's not just teacher vacancies  
8 that we are talking about. We have a  
9 problem that goes beyond the 180 teacher  
10 vacancies that exist in the District.

11 And as Councilwoman Blackwell mentioned  
12 and the Chairwoman mentioned is that the  
13 problems have become evident around things  
14 like these split grades which had been  
15 abolished in previous administrations as  
16 being pedagogically inappropriate when done  
17 due to financial reasons. It's overcrowding  
18 on a massive level within our elementary and  
19 our high schools including core subject  
20 areas that are gone missing.

21 And I guess, you know, I want to raise  
22 three challenges to the District and ask you  
23 to respond back to those. Because I think  
24 this question of how we're going to make our

1 schools actually schools again is essential  
2 challenge. It requires us to take and pay  
3 attention to not only staffing, but making  
4 sure that curricular mandates are filled.  
5 That we are doing audits and paying  
6 attention to what's going on. It means we  
7 are looking at basic needs of schools  
8 including something as basic as water  
9 access.

10 So my three questions or challenges to  
11 the District that I'm hoping you can respond  
12 to are the following. You made mention to  
13 the Councilwoman about the split grades and  
14 the overcrowding that has existed. But can  
15 you assure us that you will abolish this  
16 practice of split grade classrooms for  
17 financial reasons and commit that schools  
18 will not be impacted in the coming  
19 September, but that it's a commitment that  
20 you're making?

21 The second question has a lot to do with  
22 human resources. Everybody in this Council  
23 is fully on board with you hiring for these  
24 staffing positions. And I think the Council

1 President made a great point about  
2 contracts, but we are really concerned about  
3 the lack of a permanent strong leadership in  
4 your Office of Talent and getting that  
5 capacity in place. And how you are actually  
6 going to be able to hire teachers and nurses  
7 and counselors and building engineers and  
8 physical therapists when we haven't had a  
9 permanent talent officer since July of 2015.

10 And the last question is about water  
11 access. Water access has been a major and  
12 repeated concern by and for students and  
13 families in the School District. Last week  
14 our office introduced legislation that  
15 wanted to bring in water fountains, one per  
16 every 100 students. But more than just  
17 access to water, students have complained  
18 about quality of water.

19 So, there have been some research around  
20 hydration stations. You have mentioned that  
21 you are looking for short term investments.  
22 And the Food Trust has done some number  
23 crunching in this area, estimating about  
24 \$1,500 per water hydration station. And we

1 are talking about investments of less than a  
2 million dollars if you added in three per  
3 school to guarantee cold, fresh and safe  
4 water access to young people.

5 And could you talk about committing to  
6 working on this issue to install either  
7 these hydration stations and work with us on  
8 the water access issue for the coming year.

9 DR. HITE: So, I will take your  
10 questions in order, Councilwoman Gym.  
11 The -- to the first question, yes. As  
12 included in my testimony and my response to  
13 the Council President, I am willing to go on  
14 the record to say that except for  
15 instructional decisions by principals, we --  
16 it is our goal to eliminate all split  
17 classes. And while those have been  
18 eliminated by prior administrators, prior  
19 administration, some teachers -- some  
20 schools have used those as an instructional  
21 approach.

22 And so, we are trying to discern of the  
23 30 remaining split classes who is doing that  
24 out of need, and who is doing that out of

1 design. Some of our school redesign  
2 initiatives are actually using that approach  
3 as an instructional model. So yes, we  
4 commit to that except where it is the  
5 instructional practice of the school to do  
6 otherwise.

7 To the second point on the hiring, you  
8 are right. And nobody sitting at this table  
9 or behind me is -- it's not for a lack of  
10 effort in terms of trying to fill many of  
11 the vacancies that we currently have. And  
12 we are trying to get ahead of this for next  
13 year. But I think part of the solution to  
14 this is also changing the message and the  
15 brand.

16 And it doesn't help us in recruiting if  
17 over the last several years we had massive  
18 school closings and then massive layoffs and  
19 then we didn't know if we were going to open  
20 the following year because of State budgets.  
21 And then this current year because of a  
22 State budget, we sent letters out in  
23 December that said we don't know if we will  
24 be able to pay people in January if there is

1 no State budget. And so, part of this is  
2 also changing the brand of Philadelphia so  
3 that it becomes a more attractive place for  
4 individuals.

5 And the other part of that is having a  
6 systems in place. And to your point, we are  
7 finalizing a selection for, we hope, a  
8 leader of Talent or HR that we hope will  
9 happen over the next week or so. And so,  
10 that work is going on in earnest. And we  
11 feel like we are moving towards opening  
12 schools without the significant number of  
13 vacancies that we have had this year.

14 I will add, though, I am anticipating  
15 hiring for -- we are going to be able to  
16 hire prior to the end of June for all of the  
17 vacancy numbers we have. As I indicated to  
18 you in a different conversation, we are  
19 still going to be challenged in areas like  
20 Special Education, Language, Math, Science.  
21 We know that already. And we're going to  
22 need additional help and support. So if in  
23 fact there are interest of any  
24 Councilmembers who can host job fairs or

1 career fairs or interest or meet and greets  
2 for individuals who are candidates, we will  
3 gladly accept that support and that  
4 collaboration.

5 With respect to the water and the  
6 dehydration stations, Fran Burns has been  
7 working, Chief Operation Officer, has been  
8 working on this issue in a pretty  
9 significant way. And so, I am going to  
10 invite her up to respond to the third  
11 question. Yes, we are interested in  
12 resolving this issue. But because Fran has  
13 been working on this, I want to invite her  
14 up to respond.

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

17 Councilwoman, yesterday we issued the  
18 District's first ever Sustainability  
19 Program. And thank Councilman Taubenberger  
20 and Councilwoman Blondell Reynolds Brown for  
21 joining us during the release.

22 On page 26 of the report, Action Item  
23 Number 56, we actually speak to providing  
24 bottled water and accessible hydration

1 stations throughout the District. So a  
2 couple things are currently underway.

3 One, is that some schools are already on  
4 their own initiative and the school-based  
5 leadership through the principal and  
6 teachers have some hydration stations and  
7 actually did them through fundraising. The  
8 others we have a healthy schools committee  
9 that is spearheaded by our Environmental  
10 Director Francine Locke. The Food Trust is  
11 an active participant in that committee.  
12 And we have extended an outreach through  
13 Council President Clarke to have  
14 Councilmembers and their staff participate  
15 in that committee.

16 And so, a few things are happening  
17 around that. Yes, we have the same quote of  
18 about \$1,500 per hydration station. But  
19 it's mixture of right now very positive  
20 momentum of places where, one, there could  
21 be grants to provide for the hydration  
22 stations; second, where there is again  
23 already some momentum towards some other  
24 outside funding for the program; and then



1 third, we are committing through our Food  
2 Services Division to installing hydration  
3 stations in a certain number of schools.

4 COUNCILWOMAN GYM: Thank you.

5 Thank you very much, Council --  
6 Chairwoman. But Ms. Burns, you know, the  
7 issue is not fundraising for water. It's  
8 about will the District commit to putting  
9 forward, you know, what could range between  
10 a half a million to a million dollars to  
11 ensure that Action Item Number 56 is  
12 actually a priority for September 2016.

13 Will you commit to making this water  
14 access issue a priority for schools?

15 MS. BURNS: Oh, it's absolutely a  
16 priority. But in terms of the funding, we  
17 are committing to a certain amount of  
18 schools through the Food Services -- through  
19 our Food Services Fund to fund. And while  
20 we look at potential funding through other  
21 sources. In addition, we still have, I  
22 think, some investment decisions through the  
23 CFO's office that have yet to be made.

24 In terms of priority, it's absolutely a

1 priority. We are working on it. We have  
2 got great partnerships that have gotten us  
3 to this point.

4 COUNCILWOMAN GYM: Thank you very much,  
5 Madam Chair. I just wanted to thank and  
6 I'll have other questions on the go around.

7 Just a really quick statement, Dr. Hite,  
8 that I do hope the District does understand  
9 the current crisis within it as just being  
10 an issue of branding and messaging. That  
11 there is no teachers' contract that has  
12 existed for three years. We have -- you  
13 know, the School Reform Commission has been  
14 explicit about what it would like to do. It  
15 is in court currently to talk about this.  
16 There is constant outsourcing. We have made  
17 conscious decision about nurses, substitutes  
18 and other types of things.

19 There is -- it's not just a messaging  
20 issue. There is a clear direction, and it's  
21 about choices. And I definitely hope that,  
22 you know, you will work with us to try and  
23 not just change a message, but change an  
24 approach to how we're looking at this

1 situation.

2 DR. HITE: Yeah. We're absolutely  
3 changing the approach, Councilwoman. And we  
4 are changing the approach by starting much  
5 earlier, by trying to resolve all of our  
6 labor agreements not just with the PFT but  
7 with everyone else. And providing those  
8 individuals with the tools and environments  
9 they need in order to be successful.

10 I appreciate your questions.

11 Thank you.

12 COUNCILWOMAN BLACKWELL: Thank you.

13 Thank you very much.

14 Councilman Oh.

15 COUNCILMAN OH: Thank you very much  
16 Chairwoman.

17 Good morning.

18 DR. HITE: Good morning.

19 COUNCILMAN OH: I do appreciate your  
20 coming by the other day as you have been  
21 making your rounds and talking about a lot  
22 of these issues. So, I do have a few  
23 questions.

24 The first is about the funding. As

1 you've indicated, by -- well, right now we  
2 have a fund balance because monies that you  
3 wanted to spend to provide for the important  
4 personnel and education was not spent. So  
5 therefore, there's a fund balance. It's not  
6 that we have, you know, properly funded our  
7 school and there's extra money. We have  
8 actually done the opposite.

9 And so, as you begin to spend this money  
10 to correct the situation to try to improve  
11 education, you indicate that by 2019, you're  
12 going to have a shortfall of about  
13 140 million; by 2020, 375 million shortfall;  
14 and by 2021, \$603 million shortfall. Which  
15 combined is like close to a billion dollars  
16 just in your operating and, I suppose,  
17 capital budget; is that correct?

18 MR. MONSON: It's actually not. It  
19 rolls one into the other, so it builds.

20 COUNCILMAN OH: It builds.

21 MR. MONSON: You really shouldn't add  
22 them. By the end of the five years, we  
23 would be at \$600 million. Is the best way  
24 to look at it.

1 COUNCILMAN OH: Is that operating and  
2 capital or just operating?

3 MR. MONSON: That's just operating.

4 COUNCILMAN OH: Just operating. Capital  
5 expenditures for building and securities  
6 would be another additional amount of money;  
7 is that correct?

8 MR. MONSON: Correct.

9 COUNCILMAN OH: Okay. So that being the  
10 situation, I am concerned that the City, it  
11 appears, is going to be asked to provide a  
12 portion of that money. If not, you know, a  
13 very large portion depending on what happens  
14 with the State which we never know what  
15 happens with the State. But the City is  
16 going to be asked to provide these revenues.

17 Is that a fair assumption?

18 MR. MONSON: I think our goal at this  
19 point as we've stated is to have all of the  
20 funders come together to have a discussion  
21 with us about how to achieve a sustainable  
22 structurally balanced budget.

23 COUNCILMAN OH: Kind of in light of  
24 that, I am concerned as you are that as you

1 mentioned with the conclusion of the  
2 Cigarette Tax in 2019 and then the  
3 sunseting of the PICA portion of the Wage  
4 Tax in 2023, that according to our  
5 representatives, will put us in a  
6 \$350 million hole on an annual basis unless  
7 something is done, which I don't know when  
8 that's going to be addressed.

9 We are also looking at Sales Taxes which  
10 we expect to decline over a period of time.  
11 You know, we have a 2 percent sales tax  
12 higher than the surrounding counties, and we  
13 are looking at a Soda Tax. My issue is that  
14 while we have this issue of PreK, which is a  
15 new program that needs new administration  
16 and about \$60 million per year from the  
17 City, we are going to be asked to provide  
18 money to the schools.

19 Is there some, you know, kind of broad  
20 or forward thinking plan that you have to  
21 look at the ability of the City to provide  
22 that money?

23 In other words, if we start using up  
24 money -- like we don't have endless pots of

1 money. If we start using up money that you  
2 are going to want to use in the future, it  
3 won't be there.

4 Have you kind of coordinated with the  
5 Mayor over these issues?

6 DR. HITE: I will speak to the PreK  
7 issue. Naturally, we are for universal  
8 PreK. And we think that it's really  
9 important. One of the things that -- and  
10 that's part of the Mayor's Office along with  
11 community schools. That's an initiative  
12 that they are working through.

13 And is it -- it's my understanding that  
14 that initiative is to develop high quality  
15 providers in that space. The District does  
16 now contract with PreK providers and we have  
17 our own PreK program. But that -- we have  
18 limited capacity inside of our structure to  
19 do that work. And we have no capacity to  
20 develop providers which is a large part of  
21 the Mayor's approach to PreK.

22 The -- one of the reasons we are doing  
23 the Five Year Plan is, as Mr. Monson stated  
24 earlier, to ensure that there is a clear

1 understanding of what our current situation  
2 looks like. But in addition, what the long  
3 term situation will look like over the next  
4 five years.

5 And so, it is -- so our request is as  
6 you've heard before is how do we think about  
7 this in terms of the things that we can do  
8 right now to address these issues. If there  
9 is a solution to the AVI wage reimbursement  
10 problem? Is there a solution to the  
11 Cigarette Tax expiration? Can we think of  
12 other ways to generate revenue for the  
13 District in the long run.

14 But it wasn't -- we are coordinating  
15 with the Mayor in so much as we are a part  
16 of that team. We just cannot do the type of  
17 work that the Mayor's Office is attempting  
18 to do around PreK.

19 COUNCILMAN OH: Right. Can I say in  
20 response, two issues arise. One, is that  
21 you are a School District with building  
22 situated throughout the City, with certified  
23 teachers, with the infrastructure with all  
24 kinds of supports that you have been doing



1 for a long time. Yet, you don't have the  
2 capacity or ability to implement an  
3 additional universal PreK.

4 DR. HITE: Yeah. We don't have the  
5 capacity to develop providers.

6 COUNCILMAN OH: Okay.

7 DR. HITE: That's a big distinction.

8 COUNCILMAN OH: Right.

9 DR. HITE: And we do have -- and we do  
10 have the ability if, in fact, we were to --  
11 we could use -- we could probably host  
12 another 500 children using our current set  
13 of providers --

14 COUNCILMAN OH: Okay.

15 DR. HITE: -- and be ready for the fall.  
16 Beyond that, we will run into space issues  
17 because there are some mandates as the  
18 School District.

19 COUNCILMAN OH: Right.

20 DR. HITE: We are mandated to serve  
21 children who are learning English. We are  
22 mandated to serve children who have special  
23 needs particularly at the early ages. And  
24 so, those young people we have mandates to

1 serve them first. And then that is  
2 utilizing a lot of the space that would  
3 otherwise be available for some of the PreK  
4 spaces.

5 COUNCILMAN OH: The City does not have  
6 such a mandate. We don't have to deal with  
7 non-English speakers, persons with  
8 disabilities, children with autism, learning  
9 disabilities.

10 DR. HITE: No. We would have to do that  
11 as the School District. We have to support  
12 that first.

13 COUNCILMAN OH: The City doesn't.

14 DR. HITE: The City would then develop  
15 providers. This is my understanding. The  
16 City would then develop providers who are  
17 also, who are already offering some  
18 childcare at the early years and develop  
19 those providers as PreK providers. And  
20 that's what the District does not have the  
21 capacity to do. We don't develop current  
22 providers. We just contract with  
23 providers --

24 COUNCILMAN OH: Right.

1 DR. HITE: -- once they are deemed high  
2 quality. The development of that group  
3 would require different type of work that is  
4 very different than -- than just teaching a  
5 PreK class.

6 COUNCILMAN OH: Right. I am going to  
7 ask the Chairwoman, I understand the bell  
8 has rung Madam Chair. But I think that, you  
9 know, kind of these discussions might  
10 warrant a little longer conversation.  
11 Otherwise, we just go around in a circle,  
12 kind of pick up where we left off in a very  
13 disjointed incoherent matter.

14 Would that be okay, Chairwoman?

15 COUNCILWOMAN BLACKWELL: Yes.

16 COUNCILMAN OH: Thank you very much.

17 So if the School District then says the  
18 City which has never done PreK before, go  
19 ahead and do PreK, we need an infrastructure  
20 and what not. We are going to use the  
21 money. We're going to develop the  
22 providers, and we are going to do this on a  
23 declining base of revenues which is the Soda  
24 Tax, if that's how it's funded. Could be

1 funded some other way. I think the issue is  
2 what is sustainable funding.

3 But I got to be a little concerned if  
4 while you don't have the ability to develop  
5 new providers and the City starts this whole  
6 project, but yet in a few years you are  
7 going to need more money. And the City has  
8 committed itself to maintaining a program on  
9 declining revenues that we are going to have  
10 to look for revenues ourselves. And I'm not  
11 saying there aren't maybe perhaps revenues  
12 out there.

13 But then in the area of sustainable  
14 funding, you know, I think about the fact  
15 that, for example, we have Uber and Lift  
16 operating in our City. They are a business  
17 making money, making a lot of money. They  
18 have -- they pay no taxes. They are  
19 licensed. They don't -- they're not  
20 regulated. We don't know if they have drunk  
21 drivers, people have suspended licenses or  
22 whatever.

23 And then all the folks who are part-time  
24 drivers as most cabbies are part time, that

1 we don't know what the -- I don't think  
2 we're getting their wage tax either. I just  
3 think that, for example, we have some  
4 entities in our City that the revenues used  
5 to go to the City, and they no longer go to  
6 the City. I think that -- those are the  
7 issues.

8 You know, when I go to Harrisburg and  
9 talk to the folks there, the issue is we're  
10 not getting more money from them. But the  
11 question is, can we keep more of the  
12 revenues that we generate in our City to use  
13 for our City and for our schools? And as we  
14 fight for these different sources of money,  
15 I have to ask this question.

16 The -- the issue one of the SRC board  
17 members now being the President and CEO of  
18 Philadelphia Education Fund, how is that not  
19 a conflict?

20 MS. NEFF: I guess that question is for  
21 me.

22 COUNCILMAN OH: It's for whoever wants  
23 to answer it including the General Counsel.  
24 Anyone who would like to answer.

1 MS. NEFF: Unfortunately, our General  
2 Counsel is not here.

3 COUNCILMAN OH: Okay.

4 MS. NEFF: But the opinion of our  
5 General Counsel, the legal opinion of our  
6 General Counsel is it does not constitute a  
7 broad conflict. And happy to have the  
8 General Counsel speak to you directly or to  
9 provide you with that legal opinion in  
10 writing.

11 COUNCILMAN OH: Okay. I mean, I respect  
12 the General Counsel. I don't actually know  
13 who it is personally, but I have no reason  
14 not to respect their legal abilities at this  
15 point in time.

16 I will say that when I go on the  
17 website, it says specifically that their  
18 goals and objectives are to establish and  
19 coordinate high quality educator development  
20 and support for Philadelphia public schools.  
21 Specifically, Philadelphia public schools,  
22 not private schools, not outside of the  
23 City. And they have an entire agenda of  
24 what they think is best. And they advocate

1 for these things, and they influence the  
2 School District. And I don't understand how  
3 it would not be a conflict. But I am going  
4 to certainly receive the legal opinion of  
5 General Counsel.

6 I will say that I know that when SRC  
7 Member Councilman Bill Green was a member of  
8 City Council, whenever his law firm was  
9 handling something, he would submit a letter  
10 and he would recuse himself from the vote.  
11 But his law firm handles many, many issues  
12 not simply with the School District or with  
13 the City. Whereas, the Philadelphia  
14 Education Fund seems to be particularly --  
15 it's particularly -- it only exists to  
16 influence what the School District does,  
17 okay?

18 MS. NEFF: I hear you.

19 COUNCILMAN OH: I look forward to  
20 getting that. Thank you.

21 MS. NEFF: Thank you.

22 COUNCILWOMAN BLACKWELL: If this is  
23 submitted in writing, we ask that you submit  
24 it to the Chair. And we will distribute it.

1 COUNCILMAN OH: Thank you very much.

2 COUNCILWOMAN BLACKWELL: Thank you.

3 You're welcome.

4 Councilman Domb.

5 COUNCILMAN DOMB: Thank you, Madam

6 Chairwoman and good morning.

7 DR. HITE: Good morning.

8 COUNCILMAN DOMB: Just a few comments,

9 and I have some questions.

10 First of all, I want to congratulate you

11 all on hiring Uri Monson. Great hire.

12 Great hire. And I felt very comfortable

13 when I heard he was being hired because I

14 felt we were in good hands, so that's a good

15 thing.

16 I want to go in your report. You have

17 the 3.0 status. I want to ask you on the

18 report card for the School District, are we

19 achieving the four goals that you set out?

20 Are we on track? Are we ahead? Are we

21 behind? Where are we for those four goals?

22 DR. HITE: We are on track. And we are

23 a little behind in terms of -- naturally, we

24 are behind on the talent this year because



1 we had some unfilled positions. And by the  
2 way, we are behind on the children reading  
3 at grade level by the time they are eight  
4 years old. And so, those are the areas  
5 where we are behind.

6 COUNCILMAN DOMB: How about graduation  
7 on the rates?

8 DR. HITE: We are on track in terms of  
9 our graduation rate. And we are trying to  
10 achieve a five year target of 80 percent.  
11 So while our current target is 65 percent,  
12 we are on track to a five year rate of  
13 80 percent. And our -- and one of the  
14 things we are also on track to do is have --  
15 go from one out of the every three children  
16 reading on grade level to two out of every  
17 three children reading on grade level by the  
18 time. But we think that all of the efforts  
19 that we are doing, particularly in the early  
20 years, will help us with that.

21 COUNCILMAN DOMB: Can you also come back  
22 to us, you don't have to do it today, with  
23 what you need to do to get some of those --  
24 two of those goals back on track. I think

1 your goals are good. I'd love to see that  
2 in four years we have 80 percent high school  
3 graduation rate. And I wasn't clear about  
4 students who attended college the year after  
5 graduating. Says in the book 55 percent.

6 Was that the current rate today or is  
7 that the goal?

8 DR. HITE: That's the goal.

9 COUNCILMAN DOMB: That's the goal.

10 DR. HITE: Yes.

11 COUNCILMAN DOMB: What is the current  
12 rate today?

13 DR. HITE: I will get that for you.

14 COUNCILMAN DOMB: Okay. Those kind of  
15 statistics if we are on track, I mean, I  
16 think there is a good story. If those goals  
17 are being achieved, we should tell that  
18 story.

19 DR. HITE: I will get that for you.

20 COUNCILMAN DOMB: Okay. I want to make  
21 sure I understand on the financial side of  
22 things, because you gave a good  
23 presentation. That down the road we are  
24 going to be \$600 million in the hole

1 basically. Looking at the budget, you  
2 pointed this out, the changes of AVI and the  
3 Cigarette Tax and looks like the charter  
4 schools is a big piece of that.

5 Is there a recommendation that you all  
6 can make to us as to how to deal with those  
7 three issues and what you'd like to see  
8 happen?

9 MR. MONSON: We have laid out regarding  
10 the Cigarette Tax and the AVI change. They  
11 are both in the hands of the State. We have  
12 spoken to state legislatures throughout  
13 the -- across the general assembly, made  
14 them aware of these concerns when we did the  
15 presentation before the SRC before  
16 Councilmembers of the budget. We have also  
17 done it for various delegations in  
18 Harrisburg. It's not an issue we can solve.

19 The Cigarette Tax, in fact, when the  
20 City approved it, they approved it ongoing.  
21 The SRC's approval is also ongoing. It's  
22 the state that has the Sunset Provision.  
23 It's the state that would need to unwind  
24 that. Similarly with the AVI, it's a state

1 ratio formula. They would need to come up  
2 with solution. Our goal here was to point  
3 out to them exactly what the impact of that,  
4 the current law is. And that is an issue we  
5 need to have addressed. Those pieces, as I  
6 mentioned before, make up about half of  
7 \$600 million problem we have over five year  
8 period.

9 In terms of the charter school expenses,  
10 I think we have all spoken about it at  
11 various points, the fact that -- I will use  
12 the Auditor General when he was in here the  
13 past couple weeks, that it's a funding  
14 system that doesn't really work for anybody.  
15 It's not reliable. It's not predictable.  
16 In fact, we have meetings with some of the  
17 charter schools. It doesn't really work for  
18 them either in the way it's set up.

19 And there are a lot of issues with it  
20 not just in terms of the amount of dollars  
21 going into the system, which we've all  
22 spoken about since the dollars were reduced  
23 four years ago. But the system overall  
24 needs to be overhauled again. That's

1 ultimately a state -- it's a common theme  
2 unfortunately with all three of these. All  
3 of them are in the hands of state. There  
4 are a lot of issues surrounding charter  
5 school law both in terms of oversight and  
6 financing that all of us would like to see  
7 addressed.

8 COUNCILMAN DOMB: Financially, just want  
9 to make sure I'm clear. The charter school  
10 increase in the budget that you gave us is  
11 about \$380 million over the next four, five  
12 years?

13 MR. MONSON: Yes. And it's a  
14 combination of the number of seats. I mean,  
15 dollars go by seat, not by school. And  
16 they're per pupil rate. I can actually  
17 illustrate that best with next year's  
18 investment. So charter school expenditures  
19 next year are going up \$121 million.  
20 60 million of that is related to the number  
21 of -- they increase the number of seats.  
22 \$61 million of it is related to the required  
23 additional investment on a per pupil basis.

24 Every dollar we put in, so Dr. Hite

1 mentioned the \$440 million of investments.  
2 And in particular, the investments we are  
3 making in the current fiscal year around  
4 increase in the technology in the high  
5 schools, all of our teaching materials both  
6 reading materials and math, that's  
7 \$60 million, I think, those areas alone.  
8 Every dollar we put into the schools,  
9 33 percent of that then must be added the  
10 follow year into the charter school. And 33  
11 percent of that following year and  
12 33 percent of that.

13 The net impact that is essentially every  
14 dollar the District puts into the District  
15 schools actually cost \$1.50. We can't  
16 control that. It does not mean we shouldn't  
17 invest in the schools and are committed to  
18 investing in the schools, but it has an  
19 impact over time.

20 COUNCILMAN DOMB: Is there anything we  
21 can do to help you with this problem?

22 DR. HITE: We all have to. One of the  
23 things that we have been advocating for is  
24 different charter school legislation. And

1 we have to have the charter school  
2 legislation revised, which has not been  
3 revised since its inception in '97. And  
4 the -- as a point of clarification,  
5 Councilman, I want to -- the 55 percent  
6 are -- that is the current number of  
7 children who are attending college the year  
8 after graduation.

9 COUNCILMAN DOMB: Okay. Thank you very  
10 much. Thank you.

11 COUNCILWOMAN BLACKWELL: Thank you. I  
12 assume that we have no plans to close  
13 schools again. We won't have to go through  
14 that, will we?

15 DR. HITE: We have in the budget in the  
16 Five Year Plan, Madam Chair, we have plans  
17 to -- at the current rate starting in 2018  
18 to close three schools a year. That's so we  
19 do not get back to a situation where we have  
20 large numbers of schools to close. But if,  
21 in fact, the trend stays the same in terms  
22 of children migrating to different types of  
23 schools, if we stay on that course, we would  
24 have to close -- we are predicting to close

1 three schools a year because of low  
2 utilization at those school. And I will add  
3 that this year was the first time in many  
4 years where we saw increase in the number of  
5 children who were enrolling in District  
6 schools. And so if that continues, it also  
7 changes that projection.

8 COUNCILWOMAN BLACKWELL: Do we have  
9 plans for new schools?

10 DR. HITE: We have a -- in the -- we  
11 have made a recommendation in October about  
12 some schools. We have one school that is a  
13 partnership school and would be a  
14 District-run partnership. It would be a  
15 high school in North Philadelphia with  
16 internship and apprentice approach. And  
17 that's a partnership with an organization  
18 called Big Picture. That's the only new  
19 school that we are talking about now.

20 We have some expansion of some new  
21 schools that were created some years ago,  
22 but that's because the grades are  
23 increasing. They started in ninth grade,  
24 tenth. And next year they will be in



1 eleventh.

2 COUNCILWOMAN BLACKWELL: What about  
3 schools like community schools and other  
4 special schools that we feed more materials,  
5 teachers, et cetera?

6 DR. HITE: Yeah. With the -- we are  
7 working with the community schools to look  
8 at -- we are doing an analysis of schools  
9 that will have space, the resources, the  
10 community-based resources, the City  
11 resources that are going into those schools  
12 now and really determining by need and by  
13 space what our candidates for community  
14 schools.

15 Those would not be -- those would not  
16 necessarily be new schools, but they would  
17 be existing schools that would then have  
18 additional support services and resources  
19 that are responsive to what those children  
20 and those families need in those  
21 communities.

22 COUNCILWOMAN BLACKWELL: Thank you.

23 Councilwoman Parker.

24 COUNCILWOMAN PARKER: Thank you, Madam

1 Chair. And good morning to each of you.

2 DR. HITE: Good morning.

3 COUNCILWOMAN PARKER: Let me start by  
4 thanking you, Dr. Hite, for acknowledging in  
5 your testimony the difficult choices that  
6 this City Council had to make over the past  
7 five years in the generating of revenue via  
8 vehicles and taxes that they did not want to  
9 increase but they had to do it because the  
10 state was, in essence, derelict in its  
11 responsibility to fund public education not  
12 just in the City of Philadelphia but  
13 throughout the Commonwealth.

14 And with that being said, I have always  
15 appreciated the role of our advocates on the  
16 outside of this process, groups like PCCY,  
17 Parents United, other advocacy groups  
18 because they work on the outside to sort of  
19 raise the alarm. But when we get into this  
20 body, I've been accustomed to being a part  
21 of what I call delivering solutions. Right.  
22 And so to Chairwoman Blackwell, Council  
23 President Clarke, Councilwoman Reynolds  
24 Brown and all Members of Council who were

1 part of this body who actually had to work  
2 to deliver the solutions, I say kudos.  
3 Because when we didn't get it done right,  
4 you did. I want to say thank you.

5 So with that being said --

6 COUNCILWOMAN BLACKWELL: Thank you.

7 COUNCILWOMAN PARKER: -- I want to go  
8 back to something that really alarmed me  
9 when you talked about the Cigarette Tax  
10 revenue. Because while we didn't get it all  
11 right in Harrisburg, I am proud that some of  
12 the solutions when Council acted, the  
13 permanency of that 1 percent sales tax, the  
14 Cigarette Tax, doesn't occur without the  
15 enabling authority that we get from the  
16 Commonwealth. So while we were derelict in  
17 many other areas, you know, we got a few  
18 things done while we were there.

19 With that being said, let me ask you  
20 from a very technical and process-oriented  
21 perspective, one of the things that we  
22 established when we were there, we started  
23 this at the beginning of the Nutter  
24 Administration was that when any issue arose

1 for the City of Philadelphia, and blame it  
2 on me being frazzled when I have to talk to  
3 twelve different people about an issue. I  
4 made sure that we worked very, very hard to  
5 ensure that the Administration, the Mayor,  
6 the Council President, the SRC, the School  
7 District, the PFT, charter providers, State  
8 House, State Senate, that all of us were at  
9 the table together. So that if we were  
10 trying to hammer out a compromise, like we  
11 should about when we go full force ahead  
12 about attempting to get the Cigarette Tax to  
13 make it become permanent if that would be  
14 the ultimate strategy, if it's about the  
15 fix, the ratio fix as it relates to AVI,  
16 that there is a united ask from all parties  
17 on one letter.

18 Now, I know it was an annoying process  
19 for some people. Some people hated all of  
20 us in the room. We don't even like each  
21 other, right? But putting everybody at the  
22 table and making them sign correspondence,  
23 again advocates advocate, sound the alarm,  
24 raise their voices on the outside and we

1 need them. But our job is to deliver.

2 Has that process started, Dr. Hite? And  
3 I hope you didn't find it annoying.

4 DR. HITE: I did not. And not since you  
5 left has it started. So but we do -- to  
6 your point, we do have to -- we have to  
7 think of ways to be in at -- in the state  
8 capitol with one voice. And that was the  
9 last opportunity we had around being in one  
10 voice.

11 So one of the opportunities is the  
12 Charter School Legislation. And we have  
13 charter schools that have difficulty with  
14 some of that legislation. And so, it would  
15 be an opportunity, in my opinion, for the  
16 School District, our legislatives, our City  
17 leaders, advocacy groups and our charter  
18 schools to go and talk about what's wrong  
19 with that legislation and advocate on behalf  
20 of getting some different type of  
21 legislation that will work better for the  
22 City of Philadelphia.

23 So, we are attempting to get back to  
24 that place where we have a coordinated

1 effort to do that. But we have not had the  
2 opportunity since you left, City  
3 Councilwoman. And we are looking forward to  
4 doing that once again.

5 And I do think that if we show strength  
6 when it is the same message and it's not  
7 always in agreement, but it's the message  
8 around the general principle.

9 Is there new legislation that's  
10 required? Yes. Then we should all be there  
11 making that statement.

12 COUNCILWOMAN PARKER: Chairwoman Neff,  
13 any comments? Any thoughts?

14 MS. NEFF: Actually, yes. I was going  
15 to add that what we need -- are you  
16 volunteering? We need someone to get  
17 everyone in the room together. And I think  
18 that because we hold a particular  
19 perspective, that's not always the School  
20 District or the SRC. But in fact, what was  
21 so powerful about that is you had  
22 relationships in all of those areas and were  
23 able to pull people together.

24 So, I am hoping that you are

1 volunteering to help us pull that effort  
2 together. Because we need someone who  
3 speaks to all of those groups and can help  
4 us come together and work together on where  
5 we have common ground.

6 COUNCILWOMAN PARKER: I am sure our  
7 Chair lady of Education who has been on the  
8 ground and our Council President who has a  
9 track record of delivering the solutions  
10 that we need, and we will work and ask and  
11 see if we can work together to put that room  
12 together so that we can have a united ask.  
13 And Chairwoman Blackwell, I will call on  
14 President Clarke and you because we can't  
15 get it done without you and your leadership.

16 The second question is an issue that's  
17 come up a million times with regards to the  
18 City contracts, but I haven't heard it  
19 discussed about teachers. When I was a  
20 student in the School District of  
21 Philadelphia growing up from elementary  
22 through high school, the diversity of the  
23 actual teachers in the classroom looked  
24 different. And with that being said, we

1 have, you know, seen that change. We have  
2 wonderful programs like Teach For America,  
3 all of those kind of things that have very  
4 good goals.

5 But what are we doing within that pool,  
6 Dr. Hite, that you mentioned to increase  
7 diversity so that the student population in  
8 the City of Philadelphia will have a higher  
9 probability of seeing people like them in  
10 front of their classroom as a leader and  
11 particularly in the areas as it relates to  
12 African-American men?

13 DR. HITE: Absolutely. Thank you.  
14 That's a very important point. And one of  
15 our primary strategies, in addition to all  
16 of the meet-and-greet sessions and the  
17 engagement that we have done with colleges  
18 and universities, we have also been very  
19 specific around black male educators and  
20 doing job fairs for them, for bilingual  
21 Latino and diversity career fairs. We have  
22 been very specific around that.

23 And recently, the President of the PFT  
24 and I joined together as a tribune to call



1 for and to call attention to the need to be  
2 a lot more aggressive in this area. Even  
3 including starting pathways in our schools  
4 that get young people from the City into  
5 colleges and universities with a goal to  
6 come back and teach in Philadelphia. And  
7 that's one thing that we are also talking  
8 about and beginning to work on.

9 As I indicated before, this is going to  
10 take the efforts of multiple individuals,  
11 not just the School District. Where we are  
12 recruiting as a part of the BMEC work,  
13 that's the Black Male Educators Coalition,  
14 that's being convened in this region and the  
15 work that we are doing with bilingual Latino  
16 and diversity, in those recruiting efforts  
17 that's very important. And we are being  
18 very strategic and intentional in our  
19 efforts around recruiting -- the recruitment  
20 of minorities.

21 COUNCILWOMAN PARKER: Chairwoman  
22 Blackwell, I want to thank you for your  
23 latitude. I will come back for the next  
24 round. And Dr. Hite will get it tee'd up.

1 The issue for me is career technical  
2 education and any ongoing communication with  
3 trades, the Administration as it relates to  
4 the framework of this budget. But we will  
5 get to that during the next round.

6 Madam Chair, thank you so very much for  
7 your latitude.

8 COUNCILWOMAN BLACKWELL: Thank you. And  
9 thank you for your kind remarks.

10 Councilwoman Reynolds Brown.

11 COUNCILWOMAN REYNOLDS BROWN: Good  
12 morning.

13 DR. HITE: Good morning.

14 COUNCILWOMAN REYNOLDS BROWN: Let me  
15 start off also first by acknowledging the  
16 mammoth job that you all do every day on  
17 behalf of our kids. This is the first year,  
18 I believe unless my memory is failing, that  
19 we have actually had a video to open and  
20 share with us in a real visual way what  
21 you're doing. So, you can keep that going  
22 because it works.

23 Let me also acknowledge, because I think  
24 we are so often -- it's easy for us to look

1 at what's not well. But we need to lift up  
2 people when things are well. And I need to  
3 put on the record that I for one and I'm  
4 sure a number of my colleagues appreciate  
5 both the presence and the attentiveness, but  
6 more importantly, the follow through of  
7 Evelyn Sample. So, this is the only chance  
8 I get to say it. I need to do that.

9 And lastly, you should know that  
10 Governor Wolf actually commented on the  
11 recent May Primary that he, too, misses  
12 State Representative, now Councilwoman  
13 Cherelle Parker being in Harrisburg because  
14 he needed someone to be the glue for those  
15 multiple audiences up there. That work up  
16 there is very, very important.

17 So, let's start with what's working. If  
18 you can pick three achievements from the  
19 past fiscal year, what would they be?

20 DR. HITE: Just I would start with the  
21 fact that we have once again no persistently  
22 dangerous schools.

23 COUNCILWOMAN REYNOLDS BROWN: We have  
24 no?

1 DR. HITE: Persistently dangerous  
2 schools. At one point, Philadelphia led the  
3 state in the number of persistently  
4 dangerous schools with, I think, 25 at the  
5 time. We have zero. And we have had zero  
6 for the last two years, and so that's one.

7 We have also seen an increase in student  
8 attendance. We saw 15,000 children attend  
9 more regularly because of the efforts that  
10 we initiated. And that was some tremendous  
11 work by Karen Lynch and her team around  
12 addressing student attendance.

13 And in addition, one of the things that  
14 we have found is that there are two programs  
15 that I want to mention. They were on the  
16 video. One is the advent of the Advance  
17 Manufacturing Program that is now at Ben  
18 Franklin High School that is unlike other  
19 career and technical education programs  
20 where every child at Benjamin Franklin has  
21 the opportunity to go through that program.  
22 They don't have to sign up or meet criteria,  
23 but they are going to work through that  
24 program.

1           And the other one is a dental -- is a  
2 dental program at Kensington Health Sciences  
3 that is run by a licensed optometrist -- not  
4 optometrist, but a licensed dentist. I am  
5 missing the medical term. But those are  
6 some of the success that we have seen.

7           And I know you asked for three, but the  
8 other is we are, once again, doing a survey.  
9 And now we have over 30,000 respondents to  
10 the survey about our schools.

11           COUNCILWOMAN REYNOLDS BROWN: Okay.

12           DR. HITE: Those respondents are  
13 parents, they are teachers and they are  
14 students. And the large participation of  
15 individuals who are returning the surveys,  
16 good, bad or indifferent, the fact that they  
17 are participating is an opportunity to be  
18 informed by the voices of individuals who  
19 are -- that we are trying to serve.

20           COUNCILWOMAN REYNOLDS BROWN: Well, I  
21 know Councilman Jones and Councilman  
22 Kenyatta Johnson would be thrilled to hear  
23 about the progress around zero -- dangerous  
24 schools. And we all know that Councilman

1 Henon has been a real leader when it comes  
2 to manufacturing and getting that --  
3 drilling that down in our schools.

4 Let's move to partnerships. I am  
5 embarrassed to say I don't remember the  
6 staff for it. I see that she left -- no,  
7 she's still here -- that worked very closely  
8 with our office. If I step into college  
9 effort that we have done for the third  
10 consecutive year with University of  
11 Sciences, I want to say thank you very much.

12 And what I'm curious to know and want  
13 you to comment on are other partnerships --  
14 let's deal with one around the issue of  
15 truancy.

16 What is the current partnership with the  
17 District Attorney's Office or DHS when it  
18 comes to capturing those young people who  
19 are consistently truant when we know that  
20 that leads potentially to getting a ninth  
21 grade and not seeing them 48 months later in  
22 twelfth grade?

23 DR. HITE: I am going to ask -- I'm  
24 going to ask the Chief of Student Services

1 Karen Lynch who's been doing and leading  
2 that work in a pretty aggressive way, to  
3 come forward and respond to that.

4 COUNCILWOMAN REYNOLDS BROWN: Thank you.  
5 And it was Karen who worked very closely  
6 with my office and Step Into College. So  
7 know that we appreciate that.

8 MS. LYNCH: Thank you so much for the  
9 opportunity. For the record, I am Karen  
10 Lynch, Chief of Student Support Services.

11 COUNCILWOMAN REYNOLDS BROWN: Pull the  
12 mic closer to you.

13 MS. LYNCH: Thank you for the kind  
14 words.

15 COUNCILWOMAN REYNOLDS BROWN: You're  
16 welcome.

17 MS. LYNCH: Greatly appreciate it. For  
18 the record, Karen Lynch, Chief of Student  
19 Support Services. I think the last time we  
20 were here, Councilwoman, we talked with  
21 members of the District Attorney's Office.  
22 At that point, they were going to reach out  
23 to the courts to see whether or not there  
24 was opportunity for the courts to engage in

1 court order for the effort. We have shared  
2 the information with the Members of the  
3 Council that we were -- City Council that we  
4 were asked to share. And the most recent in  
5 the last few days information that I  
6 received is that the District Attorney's  
7 Office is working on truancy initiatives.  
8 Has now partnered with and are sending  
9 members of the charter school community  
10 families to the Truancy Court --

11 COUNCILWOMAN REYNOLDS BROWN: Okay.

12 MS. LYNCH: -- that is operated by the  
13 courts. And so, I highlight this to point  
14 out that new two processes are completely  
15 aligned. And the School District of  
16 Philadelphia, when students are truant, we  
17 engage them with services from DHS, from the  
18 Department of Human Services as does the  
19 District Attorney's Office. Very same group  
20 at DHS.

21 COUNCILWOMAN REYNOLDS BROWN: Okay.

22 MS. LYNCH: The next step for the School  
23 District of Philadelphia is that we make  
24 referrals when parents are -- when truancy



1 continues even after DHS intervention is the  
2 referral to Truancy Court. And now the  
3 District Attorney's Office is following suit  
4 and doing the same.

5 COUNCILWOMAN REYNOLDS BROWN: That's  
6 been progress since last year. Given what I  
7 heard last year and what I am now hearing  
8 today, I would give that a great progress  
9 report.

10 Now where is DHS in this equation?

11 MS. LYNCH: Which?

12 COUNCILWOMAN REYNOLDS BROWN: Where is  
13 DHS in that equation?

14 MS. LYNCH: So DHS is the entity in the  
15 equation that is providing supportive  
16 services to families. Actually, going  
17 inside of households where there is truancy  
18 and trying to address the issues, working  
19 with families to absolve the issues of  
20 truancy and put students back on track for  
21 good attendance.

22 COUNCILWOMAN REYNOLDS BROWN: Okay. The  
23 bell has rung. Is it fair to say then that  
24 partners are aligned, so the preventive

1 measures are in place to sort of arrest --  
2 I'm saying that figuratively -- but get  
3 young people before they drop out? Because  
4 we know that truancy leads to drop out,  
5 agreed? Those numbers that Dr. Hite just  
6 spoke of getting to this 80 percent  
7 graduation rate, this effort should get us  
8 closer to achieving that goal.

9 Would you agree now that the systems are  
10 aligned?

11 MS. LYNCH: With the systems that are  
12 aligned, yes. It gets us closer to reaching  
13 the goals and also shows that both processes  
14 are working together for the same outcome.

15 COUNCILWOMAN REYNOLDS BROWN: Okay. All  
16 right then. Thank you very much.

17 MS. LYNCH: Thank you.

18 COUNCILWOMAN REYNOLDS BROWN: I will get  
19 you on the next round.

20 Thank you, Madam Chairwoman.

21 COUNCILWOMAN BLACKWELL: Thank you.

22 Next we will hear from Councilman Green.

23 COUNCILMAN GREEN: Thank you, Madam  
24 Chair.

1 Good morning. We will start with a few  
2 questions.

3 What is the average student population  
4 in the School District?

5 DR. HITE: The total population or  
6 the --

7 COUNCILMAN GREEN: Let's say on a  
8 monthly basis, what's the total population  
9 in the School District of students?

10 DR. HITE: We are 132,000.

11 COUNCILMAN GREEN: 132,000.

12 DR. HITE: Yes.

13 COUNCILMAN GREEN: As you discussed, how  
14 will that population decrease over the next  
15 five years?

16 MR. MONSON: We have it budgeted to go  
17 down by a few thousand. It's roughly a  
18 thousand a year, more or less, over the next  
19 five years.

20 COUNCILMAN GREEN: Okay. And then on --  
21 based on the 132,000 population -- what is  
22 the number of students you need to have  
23 enrolled in the School District basically to  
24 break even?

1 MR. MONSON: I'm not even sure how to  
2 answer the question, to be honest.

3 COUNCILMAN GREEN: What's the number?  
4 Give me a range.

5 MR. MONSON: It's almost an impossible  
6 question if you're still assuming the monies  
7 that have to go out to the charter schools  
8 in the charter school formula. Because the  
9 more you are investing in the District  
10 schools, the more that goes out. It's not a  
11 simple calculation in that regard.

12 There is a whole series of interactive  
13 interrelated formulas that would have to be  
14 run through a system. I wouldn't even begin  
15 to hazard a guess as to what that would look  
16 like.

17 COUNCILMAN GREEN: There is no way you  
18 can say that on a monthly annual basis, we  
19 need to have X-number of students in the  
20 School District in order for us to have a  
21 positive fund balance?

22 MR. MONSON: Correct. Because it  
23 determines -- doesn't necessarily bring more  
24 funding with it. Depending on how many more

1 students you have, you might need to put  
2 even more money into schools for space. It  
3 extends your capital needs. There are a  
4 whole host of issues that would go into  
5 that -- that calculation. It's not a -- the  
6 funding we have is more of a zero sum game.  
7 We have a certain of amount of funding.

8 If we got more money on a per student  
9 basis, we might be able to do a calculation  
10 like that, but we don't. We have a certain  
11 amount of money set by the state. We get  
12 our share. We have the local tax revenues.  
13 None of those are based on a per student  
14 basis.

15 COUNCILMAN GREEN: Doctor, I was  
16 encouraged in your testimony when you talked  
17 about wanting to negotiate Fair Labor  
18 Contract. And from our conversation  
19 yesterday, I introduced a resolution last  
20 week calling on various parties to work with  
21 PFT to negotiate a fair contract. And I  
22 guess my question is, you're talking about  
23 bringing a number of -- number of new  
24 teachers this year. And it seemed like you

1 are making good progress in that regard.  
2 However, you've also over the past year used  
3 Source4Teachers. Now you are working with  
4 Kelly Services in reference to filling, I  
5 guess, on the substitute teacher basis. I  
6 think that's where you have your biggest  
7 challenge substitute teachers?

8 DR. HITE: Yes.

9 COUNCILMAN GREEN: When I introduced a  
10 resolution, I also spoke about my mother  
11 being a former Philadelphia school teacher.  
12 But also, she served as a substitute for a  
13 numbers of years, as well.

14 I my guess my question is, what steps  
15 are you engaging with in retired school  
16 teachers to work with substitute teachers.  
17 And also when you had the situation with  
18 Source4Teachers and now Kelly Services, how  
19 will that impact your negotiations with PFT?

20 DR. HITE: I can't answer the second  
21 question because it's -- I don't know the  
22 answer of how that would impact. And if I  
23 may, Councilman Green, if I can go back to  
24 your first question about the number of

1 children needed to break even. It's one  
2 reason why we have been advocating, and so  
3 was Councilwoman Parker when she was in  
4 Harrisburg for a funding formula. Because  
5 what you are suggesting was a byproduct of a  
6 funding formula.

7 We have no such formula in Pennsylvania,  
8 one of three states that doesn't operate  
9 that way. We get monies in a block grant.  
10 And it almost doesn't matter if you get more  
11 or less students. And so, that's why that  
12 calculation is so hard.

13 To the second question on the -- on the  
14 retired teachers who are available to  
15 substitute, one of the issues that we ran  
16 into two years ago was an issue related to  
17 the state retirement system, PSERS. And  
18 where the PSERS was going after individuals  
19 who were substituting in non-high need areas  
20 and causing them to have to pay back some of  
21 the retirement monies that they collected,  
22 and it made -- it created -- it was part of  
23 the problem that was created because it  
24 eliminated a group of individuals who were

1 available to substitute.

2       You removed that obstacle when you use  
3 an external provider because they are  
4 working for a noneducational -- they are  
5 working for a non-state entity. And so, we  
6 lose that opportunity. So, individuals  
7 could be employed by Kelly Services or  
8 Source4Teachers in that record.

9       With respect to the pay, we are looking  
10 at individuals to come in who are retired  
11 who can come back and do that work. And  
12 Kelly Services has indicated a de -- they  
13 indicated a practice of paying those,  
14 compensating those individuals at the rate  
15 to which they were compensated several years  
16 ago. And so, we think that will help us  
17 resolve the problem.

18       To the last question you asked, do I  
19 think that will impact? We are working with  
20 the -- we are working on the auspices of the  
21 state-appointed mediator to get back and to  
22 have talks now as it relates to the PFT. As  
23 I indicated earlier, we are also in active  
24 negotiations with 32BJ and CASA. And it's



1 really important for us to solve all of  
2 those, bring conclusion to all of those  
3 labor agreements as we move forward.

4 COUNCILMAN GREEN: To echo the comments  
5 of some of the Members of this Body, there  
6 are some teachers, principals,  
7 administrators doing some really phenomenal  
8 work in schools throughout the City of  
9 Philadelphia. Too often they are not  
10 highlighted for all the great work they do.

11 Every day I walk my son to Houston  
12 Elementary School and seeing the phenomenal  
13 work that Principal Hall and the staff there  
14 are trying to do. And I know that they are  
15 actually increasing number of children that  
16 are on the autism spectrum that will be at  
17 Houston. Actually, go up to four autism  
18 support classes.

19 But my concern is that sometimes  
20 depending on where you live in the City of  
21 Philadelphia is a tale of two cities. For  
22 all the phenomenal things I have seen at  
23 Houston or other schools like at Hill  
24 Freedman World Academy where children have

1 learning differences or physical  
2 differences, there are other schools where  
3 you have a complete different perspective.  
4 Because I'm such an advocate in reference to  
5 autism and issues dealing with learning or  
6 physical differences, I have had various  
7 parents reach out to me regarding concerns  
8 they have had.

9 In particular, I know one parent who had  
10 a son who had severe physical differences.  
11 And the issue is that I think it's the Route  
12 2391 bus is supposed to pick the child up  
13 every day and drop them off, but the bus is  
14 frequently late. And I think reliant  
15 transportation is the outside vendor that  
16 provides transportation. That's caused such  
17 a challenge for this family because the  
18 child not even meeting the IEP because of  
19 the fact that this transportation company is  
20 not doing what it's supposed to do as a  
21 vendor.

22 In addition, there is also issues for  
23 parents and caregivers who language  
24 differences in reference to their child who

1 has an IEP. And one issue in particular at  
2 the McCall School where a parent has been  
3 dealing with an issue with a teacher and the  
4 child has a difference like autism and also  
5 has a language difference. As opposed to  
6 meeting the IEP of the child, you know, the  
7 principal's been involved in a way that's  
8 not been the most favorable.

9 I guess my question is, what's the  
10 commitment of the School District to get  
11 away from this tale of two cities  
12 perspective from the Houston versus a McCall  
13 versus a child that is not able to even meet  
14 the IEP perspective because the  
15 transportation. And so, what is the goal to  
16 bridge this gap and get away from this tale  
17 of two cities when it comes to children with  
18 autism and other type of differences when it  
19 comes to the IEPs?

20 DR. HITE: Yeah. One of the things and  
21 part of why we have the action in the Action  
22 Plan is to end with a situation where we  
23 have good schools closer to where children  
24 live and good schools in neighborhood. It

1 shouldn't matter where children live, but we  
2 want them to have access to those  
3 opportunities that you just described. And  
4 those opportunities are clean, safe, warm  
5 buildings, warm and dry buildings,  
6 transportation that is reliable that gets  
7 them to and from school in the time they are  
8 supposed to be to and from school, and the  
9 types of environments that you described  
10 where individuals are -- they feel  
11 comfortable with their interactions with  
12 many of the principals and the teachers.

13 I will add that while just as you  
14 acknowledged, Councilman Green, that there  
15 are a lot of great things that are happening  
16 with schools every day, and I will agree  
17 with you there, I would also add that even  
18 in some of the schools where there are  
19 reported incidents that there are problems  
20 either with building leader or teacher, it's  
21 really important for us to get all sides of  
22 those stories to understand what the school  
23 has attempted to do to resolve those issues.

24 But we are very committed to resolving

1 all of those issues that you just described.  
2 And it's another reason why we are -- we  
3 have a survey out now to families, to  
4 teachers, to students that gives us  
5 information both by from a District's  
6 perspective but from every single school.  
7 And also children and families in charter  
8 schools also have an opportunity to submit  
9 those surveys. We just don't know about  
10 District schools and neighborhoods, but we  
11 can also learn more about charter schools.

12 But this is the work of our assistant  
13 superintendents working with principals  
14 every day. And there are certain things  
15 that should and must be in place. And it's  
16 really important that we continue to know  
17 when those incidents happen so that we can  
18 get in and address and problem solve through  
19 those.

20 COUNCILMAN GREEN: Thank you, Madam  
21 Chair.

22 COUNCILWOMAN BLACKWELL: Thank you very  
23 much. Let me refer back to Councilwoman  
24 Reynolds Brown when she stated that she

1 wanted to thank Evelyn Sample-Oates. Can't  
2 let you outdo me because we work her too  
3 hard, and we are grateful.

4 The other thing I wanted to mention was  
5 that, as you know, we have a dental program  
6 for years under the former President of Penn  
7 at schools in the 3rd District. So, we  
8 wanted to note that.

9 The next speaker will be Councilwoman  
10 Bass.

11 COUNCILWOMAN BASS: Thank you. Thank  
12 you, Madam Chair.

13 Good afternoon.

14 DR. HITE: Good afternoon.

15 COUNCILWOMAN BASS: How are you? I just  
16 wanted to first start off by joining the  
17 chorus of those who have thanked you for the  
18 work that you have done so far, recognizing  
19 that it's incredibly challenging. I have  
20 been to every school in my District, and I  
21 know the challenges. I have seen them up  
22 front. You don't always get the support,  
23 you know, and the recognition that you  
24 deserve. And so, I do want to say that

1 first before I go in.

2 That being said, you know, I have a  
3 concern and a couple of concerns. The first  
4 concern that I have is something that you  
5 stated earlier, Dr. Hite, in terms of school  
6 closures.

7 In 2018, which is little more than 18th  
8 months from now, that you expect to close  
9 three schools per year for how many years?  
10 Indefinitely?

11 DR. HITE: Yeah. As long as those  
12 trends persists.

13 COUNCILWOMAN BASS: As long as the  
14 trends persist.

15 DR. HITE: We are losing -- if in fact,  
16 as you heard from Mr. Monson, we are losing  
17 a thousand children a year --

18 COUNCILWOMAN BASS: Right.

19 DR. HITE: -- that creates utilization  
20 issues for us.

21 COUNCILWOMAN BASS: Certainly. And we  
22 get it. Philadelphia is a City built for  
23 5 million people. We don't have 5 million  
24 people here anymore.

1           But at the same time, some of the  
2 challenges that occur when we close schools,  
3 you know, can really cripple entire  
4 neighborhoods. And so, one of the things I  
5 wanted to talk about was Germantown High  
6 School which was closed a couple years ago  
7 and also Ada Lewis which was closed many  
8 years ago before my tenure in Council, and  
9 the fact that these properties are still  
10 sitting.

11           The School District cannot close schools  
12 even with the trends that exist without  
13 having a plan for these buildings in  
14 advance. It is absolutely unacceptable to  
15 close a school and to leave a neighborhood  
16 without any plan, any sort of formulation.  
17 And even I have found it has not been easy  
18 trying to move a school. You know, when you  
19 come up with a developer or someone with a  
20 great idea, I guess in some neighborhoods it  
21 works -- seems to work a whole lot faster if  
22 the neighborhood is hot, if the housing  
23 stock is hot, people want to buy in and  
24 create new housing out of these old school



1 buildings, then the buildings go right away.

2 In other areas it seems as if they just  
3 languish. There is no reason, in my  
4 opinion, that Ada Lewis should be sitting  
5 for all of these years. It should have been  
6 sold a long time ago. I would like to hear  
7 you -- your comments on what we can do to  
8 make that happen because the people who live  
9 near that site and Germantown High School.

10 The only reason I'm not focusing on  
11 Germantown just yet, because Ada Lewis has  
12 been vacant how many years? You tell me.

13 DR. HITE: At least since I've been  
14 here. So I know it's long before I arrived.  
15 It is -- I am going to ask that Fran Burns  
16 comes up and talk about this.

17 COUNCILWOMAN BASS: Okay, sure. Come  
18 on, Fran.

19 DR. HITE: Because we just talked about  
20 this, Ada Lewis the other day, I mean, and  
21 this issue.

22 COUNCILWOMAN BASS: Great update I hope.  
23 Good news.

24 MS. NEFF: Ada Lewis was my first

1 assignment as a teacher.

2 COUNCILWOMAN BASS: Is that right?

3 MS. NEFF: Yes.

4 COUNCILWOMAN BASS: So you want to see  
5 something happen with that facility.

6 MS. NEFF: Absolutely. I am not sure --  
7 I am sure Fran will talk about the condition  
8 of the building and other things.

9 COUNCILWOMAN BASS: Okay.

10 Fran, I would like to hear your thoughts  
11 on it. I've been in that building. And I  
12 know the District say that there was about  
13 \$25,000,000 worth of damage at one point to  
14 that structure. I got to tell you, I walked  
15 in and I couldn't see. I am no building  
16 engineer. I understand that, but I could  
17 not see the level of damage that was  
18 suggested by the District as to why that  
19 school had to be closed and as to why it  
20 couldn't be opened as a charter school or  
21 another type of facility, educational  
22 facility, other than what looked to me like  
23 simple vandalism that had occurred at that  
24 location.

1 MS. BURNS: So, I will just start with  
2 the -- our total sales which you recognized.  
3 We have over the past two years sold 20  
4 buildings for approximately \$64.1 million.

5 COUNCILWOMAN BASS: Twenty buildings.

6 MS. BURNS: Twenty buildings.

7 COUNCILWOMAN BASS: For how much?

8 MS. BURNS: The total sale price was  
9 \$64.1 million. The net income to the  
10 District is lower than that after the fees.

11 COUNCILWOMAN BASS: What is the net  
12 income to the District?

13 MS. BURNS: I have to get that number.  
14 I think probably around --

15 COUNCILWOMAN BASS: I think you know it.  
16 You have an idea.

17 MS. BURNS: It's probably around about  
18 40 million.

19 COUNCILWOMAN BASS: Forty?

20 MS. BURNS: Yes. But I wanted to be  
21 specific there.

22 In any event, we also have eight schools  
23 that we're currently marketing. And we have  
24 five schools that includes Germantown High

1 School that isn't in agreement of sale.

2 And also as you referred to in your  
3 comments, that agreement of sale has kind of  
4 lingered longer than we had hoped in  
5 particular because we had in the Court of  
6 Common Pleas, we had some folks that  
7 protested against the sale. And the Court  
8 of Common Pleas denied without any opinion  
9 the sale of those schools. We are actually  
10 under appeal right now in the Commonwealth  
11 Court.

12 Ada Lewis, we were holding Ada Lewis.  
13 We held three schools because we were  
14 looking at the potential movement and growth  
15 of school districts with schools within that  
16 area. So based on enrollment trends, on  
17 growth, on potential future, just issues you  
18 recognize kind of the movement across the  
19 City, we also have movement across the City  
20 in some areas of the City where we have --  
21 we need more space because of the physical  
22 proximity. So Ada Lewis was one that we had  
23 held particularly around some decisions of  
24 Hill Freedman.

1           So now that we have a relocation  
2 decision for Hill Freedman School, we  
3 probably will likely be putting Ada Lewis up  
4 for sale. We just want to make sure looking  
5 at some demographics that we won't, in fact,  
6 from a District perspective need that  
7 building.

8           Just the last comment on the cost of  
9 repair on the building, it's now two and a  
10 half years old. But at the time the School  
11 District, we had estimated \$15 million. And  
12 then a third party came in and actually  
13 provided the same exact estimate as us  
14 without any involvement of the School  
15 District staff or personnel. So it actually  
16 confirmed and validated our internal cost  
17 assessments.

18           COUNCILWOMAN BASS: Okay. So, let me  
19 start with Ada Lewis. So, we were working  
20 fast and furiously to find them a location  
21 because they had outgrown the space that  
22 they were in. They did move to another  
23 location, but we were hoping to move them  
24 into Ada Lewis. And I felt that we were --

1 there was an incredible amount of pushback  
2 from the District in terms of moving into  
3 that location.

4 We went out. We did a tour. Principal  
5 Majewski went with us. And we just really  
6 could not get any level of support  
7 whatsoever from the District. So, I am just  
8 shocked and surprised to hear you say that  
9 it was being held in any attempt to be  
10 helpful to Hill Freedman.

11 MS. BURNS: Actually, we met on a  
12 monthly basis with Hill Freedman parents.  
13 And we were holding it because we were  
14 trying to cobble together a few different  
15 funding options for that 15 million.

16 For instance, we had looked very  
17 seriously at a grant, we looked at new  
18 market tax credits. While we -- and we  
19 committed a minimum, but we committed --  
20 depends on the eye of the beholder. We  
21 committed \$3 million as a start up to try to  
22 get to that 15. And so over time, the  
23 inability to get to the 15 was really what  
24 led us to the decisions where we are today.

1           While it's -- while we didn't commit the  
2     \$15 million for the renovation and rehab of  
3     Ada Lewis, we actually were holding the  
4     property in order to see if we could through  
5     a combination of ways actually get to that  
6     funding amount.

7           COUNCILWOMAN BASS: Okay. Again,  
8     shocking. Because the idea that the  
9     District was doing this just incredible  
10    amount of work to try to make this deal fit  
11    does not fit with my experience around this  
12    particular school building.

13           We did not have the level of support.  
14    We did not get the interest from the  
15    District. And to hear that there were  
16    meetings with Hill Freedman parents  
17    specifically about Ada Lewis, you know,  
18    again is just shocking to me. You know,  
19    maybe if there had been some involvement  
20    from the local elected officials including  
21    myself, maybe we could have been a little  
22    bit more helpful in finding you, you know,  
23    helping out with the outcome. Again, this  
24    is all news to me. Very much so.

1           One other thing I just wanted to  
2 mention, the eight schools that you are  
3 marketing, which -- what schools are those  
4 that you are currently marketing?

5           MS. BURNS:   Beeber, Wynnefield, Old  
6 Willard, Sheridan West, Thomas FitzSimons.

7           COUNCILWOMAN BLACKWELL:   Start that  
8 again.   We didn't hear.

9           MS. BURNS:   Sure.   Beeber Wynnefield,  
10 Old Willard, Sheridan West, Thomas  
11 FitzSimons, Fairhill, John Whittier, George  
12 Pepper, ComTech and MH Stanton.   And  
13 actually of those, the reason why I said  
14 eight, we have an agreement of sale with  
15 Sheridan West and Old Willard.

16           COUNCILWOMAN BASS:   Okay.   And for the  
17 five schools that are under the agreement of  
18 sale, they are all -- they're not under  
19 individual agreements of sale.   That is one  
20 bundled package that was sold, or that's  
21 being attempted to be sold.

22           MS. BURNS:   That's right.

23           COUNCILWOMAN BASS:   Okay.   And so, we  
24 don't know at this point if that sale is



1 going to proceed or not because it's been  
2 going on for almost two years now. Is that  
3 about right?

4 MS. BURNS: It's about a year and a  
5 half, yes.

6 COUNCILWOMAN BASS: About a year and a  
7 half? Okay. It's been a very long time and  
8 it's being held up in Common Pleas Court as  
9 I understand it?

10 MS. BURNS: I wouldn't say it's being  
11 held up in Common Pleas. It was denied in  
12 Common Pleas, and now it's in the Court of  
13 Commonwealth.

14 COUNCILWOMAN BASS: Okay. And so, I'd  
15 like to know what the rationale was for  
16 bundling those five schools in different  
17 parts of the City, different neighborhoods?

18 Why did that make any sense whatsoever?  
19 Because, you know, there's another section  
20 of town that, you know, where the folks were  
21 upset and didn't want the sale to go  
22 through. But meanwhile, Germantown is a  
23 part of that bundle. And so, nothing can  
24 happen on my commercial corridor with

1 Germantown because it's caught up in this  
2 sale.

3       There was no -- it seems to me there was  
4 no thought process or, you know, maybe just  
5 again a quick call, Councilwoman, what do  
6 you think about, you know -- do you think  
7 Germantown should be included in this  
8 bundle? Or what do you think the effects  
9 would be to your commercial corridor or to  
10 the neighborhood in general?

11       Can you give us an idea what the  
12 rationale was?

13       MS. BURNS: Sure. At the time that we  
14 marketed those properties, particularly the  
15 ones we are talking about, we did it in  
16 working with the Philadelphia Industrial  
17 Development Corporation. And through that  
18 process, had a series of recommendations  
19 from PIDC as well as internal kind of  
20 consultation around an evaluation around the  
21 proposed sales.

22       And so, the -- when we looked at the  
23 portfolio of those schools, they were the  
24 sale to the potential agreement of sale to

1 Concordia was the highest price for those  
2 properties. And we certainly did not  
3 envision that we would have any problem in  
4 terms of the sale.

5 COUNCILWOMAN BASS: Did you -- did you  
6 recognize or realize that Concordia did not  
7 have any plans for Germantown? I should  
8 also clarify and say that the Fulton School  
9 was also a part of that transaction. It's  
10 another of the five schools, so Germantown  
11 and Fulton are two out of the five.

12 But there was a plan for the development  
13 of Fulton in Germantown, but not a plan for  
14 Germantown High School. That when  
15 Concordia, when it was presented in this  
16 bundle, that there was no plan for what they  
17 were going to do for it. And the idea was  
18 it could be flipped and flipped to any  
19 number of things.

20 MS. BURNS: Yes. When they responded,  
21 they did talk about Germantown as not having  
22 an immediate plan, but that they would work  
23 with the community and that they would look  
24 at the reuse after they purchased.

1 COUNCILWOMAN BASS: Okay. So, I say all  
2 that to say that as we move forward and are  
3 talking about closing three schools per  
4 year -- and this isn't just me, but I would  
5 say to my colleagues, don't let this happen  
6 to you and happen in your districts as well  
7 where we allow the District to close schools  
8 and then not have any sort of plan  
9 whatsoever in terms of what's going to  
10 happen with those schools and how they will  
11 affect those surrounding communities.

12 There is a huge effect. And for the  
13 District to not take that into account,  
14 reach out to the appropriate stakeholders in  
15 the community, work with us, I think is just  
16 a bit of a disservice. So, I certainly hope  
17 that as you move forward and think about  
18 those closures, that there is a process in  
19 place that we can work with you on to make  
20 sure that these kinds of things don't happen  
21 again.

22 Thank you, Madam Chair.

23 COUNCILWOMAN BLACKWELL: Thank you.

24 Let me note that I hope the School

1 District will consider also in their  
2 regulations or law that once a building is  
3 sold, that the new owner has to move forward  
4 with their plan quickly.

5 I mean, you know, I saw last week the  
6 new owner West Philly High School. And he  
7 said we are moving out. We are ready. We  
8 have so many meetings with the community  
9 every year. Everybody knows the New West  
10 Philly High has been open for years now, but  
11 the old one is still very dangerous. You  
12 know, a block long building without lights  
13 is dangerous. It's just become a problem.

14 I hope that you all will consider in  
15 your agreement with people who say they are  
16 ready to do a project, his was a housing  
17 project, put some timeline or something  
18 where people have to move on or be in  
19 violation because it's just not fair. You  
20 are sitting as Councilwoman Bass says, and  
21 when people said they are ready to go.

22 So thank you very much.

23 Councilman Taubenberger.

24 COUNCILMAN TAUBENBERGER: Madam Chair,

1 thank you very, very much.

2 Dr. Hite, to you and your staff, I want  
3 to say thank you for your service on a job  
4 that is very difficult to say the least.  
5 And I appreciate your availability and your  
6 working with this Chamber and my Colleagues.

7 It's my understanding in your testimony,  
8 you're talking about 700 new teachers. Has  
9 anyone in your staff possibly reached out to  
10 Philly Works which is sort of the  
11 unemployment arm of the City of Philadelphia  
12 to see if there's some folks there that may  
13 want to teach?

14 Because the guy that is speaking to you  
15 now really wanted to be a teacher. And  
16 things didn't work out that way. Of course,  
17 now I applied for a new position and was  
18 granted that by the people in City Council.  
19 But it was always something that I was  
20 thinking about doing later in life and may  
21 still do it, but I like this position here.  
22 I am running for reelection in 2019.

23 With that being said -- I just want to  
24 make that very clear that I am running.

1           Is there any work that you are doing  
2 with Philly Works to see if there are people  
3 like that out there?

4           DR. HITE: Yeah. Councilman, I don't  
5 know the answer to that question. At the  
6 moment, I am not aware of any work that we  
7 are doing. And so, I'm taking doing your  
8 suggestion to also work with Philly Works.

9           COUNCILMAN TAUBENBERGER: You may have  
10 some very talented people there, as well.

11           The other question I have would be in  
12 helping to attract new teachers and  
13 particularly special ed teachers.

14           What is the possibility of having a  
15 program of loan forgiveness for attraction  
16 for new teachers in the City of  
17 Philadelphia?

18           DR. HITE: That is -- that is something  
19 that I've been able to do in other districts  
20 where I have worked. And it does take a --  
21 an investment. And so, part of creating  
22 that investment is setting a set of  
23 priorities about what we will be able to do  
24 for teachers, particularly those with loans,

1 educational loans to help to forgive those.  
2 And I do think that, in fact, Jerry Jordan  
3 and I were talking about this at the  
4 Tribune. This question came up when we were  
5 talking. Both of us were talking about this  
6 years ago as funding dried up. But with  
7 some source of revenue, we could restart  
8 that program. And not just Loan Forgiveness  
9 but Affordable Housing and other access to  
10 certain amenities throughout the City.

11 I think all of those then become a  
12 mechanism to help us attract individuals  
13 into this area to teach.

14 COUNCILMAN TAUBENBERGER: I mean, I  
15 believe the City has enough resources plus  
16 its location and its historic value and  
17 everything else to attract young teachers  
18 really maybe from all across the country. I  
19 think that would help in many ways in  
20 diversity and the opportunity to educate.

21 I will tell you this. I'm a strong  
22 believer when you go into any school, we are  
23 looking at the future. We want the future  
24 to be very bright and very strong and



1 sometimes I'm worried about.

2 Dr. Hite, thank you very much.

3 Madam Chair, thank you.

4 COUNCILWOMAN BLACKWELL: Thank you. Let  
5 us also note and greet they have been here  
6 since the beginning, Jerry Jordan and the  
7 whole PFT team. Thank you very much all of  
8 you.

9 Now we are beginning our second round.

10 Next is Councilwoman Gym.

11 COUNCILWOMAN GYM: Thank you very much,  
12 Madam Chair.

13 So I wanted to, you know, Dr. Hite, just  
14 raise a lot of concerns about the school  
15 closings issue. And part because I think  
16 the District's kind of passive acceptance of  
17 declining enrollment and school closings as  
18 being inevitable as opposed to a situation  
19 that is potentially influenced by the  
20 District's investment around what it chooses  
21 to make is not something that should go  
22 unchallenged. I mean, you, yourself, said  
23 earlier that the District is severely  
24 damaged. It's own brand is damaged partly

1 through the issue of school closings. And  
2 it comes up again when you make a very  
3 public statement that the District is just  
4 going to passively accept the closings of  
5 three schools a year.

6 It seems like there is an issue in terms  
7 of how you're looking at the situation. And  
8 you know, in part it's also that there were  
9 a lot of lessons learned from the 2012  
10 school closings that were massive, had  
11 dramatic impact. You, yourself, noted there  
12 were very few academic gains that came out  
13 of it, consolidating, failing schools and to  
14 disinvested struggling schools is not a  
15 formula for success. It hasn't been done in  
16 any school district in this country.

17 Asking you to really think very  
18 carefully that this isn't just a situation  
19 that is inevitable. This is a situation  
20 that we are either going to control or cede  
21 control to. One of the areas where I think  
22 we have been most concerned about is, again,  
23 the issue of what makes schools, schools  
24 again and this issue of staffing and in

1 particular the question of curriculum. I  
2 think it is fundamentally the District's  
3 mandate to provide a full range of  
4 curriculum.

5 But we have seen circumstances just in  
6 this year, not even including previous  
7 years, where the District has not delivered  
8 on its curriculum mandates that includes  
9 twelfth graders at Edison High School who  
10 went most of the year without twelfth grade  
11 English teacher. It's kind of inconceivable  
12 that a child would have their last year of  
13 high school without high school English.

14 We had no music at Bartram, which was  
15 announced in June before the year opened  
16 that the music teacher would be gone and  
17 there was not a clear plan to replace the  
18 music teacher. We have heard on the record  
19 that there isn't two foreign languages in  
20 every high school as mandated by the School  
21 Code. And you know, there are other  
22 examples of this.

23 And so, you know, it's not just that  
24 you're declining enrollment. It's that the

1 School District's mandate is to provide this  
2 curriculum. And when it's not happening,  
3 how are we -- how are we making amends for  
4 that. So as we go into this year, what are  
5 you doing to ensure that these curriculum  
6 mandates are met and accounted for. That  
7 they are covered not just through vacancy  
8 filling, but actually the filling of a  
9 certified educator in that area?

10 And who, fundamentally, is responsible  
11 for addressing this? Is this the  
12 principal's job? Is it a regional  
13 superintendent's job? Is this -- you know,  
14 who is responsible for addressing the  
15 situation.

16 DR. HITE: Yes. Ultimately, I am  
17 responsible, Councilwoman. And the -- I  
18 think a couple of points to -- and I will,  
19 if you don't mind, I will conflate the  
20 question.

21 So, some of the things that happen  
22 throughout the District happen because of  
23 the District's inability to fill a position,  
24 for instance. Other things happen because

1 there are localized decisions by school  
2 leaders in that buildings who say we want  
3 these types of programs.

4 And so to your music point, we have  
5 music in every school but seven. Music is  
6 in every school but seven. And some of the  
7 seven are saying, yeah, that doesn't really  
8 work inside of the program. I don't know if  
9 that's the case at Bartram. I have to be  
10 honest, I don't know if that's the case.

11 But I want to make sure that we balance the  
12 conversation in terms of the mandates around  
13 curriculum standards with the principal's  
14 flexibility in order to operate in the  
15 context of their educational program.  
16 That's number one.

17 Number two. I do think that if, in  
18 fact, we are seeing declines in enrollment  
19 that are projected to be at a thousand  
20 students a year for whatever reason, maybe  
21 those children are selecting other schools,  
22 maybe they are selecting different types of  
23 schools, maybe they are moving into  
24 different parts of the City, then we have to

1 adjust our resources so that we can direct  
2 those resources to places where children  
3 are.

4       So for instance, if we have a high  
5 school next year that only has a freshman  
6 incoming class of less than 30 students,  
7 then that gives us some information about  
8 some -- potential decisions that we will  
9 have to make down the road. So part of this  
10 is not just a passive acceptance of school  
11 closures, but it is also trying to operate  
12 an efficient manner so that we can provide  
13 children where they are attending schools  
14 with the resources like the music teacher,  
15 the art teacher, if there are two languages,  
16 if children want to take two languages, they  
17 can take two languages.

18       And that just allows us to be a lot more  
19 flexible with our resources as opposed to  
20 putting them into buildings that are  
21 three-quarters empty.

22       COUNCILWOMAN GYM: So, I just want to be  
23 clear what I'm talking about. I am not  
24 actually talking about flexibility about a

1 principal's choice to have a variety of  
2 courses of which they may choose to make it.  
3 I'm talking about the inability of the  
4 District to actually provide music in those  
5 seven schools. That's not an optional  
6 situation. That is a mandate of the State  
7 Code. If the School District is not  
8 providing music in seven schools, it is  
9 actually in violation of state curricular  
10 standards for those schools. I don't think  
11 that's a flexibility issue.

12 I don't believe any principal chooses  
13 not to have enrichment or art or music. And  
14 if they are making that decision, we as a  
15 District have to announce that you are not  
16 allowed to do that. You are not allowed to  
17 deny children the access to the arts. That  
18 this is a commitment that is enshrined  
19 within the State Code.

20 I want to be clear that flexibility  
21 can't be used as an excuse for evasion or  
22 that. But that -- I'm talking about  
23 fundamental issues. Twelfth grade English  
24 at Edison High School, music at Bartram High

1 School, two languages. I'm not saying  
2 children take two languages, but the State  
3 Code clearly articulates two languages must  
4 be provided to every high school and every  
5 school in this District, and that children  
6 have the right in a global environment to  
7 have that.

8 And you know, really quickly, that I am  
9 fully aware of the District's right to make  
10 choices about how investments go. This is  
11 the fundamental question that I think we are  
12 in a struggle over is the District -- is the  
13 District taking a serious look at what is  
14 driving students away from our schools? I  
15 would argue that it is not an issue of  
16 choice. That children aren't saying, oh,  
17 here's a pretty good option. I will go to a  
18 slightly better option. But that, in fact,  
19 our schools have become places where we are  
20 not upholding mandates. That there are  
21 major concerns around school safety and  
22 climate issues. That we're not paying  
23 attention to curriculum. We're not  
24 staffing.





1 work is to provide the children with the  
2 ability to do the project-based learning  
3 thing.

4 COUNCILWOMAN GYM: Do you think that the  
5 State Department of Education would consider  
6 that being in violation of the State Code  
7 given what the State Code says about art and  
8 music?

9 DR. HITE: I don't think so. No, ma'am.

10 COUNCILWOMAN GYM: Okay. You know,  
11 again, I guess I would just like to go back  
12 and clarify who is actually responsible for  
13 understanding the curriculum that is  
14 being -- that is happening? If a principal  
15 does not have the opportunity to fulfil its  
16 curricular, has the high school fulfil its  
17 curricular mandates, who is accountable for  
18 that?

19 DR. HITE: Yeah. So that -- those are  
20 the, at the school level, it's the principal  
21 and then the assistant superintendents  
22 working in conjunction with Chief of  
23 Academic Supports. That's Cheryl Logan.

24 COUNCILWOMAN GYM: And how do principals

1 do this? What is the way that the  
2 District -- the principal says there's no  
3 twelfth grade English teacher. What happens  
4 next?

5 DR. HITE: Cheryl, you want to come up?  
6 The -- I want you to come up anyway.

7 The principal says there is no -- I  
8 don't have a twelfth grade English teacher,  
9 then it is incumbent upon us to staff that  
10 school with an English teacher. If the  
11 principal says I'm not offering twelfth  
12 grade English, then that is an issue where  
13 the District would then -- will then enter  
14 into a directive with that individual that  
15 tenth grade -- twelfth grade English is a  
16 requirement; and therefore, must be a part  
17 of their curriculum program.

18 So an individual saying I don't have  
19 a -- I can't fill a vacancy is very  
20 different than I refuse to offer twelfth  
21 grade English because we would not allow  
22 them to make that.

23 COUNCILWOMAN GYM: Both outcomes are the  
24 same, so how does the District change the

1 way it approaches the situation?

2 DR. HITE: Well, the outcomes are not  
3 the same. Because then we would direct the  
4 principal to have twelfth grade English.  
5 And then provide -- hopefully, the candidate  
6 that would then fill that vacancy in order  
7 to do the work. Sometimes we have to help  
8 those individuals with their schedules and  
9 find ways for them to, within the time that  
10 they have, create schedules that have --  
11 make all of those things available.

12 COUNCILWOMAN GYM: Ms. Logan, how is the  
13 District accounting for -- how are you doing  
14 the audit to make sure each school is  
15 providing the requirements demanded by the  
16 School Code.

17 MS. LOGAN: So when --

18 COUNCILWOMAN GYM: If you can just  
19 introduce yourself.

20 MS. LOGAN: Cheryl Logan, Chief Academic  
21 Support School District of Philadelphia.

22 For me, the question is twofold. One is  
23 about vacancies. It's a complete  
24 different -- completely different question.

1 The question around curricular mandates,  
2 principals have to -- high school principals  
3 have to account for high school credits that  
4 are needed for graduation. Twelfth grade  
5 English would be one. Schools do not have  
6 flexibility to not offer twelfth grade  
7 English. If there is a vacancy, we are  
8 talking about two different issues. So if  
9 there's a vacancy in the classroom,  
10 principals work to provide a substitute  
11 teacher. They work with, obviously, our  
12 substitute system which we've already spoken  
13 about.

14 But there is not an opportunity for them  
15 to do that. They must enter the credits  
16 into our -- into our system where they would  
17 be accounted for towards graduation --  
18 towards a graduation requirement.

19 COUNCILWOMAN GYM: So, Madam Chair, I  
20 know my time is up. But I just -- you know,  
21 I think what the problem is, is that Edison  
22 High School didn't have twelfth grade  
23 English, not in May. They didn't have it in  
24 November. And I'm trying to understand how

1 thousands of kids enter into summer school  
2 because they did not have a teacher in the  
3 classroom for two thirds of the year.

4 MS. LOGAN: And so, if students are not  
5 entering into summer school -- students who  
6 don't pass a course and who need credit  
7 recovery, have an opportunity eleventh grade  
8 and twelfth grade students have an  
9 opportunity if they didn't pass a course,  
10 they are not sent to summer school because  
11 they did not have a teacher. They are sent  
12 because they didn't pass a course. Those  
13 are two different issues.

14 COUNCILWOMAN GYM: Well, what percentage  
15 of students didn't have a teacher for this  
16 year?

17 MS. LOGAN: I don't have that data in  
18 front of me.

19 COUNCILWOMAN GYM: You had it before in  
20 May when we talked earlier about it.

21 MS. LOGAN: I personally did not. I  
22 don't do -- I'm not in the Talent Division.  
23 I don't have that information in front of  
24 me.

1 COUNCILWOMAN GYM: So, this is a problem  
2 because you are the person who should know  
3 this. And this is what I'm trying to get  
4 at. That if we do not know the number of  
5 students who didn't have a teacher for a  
6 majority of the year, then that becomes an  
7 issue. And this is a repeated concern it  
8 seems to be heard at both the student level  
9 to the principal level that no one is --  
10 that the vacancy issue is a passive  
11 situation. That people are helpless, we are  
12 hamstrung, and there is nothing we can do.  
13 And thus, it doesn't get addressed.

14 And I'm trying to understand who is  
15 going to ultimately account so this problem  
16 does not happen in spring of 2016 -- in  
17 September of 2016.

18 MS. LOGAN: So, the question that I hear  
19 is, again, around the vacancy issue. And  
20 you are correct. The number of students --  
21 I apologize. The number of students who did  
22 not have a teacher in K through 7, I did  
23 report that the last time I was here.

24 COUNCILWOMAN GYM: And it was in the

1 thousands, right?

2 MS. LOGAN: Yeah. The low twos, I  
3 believe. I just don't have -- I brought all  
4 of that information last time. I apologize.

5 COUNCILWOMAN GYM: The two thousand  
6 students in grades K to 7 that we're aware  
7 of did not have a teacher for more than  
8 two-thirds of the year.

9 MS. LOGAN: That is correct. That is  
10 correct. Do you have another -- sorry. Was  
11 there another question?

12 COUNCILWOMAN GYM: It was to ask about  
13 how are we accounting -- who is going to  
14 ensure that this does not happen again in  
15 September of 2016?

16 MS. LOGAN: Well, I think for me, the  
17 person -- the people and the group are all  
18 the people that are in this room. That we  
19 are all working to ensure that we find the  
20 700 teachers that we need to fill our --  
21 highly qualified teachers to fill the  
22 vacancy so that we do not have students  
23 without a teacher. That is who I think are  
24 the people that are responsible for that.



1 DR. HITE: So, I am ultimately  
2 responsible, Councilwoman. And then in the  
3 end to ensure that -- again, I'm going to  
4 make that commitment today. And I want to  
5 add that there is nothing passive about not  
6 having a teacher in a classroom. We've been  
7 working through this issue since the  
8 beginning of the school year. We would fill  
9 vacancies and then vacancies were created  
10 for a number of reasons.

11 Vacancies were created because  
12 individuals were retiring and/or they were  
13 taking some time off to finish a degree or  
14 whatever the case may be. Individuals were  
15 sick and not there. But it's nothing  
16 passive about the non-filling of these  
17 vacancies. We've been working all year to  
18 address this problem in the current year.

19 And as I've indicated on multiple  
20 occasions, we are starting to address that  
21 problem next year. And we want to start the  
22 year without any vacancies and even doing  
23 supplemental hiring to ensure that we can  
24 fill vacancies much faster than we were able

1 to fill them this year.

2 COUNCILWOMAN GYM: Thank you very much.  
3 I just, you know, it's hard to -- you know,  
4 I understand that the District and many  
5 people within the District have been  
6 struggling about this issue. It's just a  
7 very important point to make that when you  
8 are announcing the issue of school closings  
9 that when the District and students aren't  
10 given the very basics and the fundamental  
11 building blocks of schools, that the  
12 District will fundamentally drive families  
13 away.

14 And the announcement around the school  
15 closings and the choices that are being  
16 made, are going to ultimately be the  
17 District making a clear statement, not a  
18 message or a branding issue, but a clear  
19 statement about its investment in  
20 broad-based District-wide equity issues that  
21 are fundamental to its mission versus  
22 optional things that are based around  
23 privatization, outsourcing and have shown to  
24 not have significant guarantees.

1 I'll wait till my next round. Thank  
2 you, Madam Chair.

3 COUNCILWOMAN BLACKWELL: Thank you,  
4 Councilwoman Gym.

5 Another issue related to this is that we  
6 had hearings on it long before you were here  
7 about settling schools earlier. Because  
8 there was a time when we settled schools  
9 maybe in early November. And it's awful  
10 when you lose a vice principal and you gain  
11 one and all of that. Because -- and this  
12 wasn't even when we had the teacher  
13 shortage.

14 It's very important that we settle  
15 schools early at the beginning of the year  
16 so that everybody is not switched around and  
17 transferred back and forth. Unfortunately,  
18 that shouldn't be an issue given this is  
19 really important that we are talking about  
20 now. But we really need to make sure we  
21 settle them as early as possible.

22 Councilman Oh.

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

1           In your financial report that you gave  
2 us, you indicated that you will receive a  
3 certain amount of money from the State. Do  
4 you generally get a consistent amount of  
5 money? How much money has the State  
6 provided for this fiscal year?

7           MR. MONSON: We get an amount based on a  
8 -- well, now if -- there are a couple  
9 different pots. There's the basic education  
10 formula. We get a share of that money. We  
11 get a share of the pot for special  
12 education. Then we get a series of  
13 reimbursements. Certain percentage based on  
14 the ratio which is impacted by the AVI, we  
15 mentioned, which are reimbursements related  
16 to our pension contributions,  
17 transportation, social security and FICA.  
18 There are certain other grant monies we get  
19 from the state, Ready To Learn and some  
20 others.

21           It's a series of different pots. But  
22 it's -- they all have their own formula.

23           COUNCILMAN OH: For this past year or  
24 this current year, how much did the State

1 contribute? Do you roughly know?

2 I don't know if you know or not.

3 MR. MONSON: How much did we get from  
4 the State this year?

5 COUNCILMAN OH: Yes.

6 MR. MONSON: In total in '16 we are  
7 projecting to get about 1.4 billion.

8 COUNCILMAN OH: 1.4 billion? And what  
9 did you get last year?

10 MR. MONSON: Don't actually have the '15  
11 number in front of me. I will get that for  
12 you.

13 COUNCILMAN OH: Okay. Would you give it  
14 to the Chair, please?

15 MR. MONSON: Sure.

16 COUNCILMAN OH: This year you indicated  
17 you expect to receive 118 million more than  
18 you did last year?

19 MR. MONSON: Yes and no.

20 COUNCILMAN OH: Okay.

21 MR. MONSON: And let me explain it. So,  
22 the -- what we are projecting off the  
23 Governor's proposed budget -- in the basic  
24 ed formula, there is the basic pot. We are

1 projecting the Governor's request to  
2 \$200 million for the entire Commonwealth of  
3 which we would get 46 million, about  
4 23 percent. We would get about another  
5 10 million or so in special ed. Then there  
6 is increase in the reimbursements. Pension  
7 is a large piece of that.

8 In addition, actually if you look at all  
9 the reimbursements, it's about 28 million.  
10 There is a shift is making a piece of this.  
11 I know I had some questions about the 118.  
12 When the Fiscal Code was passed by the State  
13 in the beginning of this month, it shifted  
14 money that was originally be given to us  
15 through the Ready To Learn Grant and moved  
16 it back to basic ed. Those grant funds  
17 don't appear in the operating budget.

18 So, there is \$40 million of State  
19 revenues effective that got moved back in  
20 along with the costs that would have been a  
21 grant. It's no net increase for us overall  
22 because the expenses came over. But because  
23 it's no longer through the grant funding but  
24 through the State.

1 COUNCILMAN OH: Okay. The 118 million  
2 is not really an increase at end of the day?

3 MR. MONSON: The \$56 million is an -- I  
4 would say is an increase. It's not  
5 generated by new expenses. That is the 200  
6 million increase in basic ed and increase in  
7 special ed. That's what is new based on the  
8 Governor's proposed budget.

9 COUNCILMAN OH: Okay. Has not passed  
10 yet?

11 MR. MONSON: Correct.

12 COUNCILMAN OH: Okay. If it doesn't  
13 pass, then where do you go for the money?

14 MR. MONSON: It if doesn't pass, it  
15 speeds up our need to have the discussion  
16 with all of our funders. In the current  
17 year, we would still have a positive fund  
18 balance in '17, it would just be much  
19 narrower in the \$40 million range. And we  
20 would have a negative fund balance in '18.  
21 It just means that that conversation we want  
22 to have with all of our funders -- the City,  
23 the State, private funders, whomever --  
24 needs to happen that much faster. And that

1 the urgency of coming up with a plan to deal  
2 with structural problems is that much --  
3 that much more in front of us.

4 COUNCILMAN OH: Okay. This Body, in  
5 addition to passing the laws that were --  
6 legislation that was talked about to raise  
7 more money for the schools, also increased  
8 parking meters by \$0.50. In many neighbors  
9 surrounding Center City and as a result of  
10 the increase in the \$0.50, I am told that  
11 there was an increase in revenues of  
12 1.3 million. I don't know how anybody can  
13 say that really. You really can't tell.

14 But anyway, giving that to PPA, okay,  
15 1.3 million, I see that there's a decrease  
16 in your contribution from PPA of 3 million.  
17 So we increased the parking meters \$0.50 and  
18 you are getting 3 million less.

19 Can you explain that?

20 MR. MONSON: I don't know if I can  
21 explain it other than I can tell you what I  
22 know.

23 COUNCILMAN OH: Okay. Please do.

24 MR. MONSON: Which is we don't get any



1 money from formula of Parking Authority. We  
2 essentially, get a check from them. We have  
3 no control over how it is, what comes to us  
4 and how much it is. In fact, the only way  
5 we know about the \$3 million less was an  
6 article that appeared in the notebook about  
7 a meeting of the Parking Authority where  
8 they projected to reduce its payment to the  
9 School District in 2017 by \$3 million.

10 We have tried to have more of  
11 communications and have been unsuccessful.

12 COUNCILMAN OH: We do have a hearing  
13 next week, a joint Council hearing of  
14 Education and Streets, so we may find out.  
15 What I have also learned is that you get no  
16 money from the Red Light Camera Program, not  
17 one cent.

18 MR. MONSON: That is correct.

19 COUNCILMAN OH: So, the Philadelphia  
20 Parking Authority used to be a City entity.  
21 And I believe it predates me, but I think  
22 all the revenues of the Philadelphia Parking  
23 Authority went to the City and the School  
24 District. That's what I understand. I

1 could be wrong. But it is -- the revenues  
2 go to the State. And some of it comes to  
3 the City, and some of it comes to the School  
4 District. But you know, in our efforts to  
5 look at sustainable funding, there are --  
6 there are these challenges. We don't  
7 control a lot of the entities that people  
8 believe are funding the City and the State,  
9 and the money doesn't actually come to the  
10 City; yet, we have to go to the state to ask  
11 for money they don't give us while they are  
12 taking out money that used to come to us.

13 So in that regard, I have to go back to  
14 the -- my first question about Philadelphia  
15 Education Fund. So, three public schools  
16 are being planned to close per year based on  
17 declining attendance, I suppose; yet schools  
18 are being opened. So while public schools  
19 are being closed, it appears without perhaps  
20 any planning or maybe there's planning, that  
21 schools are being opened and they are  
22 typically charter schools.

23 The question that I have is, you know,  
24 to put it as plain as I can and just this

1 issue of this conflict of interest, SRC  
2 member has got to make decisions on closing  
3 public schools, opening charter schools.  
4 Everybody, I think, has read that her  
5 husband represents one of the charter school  
6 entities that opens school, and there is  
7 nothing wrong with that. Wonderful charter  
8 schools. I am for charter schools. I just  
9 don't know how that's not a conflict of  
10 interest when you have to close public  
11 school and you are opening charter schools.  
12 You probably have to close some charter  
13 schools. And charter schools just keep  
14 opening, 80-some, I don't know, charter  
15 schools and growing.

16 With the Supreme Court decision that you  
17 cannot cap the attendance of these charter  
18 schools, that's potentially a huge financial  
19 and administrative problem.

20 How do you approach that problem?

21 MS. NEFF: And add to that the fact that  
22 we are not permitted to consider the  
23 financial impact on the District when  
24 reviewing an application. Add to that the

1 fact that the Cigarette Tax included a  
2 requirement that we begin reviewing  
3 applications again. So while I would like  
4 to say that we have total control in the  
5 situation, we do not. We are mandated by  
6 State law.

7 As you alluded to, as a SRC, we will try  
8 to have some control over growth by first  
9 not as a District not accepting  
10 applications. Then once we are required to  
11 by imposing conditions such as caps that  
12 would help us control the growing charter  
13 school population. Neither one of those  
14 we're permitted to do at this point unless  
15 we negotiate the cap.

16 The other -- the other -- I just lost my  
17 thought. The other factor involved with  
18 the -- you talked about closing of charter  
19 schools. We do have a process, the Quality  
20 Authorizing Initiative, where every five  
21 years we are looking at charter schools, not  
22 to close them from the perspective of we  
23 need more money, let's go find a school to  
24 close. But ensuring that we have quality in

1 our charter sector as well as in our regular  
2 public school sector. So we are choosing --  
3 closing non-performing charter schools. But  
4 again, it's a long process based on the  
5 charter school two years, three years when  
6 you include an appeals process.

7 So, I completely agree with your  
8 analysis of what some of the problems are  
9 around the charter school situation. That's  
10 why we need reform of the charter school  
11 legislation. Thank you.

12 DR. HITE: Councilman Oh, I just wanted  
13 to add we also have four charters that  
14 closed last year. And we have four current  
15 non-renewals that does take time as the  
16 Chairwoman stated. And we have one other  
17 charter closure this year. So that over the  
18 last two years, would be nine. But the four  
19 asterisk because those take time to go  
20 through the non-renewal process.

21 COUNCILMAN OH: I will finally say,  
22 listen, I appreciate and even more so --

23 DR. HITE: I'm sorry. I need to add  
24 because the SRC hasn't taken action on the

1 nine, we have four recommendations.

2 COUNCILMAN OH: Okay. So, I will  
3 conclude by saying I appreciate the  
4 complexity of the -- of the challenges that  
5 you have as you try to address this very  
6 difficult, you know, situation. Not of your  
7 making, but with all this legislation and  
8 limitations and requirements, it's very  
9 challenging.

10 I do agree that we all have to get on  
11 one sheet of music. You know, our Council,  
12 our delegation, our folks in Harrisburg, our  
13 congressional folks to figure this thing  
14 out. I do, at the end of the day, have a  
15 lot of concerns that if our only option is a  
16 charter school that, you know, in other  
17 words a bad -- a bad choice, a rock and a  
18 hard place, and we don't have the ability to  
19 provide a good quality public school in the  
20 neighborhood, if we don't have the resources  
21 to do that, the only thing that happens  
22 is -- the only other alternative is a  
23 private provider.

24 And I'd hate to see that we are going in

1 the direction of, you know, just kind of an  
2 unplanned, you know, public education system  
3 for, you know, the complexities and  
4 challenges that exist.

5 Thank you very much. Thank you,  
6 Chairwoman.

7 COUNCILWOMAN BLACKWELL: Certainly,  
8 you're welcome.

9 Councilman Domb.

10 COUNCILMAN DOMB: Thank you, Madam  
11 Chairwoman.

12 I guess this is for you, Dr. Hite, this  
13 question. I heard Councilwoman Blondell  
14 Reynolds Brown talk about truancy. I know a  
15 few weeks ago Councilman Taubenberger spoke  
16 about it I think with the District  
17 Attorney's Office.

18 Do you know what the truancy rate is  
19 today for public schools?

20 DR. HITE: We are at, I think,  
21 91.2 percent attendance.

22 COUNCILMAN DOMB: Okay. It's about 8 to  
23 9 percent truancy. Okay. And then the  
24 second question --

1 DR. HITE: That is different than  
2 truancy. That is attendance, so that's  
3 not -- that's not truancy. The 9 percent  
4 are not all truant. So, some could be for  
5 other reasons.

6 COUNCILMAN DOMB: You hear rumors like  
7 some schools have a 30 percent truancy rate.

8 Can that be possible?

9 DR. HITE: Yes. That could be possible.

10 COUNCILMAN DOMB: Could be. And is the  
11 that area you were talking about earlier  
12 working with the District Attorney's Office  
13 to address those issues?

14 DR. HITE: Right.

15 COUNCILMAN DOMB: Okay, great. I have  
16 two other questions and then I can come  
17 back. But this one I am actually carrying  
18 the water for my fellow Councilwoman, no pun  
19 intended.

20 The issue is we had a panel last week, I  
21 think it was, or two weeks ago. It was two  
22 weeks ago, about the water fountain issue in  
23 the School District. And when it first was  
24 brought to me and I was listening to the



1 testimony, it reminded me of the movie "Walk  
2 the Line," remember? When Johnny Cash is in  
3 the prison and he holds up the rusty water.  
4 Remember that scene?

5 So, the information that I have, it says  
6 15 percent of District's total water  
7 fountains have been deemed inoperable.  
8 That's the information I have.  
9 Concentration of inoperable fountains varies  
10 greatly in some school. It's as high as 90  
11 percent.

12 There is an opportunity, though, for a  
13 water fountain system basically that's cost  
14 1500 per unit. About \$900 for the cost and  
15 600 for the install. And the math was done  
16 at three per school. It's 218 schools.  
17 It's just under a million dollars to clean  
18 up the whole water situation.

19 Is that something we can look at and  
20 fund in this budget?

21 (Applause)

22 DR. HITE: Well, I will add before Fran  
23 comes up, because it may not be a reason for  
24 her to respond. It is a part of our

1 priorities on -- as was mentioned earlier in  
2 the Green Schools Future Plan on, I think it  
3 was, Item 58, Action Item Number 58, was to  
4 ensure that we have operable fountains. And  
5 that in the event that we did not have  
6 operable water stations, that we would then  
7 make the necessary investments to have  
8 those, both through external means and  
9 through our School Food Service which is  
10 also entity that allows us to also purchase  
11 hydration stations or water, fresh water.

12 COUNCILMAN DOMB: You got that under  
13 control? Hopefully, that will happen?

14 DR. HITE: Yes. I mean, this is a part  
15 of -- naturally, we have a lot of essential  
16 request for monies and monies for various  
17 things. This is one of the high priority  
18 items for us because this is very important  
19 that we have children in schools that have  
20 access to clean water.

21 COUNCILMAN DOMB: Well, especially if  
22 they are going to pay more money for soda.  
23 If they have water, at least they can drink.

24 One last question on this. There's been

1 a lot of discussions about PreK, which I  
2 think everybody thinks is a good idea. I  
3 guess my concern has been we do a great job  
4 with PreK, which I hope we will if we get  
5 there. And then the transition into  
6 kindergarten.

7 I am just wondering what you all need to  
8 do to prepare for that transition from the  
9 PreK into kindergarten? And have there been  
10 discussions about that process?

11 DR. HITE: Yes. As a matter of fact, we  
12 for the first time a year ago, we were  
13 working and had all of our PreK educators  
14 along with our kindergartener educators  
15 along with first grade in doing the  
16 development as a entire group, not separate  
17 development for one group versus the other  
18 group. It's really important that we clear  
19 the lines of not only communication, but  
20 also have development opportunities for  
21 those individuals and make sure those  
22 development opportunities are consistent, so  
23 that the PreK individuals hear what's  
24 happening in kindergarten. And the

1 kindergarten are informed by the things that  
2 worked in PreK and so forth and so on.

3 Last year we did a call out. And I  
4 think it was a three-day development for all  
5 PreK through second grade teachers. And it  
6 was a development that had them all in one  
7 place. And we got a lot of positive  
8 feedback from that, as well.

9 COUNCILMAN DOMB: So, what you're really  
10 saying is we should not be -- one of our  
11 concerns is we are going to do this PreK and  
12 then get to kindergarten, and we don't want  
13 them to fall off.

14 DR. HITE: That's correct.

15 COUNCILMAN DOMB: So, you'll make sure  
16 that they're on that path, trajectory?

17 DR. HITE: Yes.

18 COUNCILMAN DOMB: Thank you very much.  
19 Thank you.

20 COUNCILWOMAN BLACKWELL: Thank you.

21 Next we'll have Councilwoman Parker.

22 COUNCILWOMAN PARKER: Thank you, Madam  
23 Chair. Prior during his line of  
24 questioning, Councilman-At-Large Derek Green

1 mentioned the phrase tale of two cities.  
2 And he jogged my memory when I was talking  
3 about one of our -- I forgot to mention one  
4 of our valuable stakeholders and advocacy  
5 for funding public education. But he  
6 reminded me, David Cohen at Comcast was the  
7 first individual that I heard use the tale  
8 of two cities in his -- during his inaugural  
9 speech, his Chair of the Chamber. So, it  
10 jogged my memory like, Dr. Hite and  
11 Chairwoman Neff, don't forget to make sure  
12 the Chamber is at the table. Like they've  
13 really been a very valuable partner for us.

14 In addition to that, I want to go back  
15 to the issue that I ended with Dr. Hite.  
16 And that was the career and technical  
17 education training, particularly with the  
18 Mayor's proposal of Rebuild in mind. And  
19 again, diversity and minority inclusion has  
20 been a major part of our discussion.

21 So has there been any -- just for the  
22 record, our Chief Education Official, he and  
23 I have talked extensively. I have a great  
24 deal of admiration and respect for him and

1 the work that he has done. If you probably  
2 were to say to Otis Hackney, like Cherelle  
3 Parker, he would say CTE, right?

4 Tell us, Dr. Hite, what's the  
5 communication been with the District and/or  
6 the building trades in this issue? Are  
7 there any partners? Because I often, again,  
8 I'm talking about the process. When I think  
9 of partnership and education, I think about  
10 CCP. I think about the School District. I  
11 think about the trades. I think about the  
12 Administration.

13 Has that kind of discussion started?

14 DR. HITE: In part. I mean, we have  
15 the -- you saw as a part of the video, the  
16 advanced manufacturing program at Benjamin  
17 Franklin. We also have children who every  
18 day now participate in the finishing trades.  
19 And they are children from multiple high  
20 schools from around the City.

21 COUNCILWOMAN PARKER: What does that  
22 mean, Dr. Hite? Explain finishing.

23 DR. HITE: Finishing trades are young  
24 people who come in and they could do

1 painting, sheet rock. They do bridge  
2 painting. And it is -- and these young  
3 people will do trim. It's all the finishing  
4 things to building trades, if you will and  
5 some electrical. And so, we have children  
6 who work with the finishing trades as a  
7 direct feeder to their apprenticeship  
8 program. We have young people who are  
9 leaving our program at Randolph who are  
10 completing the plumbing program and leaving  
11 with the certification as a plumber.

12 As a matter of fact a year ago, two of  
13 the youngest pre-apprentice students that  
14 Aker Shipyard ever hired were from Randolph  
15 High School. All eleven young people  
16 finished and were successful in acquiring  
17 their certificate as plumbers after -- I'm  
18 sorry, as welders after that program.

19 And so, we have the ability to do that.  
20 We -- in the end, we want to fully engage  
21 with building trades. We have not fully  
22 established those conversations yet. There  
23 has been some request for those  
24 conversations. But it is our position that

1 we have young people and programs in schools  
2 that could support the types of competencies  
3 and skills that these young people will need  
4 in order to work in the building trades.  
5 And that, we would love for our program to  
6 be natural feeders for those types of  
7 programs. Because then it would allow for  
8 the diversity throughout the City that is  
9 currently enrolled in our programs.

10 That's one thing that we are looking  
11 forward to. We have a very good  
12 relationship with the laborers and the work  
13 that they do. And I will just add, the  
14 community college is also using our advanced  
15 manufacturing lab at Ben Franklin as their  
16 workforce development site for programs that  
17 they have. So, children could go from  
18 our -- complete that program, go into CCP  
19 and then into advanced manufacturing and  
20 never leave Ben Franklin, by the way.

21 And so, but we look forward to engaging  
22 in those conversations and looking forward  
23 to having those conversations with building  
24 trades.



1           COUNCILWOMAN PARKER: I want to thank  
2 you, Dr. Hite, for your response. I know  
3 Mayor Kenney, Council President Clarke, our  
4 building trades and Councilman Bobby Henon  
5 has been a very strong advocate from this  
6 perspective, have talked a lot about trying  
7 to find a way to facilitate the discussion  
8 to move us forward to the action items to  
9 actually make what you describe like to  
10 bolster it, to an enhance it. So, I am  
11 going to keep on doing as much as I could to  
12 push the envelope.

13           Now, Dr. Hite, I want to quickly just go  
14 through something that we -- you know, it  
15 was a -- we had a crisis in the 9th District  
16 as it relates to Edmund School this year and  
17 infrastructure. I heard the number \$5  
18 billion. That was a given that would be  
19 needed if we could, you know, wave the magic  
20 wand and get it all done. Every time I  
21 think about that \$5 billion number, people  
22 say why can't you do it overnight.

23           Again, just because I'm accustomed to  
24 not being able to sound the alarm, I'm

1 accustomed to trying to do the difficult  
2 work like my colleagues and come up with the  
3 revenue, right?

4 \$5 billion, how many local and state  
5 taxes would have to be raised, right, to  
6 generate the revenue needed so you could  
7 wave the magic wand and do it all at once?

8 With that being said, I wanted you to  
9 tell us how you'll be addressing in this  
10 budget on the capital side, revenue to make  
11 some improvements to the infrastructure? I  
12 also want you to give me an answer to a  
13 question that I have gotten in regards to  
14 the number of licensed engineers that the  
15 District has to have? Is there any  
16 regulation as to how many you have to have  
17 in a school? And what's that number, and  
18 then how many does the District actually  
19 have?

20 DR. HITE: Great. Thank you. I am  
21 going to start on the deferred maintenance  
22 question, and then hand it off to Uri Monson  
23 and then to Fran Burns to respond to the  
24 other two questions.

1 But with respect to the deferred  
2 maintenance, and we currently -- we just  
3 completed a facility condition index study  
4 that was done. And it indicates pretty  
5 significant needs, deferred maintenance  
6 needs, across the District. And as you  
7 indicated, we could not do that. We can't  
8 do that overnight. We do have in the Five  
9 Year Plan \$600 million in capital  
10 improvement monies.

11 Once we have access to the market for  
12 capital --

13 COUNCILWOMAN PARKER: Access to the  
14 market? You mean, you can't borrow?

15 DR. HITE: Not at the moment. And  
16 that's the part I wanted to hand off to our  
17 Chief Financial Officer.

18 COUNCILWOMAN PARKER: Okay.

19 MR. MONSON: So, unfortunately, at the  
20 current time, we don't have access to the  
21 markets to borrow. Combination of two  
22 issues.

23 Number one, there is no state budget for  
24 next year. And after this past year, the

1 market is little jittery as you might  
2 imagine. This is true for all Pennsylvania  
3 borrowers.

4 In addition, the state intercept was  
5 effectively broken during the year. There  
6 are some proposed legislative fixes that are  
7 up that we believe would -- would make the  
8 rating agencies satisfied that the intercept  
9 is back in place. But we have been told and  
10 we have spoken with multiple banks that  
11 effectively would not be able to -- our  
12 bonds would not sell without either the  
13 state budget or the inceptor, ideally both.

14 It's dramatically impacting our own bond  
15 rating and our ability to go to the markets.  
16 We were supposed to borrow money this past  
17 year and simply could not because of the  
18 state. That's already been deferred. And  
19 as Dr. Hite mentioned, we have almost  
20 \$600 million proposed over the Five Year  
21 Period to borrow and invest primarily in the  
22 capital needs of our buildings.

23 COUNCILWOMAN PARKER: Well, surprise and  
24 understand sort of overall how when

1 Councilman Oh asked the question what would  
2 happen if that state budget, you know, isn't  
3 passed, like, we get the fund balance right  
4 as you all have laid out in your Five Year  
5 Plan. But the idea that it is hampering  
6 your ability to go to the markets, you know.  
7 It is, again, I'm familiar with when you  
8 have to do the tran, you know, in order to  
9 make payroll, you know, Chairwoman Neff,  
10 that was prior to your becoming Chair. I  
11 think I am going back to Pedro now, right.  
12 So, that is really just disappointing to  
13 hear. But I thank you for putting that on  
14 the record.

15 Just if we can get 15 seconds across,  
16 you know, a response to how many are you  
17 required to have by law, and how many do we  
18 have in terms of building engineers?

19 MS. BURNS: Good afternoon, Fran Burns,  
20 Chief Operating Officer. We are required to  
21 have a licensed Stationary Class A, license  
22 to -- that would oversee the boiler  
23 operation. We are not actually required by  
24 law to have a licensed engineer per

1 building. In practice, we have had a  
2 licensed engineer in our buildings.

3 Right now, we have 160 building  
4 engineers that have licenses, and then we  
5 have 60 trainees that are currently in the  
6 program that are not licensed.

7 COUNCILWOMAN PARKER: Sixty trainees  
8 that are in the program and are not licensed  
9 yet?

10 MS. BURNS: That's correct.

11 COUNCILWOMAN PARKER: That would take  
12 our total, you just bear with me here, be up  
13 to 220 when they finish?

14 MS. BURNS: That's correct.

15 COUNCILWOMAN PARKER: All right. And so  
16 again, there is no actual number  
17 legislatively that we are required to meet,  
18 no mandated. This is the bottom line for  
19 building engineers?

20 MS. BURNS: There is not.

21 COUNCILWOMAN PARKER: Thank you, Madam  
22 Chair for your leeway. As usual, I want to  
23 close by thanking you and Councilwoman  
24 Blondell Reynolds Brown. As usual, I follow

1 your lead, right? You all wave the flag as  
2 it relates to our good friend Evelyn  
3 Sample-Oates. And as you all were talking,  
4 Councilwoman, I was thinking about Evelyn,  
5 you must feel like the husband of a -- who  
6 has a wife who works all the time, right,  
7 when people don't tell you they love you  
8 enough. So, you get all of my abuse, right,  
9 my angry calls. And she is very graceful,  
10 yes, we will handle it. We will look into  
11 it.

12 I know I am on a hundred, right? We get  
13 on a hundred when the public is calling us,  
14 but you handle it gracefully. So, I needed  
15 to tell you thank you very much for the  
16 record.

17 Thank you, Madam Chair.

18 COUNCILWOMAN BLACKWELL: Thank you very  
19 much. We must break for our stenographer.  
20 So, we will break for lunch until 2:00 p.m.  
21 Thank you.

22 (Hearing broke for lunch at 1:15 p.m.)

23 - - -

24 (Hearing resumed at 2:14 p.m.)

1 - - -

2 COUNCILWOMAN BLACKWELL: Councilman  
3 Domb, we are going to call on you. He's out  
4 of order because you're not here, Blondie.  
5 You're not here, Helen.

6 Councilman Domb. Thank you all. I hope  
7 everybody got kind of rejuvenated.

8 Thank you.

9 COUNCILMAN DOMB: Many school districts  
10 and municipalities leased out rooftop spaces  
11 for revenue. And I know the School District  
12 looked at this seven or ten years ago. I  
13 was wondering if -- I think the City of  
14 Atlanta collects 1 to \$2 million in rooftop  
15 revenue.

16 Is this a possibility for Philadelphia,  
17 and is it an area we can look at for  
18 additional revenue, though it may not be  
19 that much, but it's something?

20 DR. HITE: Yes. We could -- we could  
21 most definitely look at it. We would have  
22 to because of bonds and public views versus  
23 private used bonds, we'd have to determine  
24 it on a site-by-site basis. But we are more



1 than willing to look at that as a revenue  
2 source.

3 COUNCILMAN DOMB: Okay. And I heard you  
4 talk earlier about, I guess for lack of a  
5 better word, the -- is it CTE, Career  
6 Technical Education. One of the schools, I  
7 know it's not part of the School District.  
8 One of the schools which I personally like  
9 is the Cristo Rey School. And I talk about  
10 it all the time. And I actually have  
11 students from Cristo Rey in my office.

12 And the concept basically is that  
13 student works one day a week from ninth to  
14 twelfth grade. And they are going to  
15 graduate a hundred percent of their students  
16 this year which is pretty amazing because  
17 everyone in that school is lower income.  
18 And yet the experience of working in that  
19 job one day a week is huge.

20 Is there any way to take that model of  
21 Cristo Rey and expand it to the public  
22 schools where maybe students who aren't  
23 going to get paid, but I would say that the  
24 opportunity to work in a business or some

1 sort of employment one day a week is huge.  
2 You don't need the money. The experience is  
3 phenomenal and the social experience is  
4 great. And having four job-related  
5 experiences between ninth and twelfth grade  
6 I think would be a great opportunity.

7 Is there a way to expand that for public  
8 schools?

9 DR. HITE: Yes. We have several  
10 programs that actually offer that now,  
11 Councilman. And then in addition, we are  
12 learning from schools like Cristo Rey, one  
13 of the networks that the Chair was  
14 describing is Opportunity Network. And  
15 that's a part -- that's a network which  
16 Cristo Rey is a part of it.

17 And it is -- so what we learn from those  
18 schools gives us the ability to replicate  
19 those things across the District. But we  
20 have quite a few programs now that take that  
21 approach.

22 COUNCILMAN DOMB: It's great. I think  
23 it's a great program.

24 One other question. Source4Teachers is

1 a contract, I guess, \$34 million. And I  
2 guess they canceled the contract, that you  
3 guys canceled the contract in March of this  
4 year, I believe. My question is, the  
5 company came nowhere near the proposed  
6 75 percent fill rate.

7 Did the School District get back any of  
8 the money because of that lack of filling  
9 the vacancies? The financial side of that,  
10 did we get the proper money back?

11 DR. HITE: Yeah. It was a contract that  
12 is a -- it was -- the contract terms was  
13 that it would not exceed \$34 million, but  
14 the payments were based on their ability to  
15 fill vacancies. And so, the actual amount  
16 that was spent with Source4Teachers was far  
17 less than the 34 million. I think that was  
18 close.

19 MR. MONSON: About 6 million through the  
20 end of April.

21 DR. HITE: 6 million through the end of  
22 April.

23 COUNCILMAN DOMB: That's good news.

24 I don't think I have any other questions

1 right now, Madam Chairwoman.

2 COUNCILWOMAN BLACKWELL: Thank you.

3 COUNCILMAN DOMB: Thank you very much.

4 COUNCILWOMAN BLACKWELL: Thank you very  
5 much. For all those in the building, my  
6 colleagues here would like to -- thank you.

7 Councilwoman Gym, it looks like you will  
8 be our final person.

9 COUNCILMAN DOMB: Can I ask one more  
10 question?

11 COUNCILWOMAN BLACKWELL: Yes.

12 COUNCILMAN DOMB: I just want to put  
13 this on the record. I constantly would hear  
14 this before when I was running for office  
15 how schools didn't have enough toilet paper,  
16 paper supplies, pens or pencils.

17 Is that the case or is that not the  
18 case?

19 DR. HITE: Yeah. I will have -- once  
20 again if it needs more explanation, one of  
21 the things that we did this year was a full  
22 inventory of all of those types of supplies  
23 and ensured that schools had those supplies.  
24 We even replaced the dispensers for those

1 types of supplies. And then when I'm in  
2 schools, I actually make a point to go into  
3 at least the boys restroom to see if those  
4 supplies there. And so, we do have enough  
5 supplies for that.

6 And part of why we release \$60 per  
7 student earlier in the year was to provide  
8 schools with additional monies to buy the  
9 materials and supplies that they need that  
10 we did not provide. And so, if there are  
11 more specific -- if there's a more specific  
12 response needed, than Fran can come up and  
13 talk about it.

14 COUNCILMAN DOMB: So, we can squash that  
15 rumor. We have the supplies.

16 DR. HITE: Yes.

17 COUNCILMAN DOMB: There isn't an issue  
18 anymore.

19 DR. HITE: Yes.

20 COUNCILMAN DOMB: One last comment I  
21 want to mention to you. I took a tour of  
22 two schools that stayed in my mind. One is  
23 the Webster School and one is the Lewis  
24 Elkins School. Both were excellent. The

1 principals, the teachers, the students were  
2 so well behaved. And when we talk about  
3 some of those things that aren't positive,  
4 here are two great examples of two really  
5 good schools in the system. Just the two  
6 that I saw that really were exemplary.

7 I really wanted to commend you and  
8 commend the principals and teachers there,  
9 too. Really good cools.

10 DR. HITE: Thank you for acknowledging  
11 those two leaders and their -- in the work  
12 that they are doing in the schools. And  
13 that is happening more and more schools,  
14 Councilman. Thank you for that.

15 COUNCILMAN DOMB: Thank you very much.  
16 Thank you, Madam Chairwoman.

17 COUNCILWOMAN BLACKWELL: You are very  
18 welcome.

19 Councilwoman Gym.

20 COUNCILWOMAN GYM: Thank you very much,  
21 Madam Chair.

22 So, I think some of my questions might  
23 be for the Districts' charter school person.  
24 Is that Ms. Dawn Lynn Kaiser.

1 DR. HITE: She's here.

2 COUNCILWOMAN GYM: Great. Thank you.

3 Good afternoon.

4 MS. KAISER: Good afternoon.

5 COUNCILWOMAN GYM: So, the

6 Superintendent has talked previously about

7 the situation around the District's charter

8 schools. And in particular, obviously, that

9 charters now make up 30 percent of the

10 District's operating budget, \$875 million.

11 The \$122 million increase in FY17 represents

12 the 16 percent growth. And it also eats up

13 two-thirds of the growth in the District's

14 operating budget.

15 This year, the District approved six new

16 charters, three standalone charters and

17 three highly controversial renaissance

18 charters. Let me clarify. Those three --

19 the six new charters were made up of three

20 standalones and three renaissance charters.

21 And your office is primarily responsible for

22 this area.

23 One, do you have a net one year and five

24 year cost figure to the District for the

1 three renaissance charters school you just  
2 approved.

3 MS. KAISER: Thank you, City Council.  
4 My name is Dawn Lynn Kaiser. I'm the  
5 Executive Director for the Charter Schools  
6 Office.

7 With regards to the projection in terms  
8 of enrollment for the three new charters  
9 that were approved by our office, we do not  
10 yet have charter agreements for the three  
11 renaissance charters. Only one of those is  
12 actually approved and codified by a charter  
13 agreement at this time. And that is Global  
14 Leadership Academy Southwest at Huey.

15 We do, however, project enrollments. As  
16 you may recall for two of the new charter  
17 approvals this year, only one of those was a  
18 standalone new charter school. That was  
19 Kipp North Philadelphia. The other two had  
20 options for Russel Byers and for Esperanza  
21 to either be charter amendments or new  
22 charters. And we have not yet finalized  
23 those to determine whether or not those  
24 would be new charters or they would be



1 expansions or modifications of an existing  
2 charter. That will affect those projections  
3 as well as performance requirements for  
4 academics for two of those three charters.

5 So, we do give five year projection  
6 numbers to the budget office based on those  
7 staggered requirements and conditions. But  
8 the budget office is the one that actually  
9 puts a per pupil amount on that since that  
10 amount changes from year to year.

11 COUNCILWOMAN GYM: Okay. Mr. Monson, do  
12 you have a net one year and five year cost  
13 figure to the District for the three  
14 renaissance charter schools that were just  
15 approved?

16 MR. MONSON: I will need a minute --

17 COUNCILWOMAN GYM: No problem.

18 MR. MONSON: -- if you want to move on.

19 COUNCILWOMAN GYM: Ms. Kaiser, one of  
20 the things that we noticed is that, you  
21 know, in the first -- we have seen now two  
22 cohorts of renaissance charter schools in  
23 their six year process kind of go through  
24 the charter schools review process. And the

1 first one, about three out of seven of the  
2 charters had to have some kind of  
3 significant change in their management or  
4 leadership or had their charters taken away.  
5 This year, four out of six charter operators  
6 are recommended for non-renewal.

7 What is the estimated then success rate  
8 for charters conversions for the  
9 District's -- for the schools that have been  
10 up for review by your office?

11 MS. KAISER: Could you clarify the  
12 question? Are you asking if we project a  
13 success rate?

14 COUNCILWOMAN GYM: No. I asked you what  
15 the success rate is. So, we have had  
16 thirteen schools, thirteen renaissance  
17 charter schools be reviewed by your office;  
18 is that correct?

19 MS. KAISER: To date, yes.

20 COUNCILWOMAN GYM: And then four out of  
21 six for deemed for non-renewal for this  
22 year. One out of seven was deemed for  
23 non-renewal out of the first cohort, two of  
24 whom also had to see a shifted -- their

1 charter management to another operator or  
2 seeing some kind of dramatic shift based on  
3 concerns by the office; is that right?

4 MS. KAISER: We -- let me back up for a  
5 moment. So, we have four non-renewal  
6 recommendations that have been submitted to  
7 the SRC this year.

8 COUNCILWOMAN GYM: By your office.

9 MS. KAISER: Those notices of  
10 non-renewals have not been voted on.

11 COUNCILWOMAN GYM: I understand that. I  
12 asked about your office. So --

13 MS. KAISER: We have had four  
14 recommendations for non-renewal this year of  
15 renaissance charters. One last year in the  
16 2014/15 cohort. And there have been  
17 renaissance charters that have switched  
18 their charter management organization with  
19 notification to our office, not necessarily  
20 at the behest of our office, however, as we  
21 cannot mandate those types of changes.

22 COUNCILWOMAN GYM: Then what is the  
23 estimated success rate of renaissance  
24 charters?

1 MS. KAISER: I guess I'm not certain  
2 what the question is because the success  
3 rate, I'm trying to figure out how you are  
4 defining success.

5 COUNCILWOMAN GYM: I'm defining success  
6 as not failing. How is that? Where you  
7 don't have to see your charter turned over  
8 or your charter doesn't have to be  
9 recommended to be stripped from you. That's  
10 a pretty low bar. Maybe I won't call that  
11 success.

12 MS. KAISER: We have had no renaissance  
13 charters to date that have closed. And we  
14 have had the five recommendations for  
15 non-renewal. So, I would say that of the 20  
16 active renaissance charters, there have been  
17 five recommended for non-renewal. I would  
18 not recommend a change in charter management  
19 organization as a lack of success.

20 That is actually what we want to see  
21 from a strong charter school board or  
22 trustees that they recognize that a  
23 management organization is not achieving the  
24 goals that have been established for it.

1 And it makes the necessary course  
2 corrections.

3 COUNCILWOMAN GYM: And that has to thus  
4 be internalized because your office doesn't  
5 have the power to actually close down  
6 charter schools. So you're saying if a  
7 charter school is going on a poor trajectory  
8 and then decides to do a turnaround of a  
9 turnaround a second time, then that's  
10 actually a positive in your estimation.

11 MS. KAISER: If the board recognizes  
12 that they are not on a positive trajectory  
13 and they make the necessary course  
14 corrections, yes, we would see that as a  
15 positive.

16 COUNCILWOMAN GYM: We have got seven out  
17 of thirteen schools, though, that have had  
18 to see some kind of reversal in their  
19 renaissance charters. Would you at least  
20 say some of the providers you have used that  
21 have not been able to do it like Mosaica,  
22 Scholar Academies and Espire will not be  
23 candidates for additional renaissance  
24 schools?

1 MS. KAISER: Any charter operator is  
2 eligible to apply for a charter. It's not a  
3 licensure that is withheld. We could not  
4 prevent them from applying for either a new  
5 charter through a charter application  
6 process or a renaissance charter. However,  
7 their past performance would certainly be a  
8 consideration of our office in the  
9 evaluation of that.

10 COUNCILWOMAN GYM: For school -- for a  
11 charter operator like Young Scholars Academy  
12 which has now twice walked away from charter  
13 schools that they manage, the most recent  
14 one being Kenderton Elementary School in  
15 which they decided that the special  
16 education costs were something that they did  
17 not no longer want to pay for. And so,  
18 decided to walk away from that contract.

19 Is there any penalty for renaissance  
20 operators to deter them from bowing out of  
21 the contracts as they just choose whenever  
22 they choose to do so?

23 I mean, they are signed on to a  
24 five-year contract. Is there any penalty to

1 them?

2 MS. KAISER: So again, the charter  
3 management organization is not the holder of  
4 the charter. The charter is held by the  
5 board of the charter school. So, it is not  
6 the board of Young Scholars Kenderton that  
7 is walking away from the school. But rather  
8 Scholars Academy is the charter management  
9 organization that has indicated it's intent  
10 to not continue with the charter management  
11 organization responsibilities and contract  
12 for that school.

13 So, penalties would be cured between the  
14 board of the school and the vendor, not  
15 necessarily with the District. However,  
16 there is no provision in the charter school  
17 law for any penalty that is assigned to a  
18 board of trustees to a charter for  
19 surrendering its charter or for  
20 discontinuing with a charter management  
21 contract.

22 COUNCILWOMAN GYM: There is no penalty  
23 for discontinuing with the charter managing  
24 contract if it's voluntary. I'm asking you

1 would you consider penalties for an operator  
2 that says, hey, I don't feel like spending  
3 for special ed? It's too much money. I'm  
4 walking away.

5 Would you consider penalties under that  
6 kind of situation, or do you think schools  
7 should be left at the mercy of whatever  
8 operator chooses to see fit in terms of, you  
9 know in this particular case, I would  
10 consider it to be exploitive and somewhat  
11 abusive to the families at Kenderton to say  
12 that they don't feel like paying for special  
13 ed costs. And that they were -- they are  
14 obligated to the school.

15 MS. KAISER: I would say we are always  
16 looking in the charter school's office for  
17 the best interest of children. And if a  
18 charter management organization --

19 COUNCILWOMAN GYM: You would not say  
20 that you are?

21 MS. KAISER: Said we are always looking  
22 in the best interest of children. And if a  
23 charter management organization has signaled  
24 its intent to no longer be able to provide



1 services to those children, we certainly  
2 want to find a charter management  
3 organization or organization that would  
4 support the board of that charter who will  
5 be able to do so.

6 COUNCILWOMAN GYM: I didn't ask you that  
7 question. I asked if you would consider  
8 penalties for a charter operator that  
9 refused to do that.

10 MS. KAISER: There are no penalties at  
11 our disposal to consider.

12 COUNCILWOMAN GYM: Would you consider  
13 any or do you think it's appropriate to  
14 explore that? Or do you think that, you  
15 know -- how do we prevent this from  
16 happening on multiple occasion?

17 MS. KAISER: This is definitely an area  
18 where the charter school law could make some  
19 consideration for what the obligations are  
20 of those who apply for and seek a charter  
21 for a charter school. What I can say is  
22 there are minimal things that we can do.

23 One of the things that we have  
24 instituted in our office through our

1 resolutions and other agreements and  
2 contracts with charter providers is that  
3 changes in charter management organizations  
4 are deemed material charter amendment. And  
5 therefore, require the review and approval  
6 of our office. That is a change that had  
7 not been previously in resolutions and  
8 agreements dating back to the beginning of  
9 renaissance in 2010. But these things could  
10 not happen now outside of the purview of the  
11 charter school office and the SRC moving  
12 forward.

13 COUNCILWOMAN GYM: I'll have to circle  
14 back because I don't think I got clarity on  
15 my answer on that question. But I will come  
16 back on the next round for Ms. Kaiser.

17 Thank you.

18 MR. MONSON: Can I answer the dollar  
19 question?

20 COUNCILWOMAN BLACKWELL: Pull your mic  
21 closer.

22 MR. MONSON: Sorry. Just to go back to  
23 the previous question, for next year  
24 \$6.6 million is the cost stated with the new

1 renaissance charters.

2 COUNCILWOMAN GYM: For one year?

3 MR. MONSON: Correct. We have an  
4 estimate of an additional \$8 million, but  
5 that's -- it will depend on, obviously, if  
6 there are additional investments or growth  
7 rate and charters. Based on our current  
8 estimates, I think we have \$8 million.

9 COUNCILWOMAN GYM: 6 million?

10 MR. MONSON: It's 6.6 for the first year  
11 because you have trend. You have a new cost  
12 and then you have incremental costs above.  
13 The growth is you end up with, I believe, \$8  
14 million by the end.

15 COUNCILWOMAN GYM: \$8 million?

16 MR. MONSON: Yes.

17 COUNCILWOMAN GYM: Okay. Thank you.

18 COUNCILWOMAN BLACKWELL: Thank you.

19 We checked several times and we were  
20 told with regard to charter schools that we  
21 were okay with -- at Turner School with  
22 Kipp. I understand they were talking about  
23 Beeber charter school. That's Councilman  
24 Jones' area. But are they trying to deal

1 with that as a new location for charter  
2 schools?

3 MS. KAISER: Kipp is looking through a  
4 number of their facility options as they  
5 were approved for a new charter as well in  
6 the City of Philadelphia earlier this year  
7 for Kipp North Philadelphia. And so, they  
8 are looking for some long term solutions for  
9 all of their schools. I do not believe they  
10 have finalized any of those decisions beyond  
11 the buildings that they are already in  
12 contract or under agreement with for the  
13 District.

14 COUNCILWOMAN BLACKWELL: Yeah. They  
15 want to stay at Turner and we want them to  
16 stay at Turner. We have checked on that  
17 many times. They were talking about moving  
18 them upstairs, moving that. But they are  
19 really a wonderful neighborhood school for  
20 us. They like being there, and we like them  
21 being there.

22 But there has been talk back and forth  
23 that maybe upstairs they would -- there are  
24 some question and varying questions. I am

1 just was verifying that everything is  
2 straight again.

3 MS. BURNS: Councilwoman, Fran Burns,  
4 Chief Operating officer.

5 In fact, we have a resolution in front  
6 of the SRC for the May action meeting to  
7 extend the lease with Kipp at Motivation so  
8 that once the action is considered, it is  
9 recommended by staff. And so, it's --

10 COUNCILWOMAN BLACKWELL: Thank you.  
11 Thank you. Every told me that three times.  
12 And Beeber is not in my area, but are they  
13 involved in some of this thing? No Beeber?  
14 Okay. That's all right. Curtis would know  
15 that anyway. Thank you very much.

16 Councilwoman Reynolds Brown.

17 COUNCILWOMAN REYNOLDS BROWN: Thank you  
18 very much. Good afternoon.

19 Continuing along the concerns raised  
20 around charter schools, why not -- I am  
21 aware of is that World Communications  
22 Charter School has, at least what I've been  
23 told and I always asked to see some records  
24 to verify, has about 90 percent college

1 acceptance rate. So with that fact as a  
2 back drop, what I've also learned is that  
3 this school which has been around since 1998  
4 may be prematurely closing one year ahead of  
5 the 2017 charter. The concern is that it is  
6 the view of those who care about the charter  
7 schools, that they have -- they have done  
8 what they needed to do for approval. But  
9 what I have learned in my fact finding is  
10 that it actually took the Charter Schools  
11 Office three months to give approval for the  
12 schools recommendation for an operator  
13 period.

14 So the question becomes knowing that the  
15 work you do is massive, it takes three  
16 months to get back to give approval, just  
17 share with us why a school that is turning  
18 around is faced with the possible  
19 alternative of closure?

20 MS. KAISER: Yes. Dawn Lynn Kaiser,  
21 Executive Director of Charter School Office.

22 With regards to World Comm, there are  
23 some components of that timeline that have  
24 not been clearly delineated. Although,

1 there was a proposal submitted to our office  
2 by the end of October last year by World  
3 Communication which was under a signed  
4 agreement with our office and the District  
5 to either find another operator this school  
6 year or to surrender this charter which that  
7 board engaged in willingly. We could not  
8 get the additional supplemental information  
9 that was requested associated with that  
10 proposal for American Paradigm Schools  
11 until, in fact, we were able to meet in  
12 person with American Paradigm Schools as a  
13 result of their outreach to our office, not  
14 World Communications, to resolve many of  
15 those questions which did not occur until  
16 January.

17 Our office was not able to sign off on  
18 them proceeding forward until we had  
19 received that additional supplemental  
20 information that clarified the proposal.  
21 Unfortunately, without that information,  
22 yes, we withheld the approval to continue in  
23 their negotiations because there was  
24 material and substantive information that we

1 did not receive.

2 I also want to -- although there may be  
3 some points of recent improvements in  
4 school, the school's academic performance  
5 for the beginning of this charter term, the  
6 forced three years has been persistently low  
7 performing. In fact, last year 14/15 World  
8 Communications Charter School for the high  
9 school closed out the year for the lowest  
10 performing school, not just charter school,  
11 lowest performing public school in terms of  
12 academic achievement and academic progress  
13 in the City of Philadelphia last year.

14 They were 80 out of 80 in achievement and  
15 80 out of 82 in progress.

16 COUNCILWOMAN REYNOLDS BROWN: And so  
17 during the hearings before the School Reform  
18 Commission, are those type of facts shared  
19 out on the record? Or is that the kind of  
20 discussion that you have in sit-down caucus  
21 session?

22 When you make the decision, render the  
23 decisions that move you towards potential  
24 closure, is that handled in a public -- in



1 the public forum there on Wednesday  
2 evenings?

3 MS. NEFF: The Charter School Office  
4 makes a presentation before they make their  
5 recommendation at a public meeting.

6 COUNCILWOMAN REYNOLDS BROWN: Okay.  
7 Then the ask is that you revisit everything  
8 around World Charter with them directly so  
9 that -- it's clear there is a disconnect.  
10 When disconnect happens, they come to our  
11 attention. And then we, the appropriate  
12 thing for us to do is to ask that you sit  
13 down again and make sure they understand  
14 clearly what the parameters and expectations  
15 are.

16 MS. KAISER: We have had ongoing  
17 communication with the World Communication  
18 Charter School. As I mentioned, the school  
19 itself entered into a agreement with the  
20 District early last fall prior to the start  
21 of the school year that it would find  
22 another operator which it did not do this  
23 year or that it would surrender its charter.  
24 We are not initiating closure proceedings

1 against the school. The school voluntarily  
2 agreed to surrender its charter at the end  
3 of this school year. However, our office  
4 has not yet been formally notified that the  
5 board of the charter school has taken the  
6 action to surrender its charter.

7 COUNCILWOMAN REYNOLDS BROWN: All right.

8 Speaking of boards, I want to get as  
9 many questions in as I can. Let's table the  
10 board discussion.

11 In looking at your outside counsel, from  
12 2010 to 2015, your payments to outside  
13 counsel have almost tripled.

14 MR. MONSON: Correct.

15 COUNCILWOMAN REYNOLDS BROWN: I need to  
16 know -- I probably should have sent this in  
17 advance. Under what conditions or  
18 circumstances does the School District  
19 retain outside counsel? How does the School  
20 District determine who will be outside  
21 counsel? And I need to see a list of all of  
22 your outside counsel since 2010.

23 How soon can I get that?

24 MR. MONSON: Now.

1 COUNCILWOMAN REYNOLDS BROWN: You have  
2 it now?

3 MR. MONSON: Uh-huh.

4 COUNCILWOMAN REYNOLDS BROWN: Can you  
5 submit that to the Chair, and I'll take a  
6 quick look see.

7 MR. MONSON: Can I answer some of the  
8 questions? I have the data for you.

9 COUNCILWOMAN REYNOLDS BROWN: Please.

10 MR. MONSON: To address some of the  
11 questions, some of the drivers behind it.  
12 So some of the drivers behind it are when  
13 the District did its mass cutbacks, that was  
14 not just in the schools, it was in the  
15 central office.

16 COUNCILWOMAN REYNOLDS BROWN: Please  
17 pull the mic closer.

18 MR. MONSON: Sorry.

19 COUNCILWOMAN REYNOLDS BROWN: First tell  
20 us who the outside counsel is.

21 MR. MONSON: It's a list of 50 firms. I  
22 will submit that list to the --

23 COUNCILWOMAN REYNOLDS BROWN: You can  
24 submit those. In any of those cases, what

1 consideration is given to making sure that  
2 some level of sensitivity is given to  
3 minority and women counsel in those law  
4 firms?

5 MR. MONSON: That I will have to get  
6 back to you on. I have different data on --  
7 across procurement in general related to  
8 which I can get to, also. I don't have the  
9 data specifically on counsel other than the  
10 number of firms that are themselves minority  
11 or, as a firm, minority or women owned.

12 COUNCILWOMAN REYNOLDS BROWN: That's  
13 reflected in the information you have there?

14 MR. MONSON: I have to see -- I have two  
15 different data points. I have the data  
16 points for the outside counsel. Let me  
17 check that first and answer those questions  
18 first. And then, I will find my data on --

19 COUNCILWOMAN REYNOLDS BROWN: MBE/WBE  
20 opportunities.

21 MR. MONSON: Let me get that also.

22 COUNCILWOMAN REYNOLDS BROWN: This is a  
23 District that is majority minority. We want  
24 to make sure that those you do business with

1 reflects the City that it lives in. Members  
2 of Council are actually tired of  
3 circumstance where those you serve, those  
4 who view the School District as a business,  
5 are getting fat off the back of  
6 African-American children principally, and  
7 it's just disturbing. It's very, very  
8 disturbing.

9 MR. MONSON: Let me -- two separate  
10 questions if I --

11 COUNCILWOMAN REYNOLDS BROWN: Please.

12 MR. MONSON: I will submit to the Chair  
13 about the detail about all the spending on  
14 outside counsel from FY10 to FY16 that's  
15 here including through FY15. It's detailed  
16 by firm so you will be able to see that.

17 COUNCILWOMAN REYNOLDS BROWN: That will  
18 be terrific.

19 MR. MONSON: I do want to say, some of  
20 the large growth is a result of two major  
21 factors that both relate to not only were  
22 there cuts in the schools, but cuts in the  
23 central office. So fewer inhouse counsel  
24 means you wind up using outside counsel

1 more. In addition, the cuts in central  
2 office for special ed has led to a huge  
3 increase in the number of lawsuits we have  
4 in the back end. Obviously, not the way we  
5 want to work, but it's the way it happened.

6 We end up having to -- there's -- it's  
7 created a lot more cases for us to have to  
8 deal with it. It's one of the issues we are  
9 looking at to bring more people inhouse,  
10 bring as much work in-house as well as doing  
11 the proactive rather than the reactive on  
12 the special ed.

13 In terms of the M/WBE participation  
14 summary, and I have this. So you  
15 specifically are asking professional  
16 services contracts. These are -- this is  
17 data for the first three quarters of the  
18 current fiscal year.

19 COUNCILWOMAN REYNOLDS BROWN: Okay.

20 MR. MONSON: I will submit this, also.

21 COUNCILWOMAN REYNOLDS BROWN: Please.

22 MR. MONSON: Just to -- so you know,  
23 there were 81 total professional services  
24 contracts awarded. Of those M/WBE

1 participation, 59 of them. So more than  
2 50 percent. The total percentage of award  
3 dollars to M/WBE was 46 percent.

4 COUNCILWOMAN REYNOLDS BROWN: For that,  
5 that's MBE?

6 MR. MONSON: For M/WBE. It's combined.  
7 I don't have -- it's minority or women  
8 business enterprises.

9 COUNCILWOMAN REYNOLDS BROWN: So  
10 Councilman Green would know what my  
11 follow-up question would be. We need it  
12 broken down by women, where it's been  
13 verified that they are indeed owned by women  
14 and minorities. And then we want it broken  
15 down by minorities.

16 MR. MONSON: I believe we used the City  
17 certification.

18 COUNCILWOMAN REYNOLDS BROWN: Terrific.

19 MR. MONSON: I will get -- I will  
20 provide this to the Chair, but I will also  
21 get back to you with the broken down  
22 version. And I will say we have that for  
23 purchasing contracts, designed construction  
24 contract awards and professional services

1 all here. I will submit these documents to  
2 the Chair.

3 COUNCILWOMAN REYNOLDS BROWN: Appreciate  
4 it. Thank you.

5 Thank you, Madam Chairwoman.

6 COUNCILWOMAN BLACKWELL: Thank you,  
7 Councilwoman.

8 Councilman green.

9 COUNCILMAN GREEN: Thank you, Madam  
10 Chair. I actually wanted to follow up on  
11 questions that Councilwoman Brown asked.

12 She had asked in reference to  
13 professional services contracts. But I had  
14 a question of something I may have missed  
15 earlier. What is your participation rates  
16 in reference to all contracts for both goods  
17 and services for the School District?

18 MR. MONSON: I don't have it broken  
19 down, I'm sorry, by minority/women. But  
20 combined rate?

21 COUNCILMAN GREEN: Yes.

22 MR. MONSON: So combined rate for --  
23 this is for the first three quarters of the  
24 current fiscal year, percent of award



1 dollars in purchasing contracts is  
2 18 percent. And in terms of the number of  
3 contracts, it's 21 out of 55 contracts.

4 In terms of design and construction  
5 contract awards, 48 percent of the total  
6 dollars were to M/WBE. And the  
7 participation was -- I have to check that  
8 number. It looks odd to me. It seems more  
9 than a hundred percent. I want to double  
10 check that. As I already mentioned on  
11 professional services contracts, 59 out of  
12 81 contracts and 46 percent of the total  
13 dollars spent, so 24.2 million out of  
14 52.3 million in the professional services  
15 contracts were awarded to M/W participants.

16 I will also point out these do not --  
17 these numbers do not include anything where  
18 we piggyback on City, state or government  
19 contracts or sole sources.

20 COUNCILMAN GREEN: How does that trend  
21 over the past four years?

22 MR. MONSON: I will have to get that  
23 information for you.

24 COUNCILMAN GREEN: That information is

1 very important. I want to ask a question  
2 from your Procurement Department. What's  
3 the philosophy of the Procurement Department  
4 in reference to trying to increase diversity  
5 as well as using local based businesses?

6 MS. BURNS: Fran Burns. The -- we  
7 definitely have, I think which are very good  
8 participation rates, with 40 percent --

9 COUNCILMAN GREEN: How would you define  
10 as very good?

11 MS. BURNS: We have 40 percent overall  
12 which exceeds our overall goal of 25 percent  
13 in construction. We are at 48 percent as  
14 Uri testified. So, the way that we get to  
15 these percentages are we have just similar  
16 to the City and our solicitations, we have  
17 minority participation goals that we meet or  
18 exceed in our -- in our RFPs and public  
19 solicitations.

20 We also have active recruiting with  
21 local African-American Chamber of Commerce,  
22 Hispanic Chamber of Commerce. And we have a  
23 strong vendor database that we build upon  
24 and we proactively make outreach to vendors

1 every time we publicize a solicitation.

2 COUNCILMAN GREEN: And how many of those  
3 M/WBE are based in the City of Philadelphia?

4 MS. BURNS: I have to get back to you on  
5 that.

6 COUNCILMAN GREEN: Would you range any  
7 percentage or perspective in reference to  
8 that.

9 MS. BURNS: I have to get back to you on  
10 that.

11 COUNCILMAN GREEN: Okay. And so, I  
12 don't think you answered the question in  
13 reference to the philosophy of the  
14 department. Let me give you some  
15 perspective.

16 Historically from my observation, the  
17 City has not necessarily done the best job  
18 in reference to using our assets or  
19 resources that we have that local based  
20 businesses provide to the City that are used  
21 by the City from a procurement perspective  
22 to buy goods and services. When you look at  
23 the School District, are we doing the same  
24 thing? Are we leveraging the dollars the

1 School District receives from the people  
2 living in the City of Philadelphia possibly  
3 from the real estate taxes, but have local  
4 businesses, are we using those resources  
5 that the School District receives to  
6 leverage assets to bring in opportunity for  
7 local based businesses?

8 MS. BURNS: For Fiscal Year 16, the  
9 current fiscal year that we're in, the first  
10 three quarters which is actually consistent  
11 with what our CFO reported upon, 35 percent  
12 of our School District contracts were  
13 awarded to local Philadelphia vendors.  
14 However, at the current time, we actually do  
15 not have that as an active policy.

16 So, we have a new procurement director.  
17 She's going to take a look at all of our  
18 policies and procedures and also going to  
19 have an eye towards this in terms of actual  
20 policy and practice. But 35 percent of  
21 contractors or 72 contracts out of 204 were  
22 awarded to Philadelphia vendors.

23 COUNCILMAN GREEN: I guess the  
24 information can be provided to the Chair. I

1 want to see what the local M/WBE spend has  
2 been over the past four years.

3 MS. BURNS: Understand.

4 COUNCILMAN GREEN: In reference to  
5 charter schools, Councilwoman Gym raised a  
6 question in regards to charter schools. I  
7 guess my question is, what is the size of  
8 the Charter School Office currently?

9 MS. KAISER: Dawn Lynn Kaiser. We  
10 currently have nine FTEs, one of which is in  
11 education Pioneer.

12 COUNCILMAN GREEN: Currently, we have  
13 how many charter schools in the City of  
14 Philadelphia?

15 MS. KAISER: We currently have 83 open  
16 and operated.

17 COUNCILMAN GREEN: Eighty-three. What  
18 is the population of the -- the student  
19 population of the charter schools for the  
20 record.

21 MS. KAISER: Of those charter schools,  
22 it's about 62,500.

23 COUNCILMAN GREEN: So, is nine FTE  
24 employees sufficient to provide oversight

1 for 83 charter schools, about 62,000  
2 students?

3 MS. KAISER: It is certainly not ideal  
4 for the highest level of charter authorizing  
5 monitoring and oversight that we would like  
6 to provide. It is, however, not an outlier  
7 in terms of the schools per staff member of  
8 charter authorizing offices that are  
9 District based for a large authorizer  
10 nationwide.

11 COUNCILMAN GREEN: Okay. I want to ask  
12 the question in reference to the process of  
13 evaluating charter schools. And I preface  
14 that based on my experience with the Arise  
15 Academy Charter School, which is a charter  
16 school focused on children in the foster  
17 care system.

18 And from my observation, that charter  
19 school was held to a standard that it could  
20 not possibly meet because many children at  
21 Arise, they are coming from a foster care  
22 perspective and actually developing the  
23 level of trust at that charter school took a  
24 period of time. For many students, that

1 charter school became the first stability in  
2 their lives. However, when they went  
3 through the analysis process and when the  
4 charter was not renewed, they were held to a  
5 standard that was not, I would say, not  
6 acceptable because you are dealing with  
7 students who have gone through various  
8 environments in the evening that may be  
9 changed in a regular basis. And now various  
10 relationships in the day going from school  
11 to school. And so, the District decided  
12 based on their analysis that Arise Charter  
13 School was not going to stay open.

14 What I am trying to get a perspective on  
15 is what is the analysis that you are using  
16 in reference to whether a charter school  
17 stays open or not? And has this changed in  
18 the years?

19 MS. KAISER: Yes, it has changed over  
20 the years. The Charters School Office under  
21 the Authorizing Quality Initiative which was  
22 introduced approximately three years ago and  
23 was fully brought to implementation this  
24 year with the release of the annual charter

1 evaluation essentially has a charter  
2 performance framework which compares schools  
3 academically. There is also a framework  
4 that analyzes the organizational compliance  
5 and the financial health and stability of  
6 the school.

7 But academically, compares the school to  
8 two or three comparison groups in growth and  
9 proficiency. And that is the peer group for  
10 the charter school, the District average for  
11 the same grades served by that charter  
12 school and/or the charter sector average for  
13 the same grades served by that charter  
14 school.

15 If it is a renaissance charter school  
16 and it's first term of operation, the  
17 comparison is made only to the peer schools  
18 for proficiency and growth for that charter  
19 school. Is it a differentiation because the  
20 Charter School Office recognizes that in the  
21 first time of renaissance, the school is  
22 focused on many things including  
23 stabilization of school, climate and  
24 culture. And we consider that in the



1 evaluation of academic success if the school  
2 when you look at things like attendance,  
3 rate of violent incidents, retention, et  
4 cetera.

5 I will say there is an exception with  
6 the renewal cohort this year tat we had that  
7 may have been noted with Youth Build Charter  
8 School. This is a charter school that does  
9 not have students that take any of the  
10 state-mandated assessments because of the  
11 nature of students that it serves which are  
12 disengaged youth who are classified  
13 technically as grade twelve students. And  
14 so, it has a set of academic success goals  
15 that are incorporated as part of its  
16 charter. And it was evaluated against those  
17 goals.

18 COUNCILMAN GREEN: And so, this level of  
19 methodology went into effect, you said, this  
20 year or full implementation went into effect  
21 this year?

22 MS. KAISER: Full implementation this  
23 year. We have the annual report which will  
24 show each school, how they are performing

1 against those academic success indicators.

2 COUNCILMAN GREEN: Thank you, Madam  
3 Chair. I have some additional questions  
4 regarding special education, which I will  
5 come back to in the next round.

6 COUNCILWOMAN BLACKWELL: Thank you.  
7 Councilwoman Parker.

8 COUNCILWOMAN PARKER: Thank you, Madam  
9 Chair. So, I have two questions.

10 And one is in regard to the hiring of  
11 substitute teachers. Dr. Hite, I don't want  
12 to beat a dead horse. I think you publicly  
13 stated on the record all of the challenges  
14 of the Source4Teachers contract. We heard  
15 about Kelly Services.

16 Tell us if you will, what's different  
17 between Kelly and Source4Teachers? How many  
18 people are in Kelly substitute pool? Where  
19 do they recruit from, and what is the fill  
20 rate?

21 And I ask the recruitment question,  
22 Dr. Hite, specifically with regards to even  
23 in the substitute pool and now here I am  
24 dating myself. I can remember when the

1 substitute teacher became a teacher you knew  
2 in the school because they had been in the  
3 school quite often and you would see them  
4 often. Will we be hiring experienced people  
5 particularly with the District to be a part  
6 of that pool?

7 DR. HITE: Yeah. So one distinction,  
8 Councilwoman, is that -- I talked about we  
9 tried a solution. We tried an approach, and  
10 the approach was not successful with  
11 Source4Teachers. Now we are going to the  
12 organization that has done this in districts  
13 like ours. It's the largest organization  
14 with respect to educational services in the  
15 country. And they've been doing this work  
16 now for two decades.

17 And essentially, it's the number of  
18 individuals they can put on the ground to  
19 recruit and the systems that they have in  
20 place to place people. And they are able to  
21 depend on their national infrastructure to  
22 do things like call centers and training  
23 that they plan to have for every individual  
24 who goes through their process. And they

1 also pay for the credentials for the  
2 substitutes and the background checks in  
3 order to get those background checks  
4 completed.

5 We still -- the District will still do  
6 the long term subs. And so, the notion of  
7 you remembering your substitute because that  
8 was the individual who was in the District,  
9 that is usually different credentials than  
10 the typical substitute. But that -- those  
11 are the primary distinctions. Where  
12 Source4Teachers had very few individuals who  
13 were recruiting and placing teachers every  
14 day, this organization has a significant  
15 number of individuals that they can put on  
16 the ground to do this work both to recruit  
17 and to support and can use their national  
18 structures that are already in place around  
19 call centers and support and development  
20 around substitutes.

21 COUNCILWOMAN PARKER: Okay. The next  
22 question, Dr. Hite, I don't know if it was  
23 raised today. But when we had an education  
24 committee hearing back in February, there

1 was quite a bit of talk about class size.  
2 And during that time, it was indicated that  
3 several schools sort of had multiple classes  
4 with 34 and 35 students.

5 So tell me is -- what's the District's  
6 plan to reduce class sizes? And I'm again  
7 particularly thinking about that hearing in  
8 February when this issue came up.

9 DR. HITE: Yes. Thank you for that  
10 question.

11 So we have -- the language in that  
12 contract and this is just a contract  
13 language. And so, I want to acknowledge  
14 that right up front. Is that K through 3 is  
15 30 children in the class. Beyond third  
16 grade, it is 33 students in every class.  
17 And we do have -- during the time of that  
18 briefing or that hearing, it was a question  
19 about how many classes have over 40 children  
20 in them.

21 And today, we do have of all of the  
22 classrooms that we have inside of the  
23 District, we do have some classes that are  
24 over the maximum class size. And the vast

1 majority of those are over by one.

2 COUNCILWOMAN PARKER: By one.

3 DR. HITE: By one student. And they --

4 it typically falls into the smaller schools

5 that we have. And we can also give

6 information about which schools have the

7 class size overage in the core academic

8 areas. But we have a number of classes for

9 every school that is over the class size.

10 And the number of class -- in the vast

11 majority of those classes are over by one

12 student. There could be 34 students in some

13 situations versus 33.

14 COUNCILWOMAN PARKER: Let me just ask

15 you, Dr. Hite. I appreciate you giving that

16 information for the record because the

17 accuracy is important. And if it will be

18 possible for you to submit what you just

19 described to the Chair, that would be great

20 for us to be able to have for the record so

21 that we can know which schools.

22 Madam Chair, while that will conclude my

23 questioning for the School District in this

24 round, I just wanted to take my last few

1 moments to, you know, say a hearty thank you  
2 to our Members of the Philadelphia  
3 legislative delegation in Harrisburg. They  
4 do not have an easy job, Madam Chair, as you  
5 know. I look at our body and we are  
6 Philadelphians and we have challenges,  
7 right. Try two chambers where you don't  
8 control either one. And you're trying to  
9 get anything accomplished, it's a lot of  
10 hard work.

11 So, I just want to say to Chairwoman  
12 Donatucci in the House, Chairwoman Kitchen  
13 in the Senate, Vincent Hughes who is the  
14 senior and highest ranking elected official  
15 on the Senate side from Philadelphia,  
16 Senator Tony Williams who is Whip on the  
17 Democratic side in the Senate, we don't take  
18 what you do lightly. We know it's hard  
19 work. You know, we have got to raise the  
20 issues because they are here and we are  
21 closest. So, people can't take the subway  
22 to see you, right? They can take the subway  
23 or the El to come and see us. We have got  
24 to raise the questions, but we don't take

1 lightly what you do. And we thank you.

2 Thank you, Madam Chair, for your leeway.

3 COUNCILWOMAN BLACKWELL: Thank you,  
4 Councilwoman.

5 Councilwoman Gym.

6 COUNCILWOMAN GYM: Thank you very much.  
7 Some more questions for Ms. Kaiser, please.  
8 Thank you.

9 So, Ms. Kaiser, I want to go back to a  
10 statement that you made earlier which was  
11 kind of mind boggling in the sense that you  
12 were suggesting a distinction between a  
13 charter operator and the board which is  
14 actually created by that charter operator,  
15 thus arguing that the charter operator that  
16 created the board is simply a contractual  
17 entity to the board.

18 Is that a correct understanding of what  
19 I'm hearing you say?

20 MS. KAISER: Although in the case of  
21 renaissance it is the charter management or  
22 charter operator organization that  
23 facilitates the initial board, that is  
24 because there is an absence of entity prior



1 to that. But it is correct that the board  
2 of trustees of the charter school is the  
3 entity and only entity which holds a  
4 charter.

5 COUNCILWOMAN GYM: So you know, I guess  
6 if you just see charter operators then as  
7 contracts, right, they are effectively just  
8 contracts, then I'm still trying to  
9 understand why you wouldn't work in  
10 penalties for operators that continue to  
11 walk away from their obligations and duties?  
12 Why would that not be something considered  
13 to be an obligation? Otherwise, where is  
14 the deterrents to have that be a regular  
15 procedure that has now happened twice in  
16 fact.

17 MS. KAISER: Although they are now  
18 vendors which contract with their boards,  
19 they don't contract with us. They engage in  
20 a charter process with us. And there are  
21 certain laws which protect the nature of  
22 charters in the State of Pennsylvania. That  
23 doesn't mean, as we said earlier, that this  
24 isn't a great area for the charter school

1 law to contemplate what kind of requirements  
2 there should be on applicants for a charter.  
3 But presently, those are not contemplated.

4 COUNCILWOMAN GYM: You are currently  
5 working on these agreements with the current  
6 charter entities, are you not?

7 MS. KAISER: Yes, we are.

8 COUNCILWOMAN GYM: Would you say that  
9 you have no role to play in the agreements  
10 that you are currently negotiating with  
11 these charter entities?

12 MS. KAISER: Again, these charter  
13 agreements that we are negotiating are with  
14 the board -- will be held by the board of  
15 trustees of the charter schools, not the  
16 charter management operators themselves.  
17 They are signed by the chairs of the board  
18 of trustees.

19 COUNCILWOMAN GYM: So, you currently  
20 approved a couple of interesting renaissance  
21 charters in this last go around. One of the  
22 renaissance operators was found to be out of  
23 compliance in seven out of eleven compliance  
24 categories by your office. Is that

1 accurate?

2 MS. KAISER: I would need to confirm  
3 that.

4 COUNCILWOMAN GYM: You wouldn't know if  
5 a renaissance operator was out of compliance  
6 at that level? There are only three.

7 MS. KAISER: Which operator are you  
8 referring to?

9 COUNCILWOMAN GYM: Global.

10 MS. KAISER: And I can look that up.

11 COUNCILWOMAN GYM: And then one of the  
12 renaissance operators that you approved for  
13 a K to 8 school had never, in fact, operated  
14 a K to 5 school; is that correct?

15 MS. KAISER: Great Oaks Foundation,  
16 correct, is an operator of six through  
17 twelve schools. However, they did have  
18 school leadership team members identified in  
19 their application with experience operating  
20 elementary school grades.

21 COUNCILWOMAN GYM: But those -- you  
22 didn't contract with those individuals, did  
23 you? You contracted with an operator,  
24 right?

1 MS. KAISER: The charter agreement would  
2 be executed with the board of trustees of  
3 the school.

4 COUNCILWOMAN GYM: Right. For an  
5 operator that has no experience in operating  
6 a K to 5 school. You are not contracting  
7 with individuals, with individual entities.  
8 Those individuals who may be part of the  
9 charter group could be fired, let go, may  
10 not be part of the original group are not  
11 obligated to be part of that charter  
12 agreement; is that right?

13 MS. KAISER: The --

14 COUNCILWOMAN GYM: Yes. Why don't we  
15 move on.

16 MS. KAISER: They are employees of the  
17 school. However, the individuals that I'm  
18 referring to are employed by Great Oaks  
19 Foundation.

20 COUNCILWOMAN GYM: Understood. You are  
21 not obligating them to remain in their  
22 employment; is that right? You have no  
23 power to do that?

24 MS. KAISER: That is correct.

1 COUNCILWOMAN GYM: You have -- let me  
2 repeat again, that you are -- you chose and  
3 approved an operator that has not had any  
4 experience in operating K to 5 schools.

5 MS. KAISER: The Charters School Office  
6 recommended an application for a renaissance  
7 charter school --

8 COUNCILWOMAN GYM: It's a yes or no  
9 question. Could you just answer yes or no,  
10 please?

11 MS. KAISER: Then actually, the answer  
12 is no. Charter School Office cannot approve  
13 applications.

14 COUNCILWOMAN GYM: Your Charter School  
15 Office cannot recommend applications?

16 MS. KAISER: You asked if we approved.  
17 We cannot approved. We did recommend.

18 COUNCILWOMAN GYM: Right. Okay. You  
19 recommended an operator that had never had  
20 experience with K to 5 schools.

21 MS. KAISER: We recommended an applicant  
22 which demonstrated experience on its team  
23 for elementary school grades.

24 COUNCILWOMAN GYM: But had never

1 operated a K to 5 school prior?

2 MS. KAISER: That is correct.

3 COUNCILWOMAN GYM: Thank you.

4 I guess one of the questions that I have  
5 around renaissance charters given the fact  
6 seven out of thirteen have seen either  
7 turnaround to their turnaround or  
8 recommended for non-renewal.

9 How is your office ensuring, therefore,  
10 when you take operators that are out of  
11 compliance and seven out of eleven rated  
12 categories or have never operated a K to 5  
13 school for a school that you are now turning  
14 over to the K to 8, How are you ensuring us  
15 that your office is capable of ensuring  
16 quality and high quality operators for  
17 vulnerable school communities that are being  
18 promised, you know, not a generic charter  
19 but in which they opt in, but where you are  
20 mandating and creating an in-District  
21 boundary school?

22 We have often noted that, you know,  
23 numbers of in-District Councilman students  
24 have been falling. I guess I am curious

1 about how you feel your office is  
2 guaranteeing quality?

3 MS. KAISER: So to go back to an earlier  
4 point, I did confirm the Global Leadership  
5 Academy, not the renaissance school that is  
6 proposed and was recommended by our office,  
7 but the existing charter school was, yes,  
8 found to be non-compliant in seven of the  
9 eleven areas.

10 To answer your question about how we are  
11 ensuring that with the annual charter  
12 evaluation, which I believe is the document  
13 you were referring to that cited those areas  
14 of non-compliance, we highlighted those  
15 areas that could potentially, could  
16 potentially show themselves in the  
17 renaissance environment for Global  
18 Leadership Academy Huey, identified those  
19 areas in the resolution to recommend and  
20 approve that renaissance application that  
21 the SRC approved at its April 28 meeting.  
22 And those will be conditions of that charter  
23 actually being executed. A number of which,  
24 the applicant had addressed in the materials

1 that it submitted to our office with regards  
2 to bylaws, English language learning policy  
3 or admission policies, some of which would  
4 not even exist because of the nature of it  
5 being a renaissance school.

6 COUNCILWOMAN GYM: But you would argue  
7 that given that these operator either are  
8 out of compliance or don't have experience  
9 in this area for the great groups they are  
10 being approved for, that we are in the area  
11 of surmising?

12 We do not actually -- in fact, past  
13 performance isn't a factor on some of this  
14 because past performance would indicate  
15 either zero experience or troubling  
16 experiences.

17 MS. KAISER: First, I would like to  
18 finish what I was stating earlier, which was  
19 that this was the initial inaugural year of  
20 the annual charter evaluation. This was the  
21 first time schools and the community was  
22 able to see these various areas of  
23 performance, academic, organizational  
24 compliance and finance. Schools now clearly



1 understand what is expected of them. This  
2 was not true nor public reporting that  
3 existed prior to this year from our office.

4 With this going forward, schools are  
5 very clear about what the expectations are.  
6 Many of the charters have already taken  
7 action to correct those issues. And it is a  
8 tool that the office will use to ensure the  
9 quality of not just the renaissance  
10 charters, but all charters schools in the  
11 City going forward. Because we will have  
12 this information and it will be actionable  
13 for the schools and the school leaders to  
14 make necessary improvements to assure  
15 quality for our students.

16 COUNCILWOMAN GYM: You didn't choose to  
17 use the information that you had for the  
18 charter schools that you operated this year.  
19 Do you -- is there something that's going to  
20 significantly change for the next year?  
21 There is no reason not to use those  
22 decisions for this current batch and go  
23 around. So, you chose not to do that for  
24 this year.

1           How can we ensure that you are actually  
2 committed to a quality -- to a quality and  
3 curated charter school system and making  
4 promises that these haphazard, you know,  
5 erratic situations where charter schools are  
6 failing mid year or simply switching  
7 operators and management teams as they  
8 choose doesn't continue to ransack our  
9 school communities and neighborhoods?

10           MS. KAISER: We did actually use the  
11 information this year. As I mentioned, the  
12 information that we highlighted in the ACE  
13 for Global Leadership Academy, those items  
14 which could potentially present themselves  
15 at Global Leadership Academy Southwest at  
16 Huey were incorporated as conditions in the  
17 approval of that application. So, the  
18 information was used.

19           As I also mentioned earlier, we have  
20 added information in the resolutions as well  
21 as language in the charter agreements which  
22 allows for both the Charter Schools Office  
23 and the School Reform Commission to review  
24 any material changes or amendments to our

1 charter agreement including the charter  
2 management organization as a material  
3 amendment. And that we would have the  
4 ability to have a voice and have oversight  
5 in those decisions going forward.

6 Unfortunately, that was not incorporated in  
7 the charter agreements at the start of the  
8 renaissance process in 2010, and so we did  
9 not have that oversight or that authority at  
10 that time for those charter changes.

11 COUNCILWOMAN GYM: So, are the license  
12 agreements for charter schools operated in  
13 District buildings uniform, or do they vary  
14 in terms of what services the District is  
15 responsible for and what the charters pay  
16 for?

17 MS. BURNS: It is -- the license  
18 agreements have varied to date. Although,  
19 there is a recognition of that to  
20 standardize moving forward at the time of  
21 renewal.

22 COUNCILWOMAN GYM: Will the current  
23 round of renaissance schools be standardized  
24 in terms of their charter licensing

1 agreements?

2 MS. BURNS: They are not yet executed.

3 COUNCILWOMAN GYM: That wasn't my  
4 question. My question was, will they be  
5 standardized?

6 Tell us that.

7 MS. BURNS: That's the intention. Since  
8 we're still working on them, I don't want to  
9 give a commitment without the documents  
10 being fully executed. But that was the  
11 intention.

12 COUNCILWOMAN GYM: And you would agree  
13 then that the license and agreements being  
14 equitable minimizing cost to the District  
15 and becoming standardize is an important  
16 issue?

17 MS. BURNS: It's been one that we  
18 recognized from an operation standpoint.  
19 The ability to manage is much easier when  
20 it's standardized.

21 COUNCILWOMAN GYM: Also, the uses won't  
22 necessarily happen? For example, schools  
23 that might receive buildings free of charge  
24 or have maintenance provided to them or

1 service like of that sort?

2 MS. BURNS: Yeah. That would be the  
3 benefit of standardizing.

4 COUNCILWOMAN GYM: Okay.

5 Thank you very much.

6 COUNCILWOMAN BLACKWELL: Thank you.

7 Councilwoman Reynolds Brown.

8 COUNCILWOMAN REYNOLDS BROWN: I will say  
9 bravo. I am pleased to hear that a  
10 standardized process is now in place because  
11 it certainly takes a lot of the subjectivity  
12 out and becomes more believable to charter  
13 school operators who ultimately are rendered  
14 no longer -- ultimately rendered difficult  
15 decision you cannot be a charter school  
16 anymore, but it's based on objective  
17 standardized data uniformity, if you will.  
18 It just makes everyone's life so much  
19 better. So bravo for finally having that  
20 practice in place.

21 And let me say thank you. I had the  
22 conversation regarding special education. I  
23 know that there's a new sheriff in town when  
24 it comes to special ed. I am not going to

1 use my time to address that issue. Because  
2 I am a lot more confident that that young  
3 person's life is going to turn around as  
4 deservedly so. I'm going to leave that  
5 there.

6 Back to the MBE/WBE question which, as I  
7 said often as a broken record for me, we are  
8 going to play it until folks get it. Is  
9 there an expectation that charter school  
10 operators have some commitment to MBE/WBE  
11 procurement practices either on the  
12 professional services side or the goods and  
13 services?

14 And is there policy for that?

15 DR. HITE: I am bringing Ms. Kaiser the  
16 professional up.

17 COUNCILWOMAN REYNOLDS BROWN: Expert. I  
18 get it.

19 MS. KAISER: Yes. There are requests  
20 that we make in terms of our renaissance  
21 charter process where we solicit that  
22 information about minority and women-owned  
23 businesses from the applicants. There is  
24 nothing, however, in State Charter School

1 Law that has either an expectation or an  
2 allowance for us to use that in a  
3 determination factor in approving or denying  
4 a charter application.

5 COUNCILWOMAN REYNOLDS BROWN: Okay.  
6 With that said and knowing that we have to  
7 be in compliance, knowing also that that is  
8 an expectation in Philadelphia City Council  
9 across the universe, where is the School  
10 District in drilling down that information  
11 that's needed for us?

12 Do you think it's important? Let's  
13 start there.

14 MS. KAISER: I think it's very important  
15 I would go a step further to say I think  
16 some of the other information that we would  
17 like to have about diversity for board of  
18 trustees members of a charter school,  
19 instructional staff members of a charter  
20 school are also important.

21 COUNCILWOMAN REYNOLDS BROWN: Okay.

22 MS. KAISER: Unfortunately, we are  
23 caught between this rock and a hard place  
24 where the charter school law does not

1 explicitly provide for that as a reason to  
2 approve or deny an application. And then,  
3 we do not have a legal sufficiency standard  
4 that we can meet to approve or deny that  
5 applicant on those basis.

6 COUNCILWOMAN REYNOLDS BROWN: I see.  
7 You took care of my answer to the follow-up  
8 question about boards, because we also  
9 believe that boards should look like the  
10 constituents they serve. So, that answers  
11 that question. We need not beat a dead  
12 horse. It's just a reminder that we need to  
13 do all we can to get on the same page and  
14 amend change or get rid of -- I'm just  
15 kidding -- the Charter School Law.

16 All right. Trades. CCP. So, we have  
17 heard a lot about the Mayor's Rebuild. And  
18 all of us philosophically agree that PreK is  
19 important. It's overdue. We need to do it,  
20 but there is sentiment amongst some members  
21 that -- let me speak for Blondell so that it  
22 is exceedingly clear. I'm not for universal  
23 PreK if we can't ensure that Rebuild is done  
24 in a way that connects high school students



1 and is happening in some small way, but the  
2 is not in a tangible structured way. A  
3 systemic way where high school students are  
4 going to be intimately locked into tangible  
5 opportunities with this Rebuild.

6 And so, while I hear that CCP is  
7 actively engaged and you have some examples  
8 of where it's working, the hope of a number  
9 of members of Council is that systemically  
10 we get our high school students connected to  
11 this Rebuild enterprise. Conversations are  
12 great, but we want -- there will be some of  
13 us who want tangible evidence that that is  
14 going to be real when and if we prove how we  
15 fund PreK.

16 DR. HITE: Absolutely, Councilwoman.  
17 And I would add -- I should have said this  
18 earlier. Number one, we are excited by the  
19 focus of both you, City Council as a group  
20 and the Mayor have on increasing the number  
21 of PreK seats in the City. Additional 500  
22 seats would be great and would benefit all  
23 of our young people. And when funding  
24 becomes secured, we stand ready to provide

1 our experience and expertise. That's on the  
2 first point.

3 COUNCILWOMAN REYNOLDS BROWN: Yes.

4 DR. HITE: The second point, it's  
5 absolutely essential that we use the  
6 resources that we now have in many of our  
7 schools to provide children with the skills  
8 and ability and the competencies to do this  
9 work with opportunities to do this work.

10 COUNCILWOMAN REYNOLDS BROWN: Thank you  
11 very much, with the opportunity.

12 DR. HITE: And I think they should -- it  
13 should be a natural pipeline for many of our  
14 young people who are learning these skills  
15 in schools in order to be a part of that  
16 possible development, a workforce that would  
17 be required if, in fact, there is more  
18 building that goes on in the City.

19 COUNCILWOMAN REYNOLDS BROWN: Yes. I  
20 think we will have one chance to get this  
21 right because it has long term positive  
22 implications if we do, and long term  
23 positive implications if we don't.

24 DR. HITE: Right.

1 COUNCILWOMAN REYNOLDS BROWN: That's why  
2 in writing -- I have learned a long time  
3 ago. If it's not in writing, it doesn't  
4 exist. It will be important that whatever  
5 this partnership relationship is going to be  
6 between the School District and the Rebuild  
7 part of the universal pie that is in writing  
8 and tangible. Thank you all very much.

9 Thank you, Madam Chairwoman.

10 COUNCILWOMAN BLACKWELL: You are quite  
11 welcome.

12 Councilwoman Gym.

13 COUNCILWOMAN GYM: Thank you very much.

14 Dr. Hite, I think I struggled a little  
15 bit with the Charter Office around  
16 articulating some of the concerns. One of  
17 the or getting some clarification to some of  
18 these concerns.

19 But you know one of the questions has  
20 been this concern about what happened at  
21 Kenderton where we had Young Scholars as an  
22 operator who has now twice walked away from  
23 a charter school mid contract within its  
24 care. And I actually am going to disagree a

1 little bit with the interpretation that if  
2 the law is silent, we can't act. I think if  
3 the law is silent, you can act actually  
4 until the law tells you not to. The law is  
5 not meant to be comprehensive. It's not  
6 meant to delineate every single thing that  
7 the District must do in the specific order  
8 that it can. If the School District sees a  
9 problem, you know, that it has a  
10 responsibility to act unless the law says it  
11 doesn't have the power to do so.

12 I guess the question then is, you know,  
13 back to that original statement that we are  
14 dealing with charter operators the have past  
15 performances shown them to be out of  
16 compliance in areas or don't have  
17 experience. Would the School District  
18 consider exploring issues of penalties for  
19 charter operators that refuse to fulfil  
20 their contracts mid year? I'm going to not  
21 even deal with the whole strangeness around  
22 distinguishing between board of trustees and  
23 the charter operator that creates that board  
24 because I think that that's a little bit,

1 you know -- I struggle to actually believe  
2 that that's a serious thing that is the  
3 case. Because at that point, why not just  
4 have a SAC just simply contract with a  
5 management entity to run a school. I don't  
6 think that that's accurate.

7 So you know, back again, is it -- is  
8 this something that the District is looking  
9 at to avoid, you know, to write in financial  
10 penalties into the contracts with new  
11 renaissance operators to deter them from  
12 bowing out of the contracts like what  
13 happened at Kenderton and specifically with  
14 Young Scholars twice?

15 DR. HITE: Yeah. That's -- as  
16 described, Councilwoman Gym, that is a lot  
17 easier to do when it is a contract. When  
18 charter law then is involved in the  
19 development of that contract, and it is with  
20 most of our charter agreements be it  
21 renaissance or new charters, then we do have  
22 to operate within the charter school law to  
23 do that.

24 And it is -- yes, the District would

1 like to have the opportunity to impose  
2 penalties or sanctions if, in fact, the --  
3 we were allowed to do that within charter  
4 school law. And so, I want to come back to  
5 the point that I almost started the hearings  
6 with earlier this morning is that our  
7 opportunity here is around new charter  
8 school legislation that allows us to do  
9 those type of things that would help us to  
10 control some of the actions and some of the  
11 activities within that sector.

12 Absent that, when we have a charter  
13 school agreement, then the agreement is  
14 guided by the charter school legislation.  
15 And the legislation gives us ability at  
16 renewal, non -- if you are going through a  
17 non-renewal process or if that entity hands  
18 it back to us. If the group with which we  
19 have chartered, we have entered into a  
20 charter agreement, in most cases that is the  
21 board, if in fact those individuals chose  
22 another operator, then we do not have the  
23 ability to address it.

24 COUNCILWOMAN GYM: For clarity though, a

1 renaissance charter is neither recognized by  
2 state law nor enshrined into it in any  
3 specific way; is that correct?

4 DR. HITE: That's correct.

5 COUNCILWOMAN GYM: Okay. We are now  
6 dealing with -- let's take charters out of  
7 the equation. We have a situation where,  
8 you know, renaissance is fundamentally  
9 different and is clearly an action that the  
10 District is taking that is outside the  
11 purview of the state charter law. In fact,  
12 primarily because it does not require  
13 students to be brought in by lottery. And  
14 that it mandates students to actually  
15 have -- it mandates the operator or the  
16 charter school board of trustees to have a  
17 specific catchment area and obligation to  
18 those students in the catchment area which  
19 is specifically not what the state charter  
20 law says.

21 If that's the case, why are we making  
22 renaissance charters a charter school? Why  
23 are they not simply a SAC that contracts  
24 with the management entity? It thus

1 prevents us -- one, it gives us control over  
2 the contract. Two, it takes us out of the  
3 insanity of charter school funding, charter  
4 school caps on enrollments, inability to  
5 control these operators and allowing them to  
6 basically run amuck.

7 Why are we -- what -- it is not accurate  
8 to say that the charter law has to govern  
9 this when we are already outside the law.

10 DR. HITE: Yes.

11 COUNCILWOMAN GYM: I guess I'm  
12 wondering, why go charter for renaissance?  
13 Why not make it simply a management contract  
14 obligated to the SAC at that school?

15 DR. HITE: Once we enter into the  
16 charter agreement, it does become -- even if  
17 it's renaissance, it's actually guided by  
18 then charter school legislation although  
19 it's dealing with an in-boundary set of  
20 students. Several years ago we actually --  
21 we are experimenting with putting out for  
22 RFP for providers who would come in and take  
23 on some of our challenging schools. And  
24 what we found was that there were very few



1 entities other than the charter providers,  
2 so the CMOs, who were interested in coming  
3 in and doing that work partly to have the  
4 protection under the charter school law.  
5 And I'm only making that assumption.

6 But we did not have a lot of other  
7 entities. Although now with some of our new  
8 schools, we have joined contract with Big  
9 Picture. We are looking at a school -- at a  
10 company that talks about strategies and a  
11 different approach.

12 COUNCILWOMAN GYM: Big Picture as a  
13 charter or --

14 DR. HITE: No. No. As a contract.  
15 They will run a District school. They will  
16 be a District school, and we will contract  
17 with that organization to do that. That  
18 school remains a Philadelphia District  
19 school. We have also done that with one --  
20 Building 21 School that is up and running  
21 now. And so, but those individuals are not  
22 interested in turnaround, which is very  
23 specific work around the work that is  
24 happening at some of the schools that have

1 been designated renaissance.

2 COUNCILWOMAN GYM: It's interesting. I  
3 mean, I still think it begs the question of  
4 whether renaissance is the way to go when we  
5 have a lot of problems with the program.  
6 And whether we are entertaining operators  
7 that are far beyond, you know, raise a lot  
8 of questions about their ability to execute  
9 on the contract over a long term.

10 And that we have an office that is not  
11 really, you know, attune to that. And that  
12 we are -- might be better off in the  
13 situation where you are exploring the things  
14 like that this, that we have an in-District  
15 turnaround model. You have entities that  
16 are willing to come in as contracts, ones  
17 that we therefore can sustain control. We  
18 don't worry about catchment and we don't  
19 worry about the restrictions that, you know,  
20 are under the charter law.

21 I just think it's an important question  
22 and really asks about the \$6.6 million in  
23 renaissance contracts for next year alone  
24 that are some costs obligate us for the next

1 five years and for me create a lot of alarm  
2 bells.

3 DR. HITE: Yes, thank you. That's why  
4 we are investing equal amount in the  
5 in-District turnaround. Because we also, we  
6 haven't had that before. We do have that  
7 now. We are really excited about the  
8 schools that are going to enter into that  
9 and give us an opportunity to compare and  
10 contrast, if you will, the approaches.

11 COUNCILWOMAN BLACKWELL: Thank you very  
12 much.

13 Councilman green.

14 COUNCILMAN GREEN: Thank you, Madam  
15 Chair.

16 Earlier in testimony from discussion  
17 with Councilman Brown regarding outside  
18 legal expenditures. And I remember in that  
19 conversation that colloquy there was the  
20 perspective that outside legal costs have  
21 increased because of funding challenges that  
22 District has had and has reduced the amount  
23 of, I would say, staff and others that can  
24 provide support to children with special

1 needs. So I guess my question I have is,  
2 how much money is the District currently  
3 spend on children with disabilities?

4 DR. HITE: We have to get that number --  
5 Councilman, we can get that number. It will  
6 take some time, but we have it in the budget  
7 book. We think it's in the high 300 or low  
8 \$400 million.

9 COUNCILMAN GREEN: That sounds about  
10 right. I guess the question is, because of  
11 the fact that you have had -- although I  
12 understand the concept of having to make  
13 reductions on stand perspective from a  
14 fiscal challenge, but that opens the  
15 District up to possible litigation from not  
16 being able to meet IEP initiatives for  
17 various children.

18 How do you balance it, too, in reference  
19 to budget challenges in reference to staff  
20 reduction versus opening yourself up to  
21 litigation from IEP perspective?

22 DR. HITE: Yes. It's both a matter of  
23 operations and priorities and making sure,  
24 number one, that we are able to meet the

1 individual educational needs of those young  
2 people. But at the same token, prioritizing  
3 the very few dollars we have in order to  
4 invest to ensure that we are solving that  
5 problem that you raised, so that it doesn't  
6 create an additional problem around legal  
7 challenges or not being able to serve  
8 children or out-of-District placements. All  
9 of those are byproducts of not being able to  
10 serve children in our current -- in our  
11 current educational environment.

12 The one thing that we are doing moving  
13 forward is looking student by student at all  
14 of the things that they need, making sure  
15 that we have those compliance practices in  
16 place at every school, making sure that we  
17 have individuals who are accountable and  
18 responsible for that work, and making sure  
19 that we have sufficient legal staff in our  
20 central administration so that we don't  
21 contract on the back end all of the -- all  
22 of the work that is related to educating  
23 these children moving forward.

24 COUNCILMAN GREEN: And how are you

1 making sure that's occurring?

2 DR. HITE: I'm going to ask Cheryl Logan  
3 to come up who is doing that work right now.  
4 She's the individual that --

5 COUNCILMAN GREEN: As she's coming to  
6 the table, I also have a question. What's  
7 the percentage of children with special  
8 needs in the District?

9 DR. HITE: Think that's 14 percent.

10 COUNCILMAN GREEN: From a charter school  
11 perspective, do you have any idea what  
12 percentage is for charter schools?

13 MS. LOGAN: I don't know the percent of  
14 the charter schools. It's 16 in charter  
15 schools.

16 COUNCILMAN GREEN: 16 percent in charter  
17 schools, 14 percent for District. Okay.

18 How are we making sure that IEP needs  
19 are being fulfilled within the schools  
20 throughout a District when there's been  
21 staffing challenges in the District?

22 MS. LOGAN: Cheryl Logan, Chief Academic  
23 Supports. A couple things we are doing.  
24 When we have had staffing challenges, one of

1 the things we have done is gone to some  
2 contract teachers especially for our low  
3 incident students. Specifically, AS and our  
4 ES classes, we want to make sure that all of  
5 those classes are covered with either a  
6 School District teacher or a contract  
7 teacher. So we are able to be --

8 COUNCILMAN GREEN: When you say contract  
9 teacher, you are talking from either what  
10 would have been Source4Teachers?

11 MS. LOGAN: No. Thank you for your  
12 question. The contracted teacher, we  
13 contract through -- we have a few agencies  
14 that are able to provide contract teachers.  
15 Typically, the contract comes with a  
16 teacher, and then the appropriate number of  
17 assistants that would accompany. So, it's  
18 more of a class model. That they provide  
19 the educator and the assistant, a  
20 certification educator and assistant to  
21 cover the class.

22 We were able to do that with all of our  
23 AS classes and all of the rest of our ES  
24 classes.

1 COUNCILMAN GREEN: Who are some of those  
2 providers?

3 MS. LOGAN: I don't have the names, I'm  
4 sorry, in front of me. But I will make sure  
5 to get those to you.

6 COUNCILMAN GREEN: Okay. Then in my  
7 final question, there was some earlier  
8 testimony regarding truancy. I know  
9 Ms. Lynch testified and I think Councilwoman  
10 Brown raised the question based on the  
11 hearings that Councilman Jones and  
12 Councilman Johnson had regarding youth  
13 violence as it relates to guns.

14 I guess my understanding based on  
15 Ms. Lynch's testimony and also from the  
16 budget testimony from District Attorney  
17 Williams and now I am hearing from the  
18 School District, this issue has now been  
19 resolved in reference to information being  
20 provided from both parties and now things  
21 are going through Truancy Court.

22 That's my understanding?

23 DR. HITE: While Ms. Lynch is coming up,  
24 Councilman, I want to go back to the IEP



1 numbers. In the District, the IEP  
2 percentage is 15.3 percent. In the  
3 charters, it's 16.8 percent. And the cyber  
4 charter and non-Philadelphia placed  
5 students, those are out-of-District  
6 placements, that's 19.8 percent.

7 MS. LYNCH: For the record, Karen Lynch,  
8 Chief Student Support Services for the  
9 School District of Philadelphia.

10 My understanding of your question is  
11 whether or not the District Attorney's  
12 original concern has been addressed. His  
13 was a further concern regarding the sharing  
14 of information. I think when we last spoke  
15 and I shared this earlier, the District  
16 Attorney planned to or at least his staff  
17 indicated he planned to talk with courts.  
18 And to my knowledge, that has not happened.  
19 There has not been a response to us  
20 regarding or following any conversation with  
21 the courts regarding a court order to  
22 provide the confidential information.

23 COUNCILMAN GREEN: I think that's  
24 somewhat different. Because I think

1 Councilwoman Brown led to understand this  
2 issue has been resolved in reference in  
3 going to Truancy Court. But now I am  
4 hearing somewhat different perspective.

5 That you are saying the District  
6 Attorney's Office is not going to First  
7 Judicial District for a court order in  
8 reference to having the information provided  
9 from the School District to DA's Office. Is  
10 that what I'm hearing? That's clearly not  
11 what Councilwoman Brown was led to believe  
12 earlier.

13 MS. LYNCH: So, I do not know whether or  
14 not the District Attorney went to the Court  
15 and asked them to provide the court order.  
16 I have not heard back. We have not heard  
17 back as a District from the District  
18 Attorney following any conversations with  
19 the court at all.

20 The questions that I was asked earlier  
21 were about the process that the District  
22 Attorney's Office and the School District  
23 engages in, whether or not those processes  
24 were now aligned. And my response to the

1 Councilwoman was, yes, in fact the processes  
2 are more aligned than they were in the past  
3 because now the District Attorney has  
4 requested for those schools, those charter  
5 schools that the District Attorney has been  
6 working with, he is now requested that those  
7 schools now also go to those families when  
8 truancy continues, that they go to Truancy  
9 Court.

10 COUNCILMAN GREEN: But I'm not talking  
11 about charter schools. I am talking in  
12 reference to the School District of  
13 Philadelphia, in reference to trying to  
14 address the issue of truancy. Because the  
15 premise with Councilwoman Brown's question  
16 is that truancy unfortunately provides a  
17 path to unfortunate outcome for many young  
18 children. And I think the gist of her  
19 questions were in reference to the issue  
20 being resolved. And you're making reference  
21 to Truancy Court as well as charter schools.

22 My perspective and from my understanding  
23 I received in conversations, that both the  
24 District Attorney and Dr. Hite were aligned

1 in reference to trying to addresses truancy  
2 through this process similar to what has  
3 occurred with previous School District  
4 administrations with Dr. Ackerman. My  
5 question is why can't that be resolved now?

6 I think part of the perspective is that  
7 charter schools believe they can provide us  
8 information without violating federal law.  
9 But for whatever reason, the School District  
10 has a different perspective.

11 DR. HITE: I will add to that,  
12 Councilman Green. So we are absolutely in  
13 alignment on addressing the issue. This  
14 issue is a result of the information that we  
15 can make public, we allow to make public.  
16 And we are not allowed to provide the type  
17 of data that is being requested by the  
18 District Attorney as so far as this issue is  
19 concerned with respect to truancy.

20 We can provide all of the names, and  
21 addresses of all of our young people. As  
22 soon as that request includes specific  
23 information about that child's academic  
24 history or attendance or anything else,

1 that -- that's information that's protected  
2 under FERPA that then creates a problem for  
3 us to share. So, the notion of the District  
4 Attorney going to the courts and asking that  
5 question, perhaps that could provide a  
6 pathway for us to share that information.  
7 We want to share the information as much as  
8 he wants the information. And we're just  
9 not able to under FERPA.

10 COUNCILMAN GREEN: Okay. That is an  
11 opinion that was shared by your counsel?  
12 That you couldn't share under FERPA?

13 MS. LYNCH: That's the opinion shared by  
14 FERPA. We contacted the FERPA Office, the  
15 national FERPA Office and asked them. We  
16 also shared that opinion that was given to  
17 us by FERPA, by the Department of  
18 Education's FERPA Office. We shared that  
19 with the District Attorney.

20 We urged that if they had any question  
21 or concerns, they too could seek an opinion  
22 from FERPA. And there was not a response  
23 that was provided. They have all the  
24 information --

1 COUNCILMAN GREEN: Could you provide a  
2 copy of that opinion to the Chair? And is  
3 there -- let me ask this question.

4 Is there a way of getting to that  
5 information without violating that federal  
6 law in a way to address truancy?

7 MS. LYNCH: The information, the  
8 correspondence at your request and the  
9 request of several other Councilmembers was  
10 in fact shared after the hearing that you  
11 referenced earlier. We don't know of any  
12 way around it other than a change in state  
13 law and/or consent of parents involved. And  
14 we have shared that with the District  
15 Attorney. And the District Attorney's  
16 response was it's not likely that parents  
17 are going to want to give consent to have  
18 their information shared when the result is  
19 going to be a letter from the District  
20 Attorney indicating that they are violating  
21 the law.

22 COUNCILMAN GREEN: So, it's your  
23 perspective that we would need to get the  
24 information from the First Judicial District

1 as a way of addressing the issue?

2 MS. LYNCH: The best way that I know of,  
3 and again, I can't comment on that. The  
4 court is going to have to decide and the  
5 court has in the past said that this is not  
6 information that they are going to order the  
7 District to share. But the best that I can  
8 offer on this is we have reached out to  
9 FERPA.

10 DR. HITE: We asked this question three  
11 years ago, Councilman Green. That was the  
12 response we got from the courts.

13 COUNCILMAN GREEN: Thank you, Madam  
14 Chair.

15 COUNCILWOMAN BLACKWELL: You're welcome.  
16 Councilwoman Gym.

17 COUNCILWOMAN GYM: I feel like Ping  
18 Pong, Councilman Green.

19 So you know, I wanted to thank you  
20 working through the last round of questions  
21 with me. I know that was a little bit of  
22 trying to understand the different practices  
23 that we can explore. Ultimately, who would  
24 be responsible for school contracts like a

1 Big Picture?

2 What office would that be under?

3 DR. HITE: That would be under  
4 Procurement. But that would be -- we would  
5 contract with -- the network that would do  
6 the work is our Innovation Network. And so,  
7 that would be Chris Laman who would help  
8 structure the components of that.

9 COUNCILWOMAN GYM: Again, I want to  
10 underscore that I think that's an  
11 interesting model from a number of different  
12 reasons. One, it talks about innovation as  
13 opposed to failure rates which I think the  
14 renaissance is heavily routed around and  
15 makes it difficult when families are pitted  
16 against what is perceived as a failing  
17 school versus, you know, the only other  
18 option in there.

19 And I also don't deny that operators  
20 would want to have the charter law, to fall  
21 under the charter law. There is no question  
22 they operate with enormous freedom and, you  
23 know, hold districts basically in the palm  
24 of their hand under the state charter law.



1 All the more reason why when we're dealing  
2 with renaissance in particular, that I would  
3 urge the District to consider not going  
4 charter. That it's not the only option as  
5 you're starting to explore other areas.

6 And that we -- you know, we have a  
7 luxury to be able to think very carefully  
8 about the kinds of companies we want to  
9 bring in. And that we are not scraping kind  
10 of the bottom of the barrel but we are  
11 looking for creative innovative options to  
12 school communities long denied that.  
13 Hopefully, confidence in your Innovation  
14 Network leader to really be cognizant of  
15 that. I think he's particularly really in  
16 tune to that.

17 I want to thank you for that and for  
18 helping work through for that. And would  
19 like to continue those conversations.

20 I want to return to the issue. I just  
21 kind of three quick areas of sorts. I  
22 wanted to return to this issue of the  
23 District losing a thousand students a year  
24 and kind of the hollowing out of the

1 District schools that's happening. And you  
2 know, that just creates a downward  
3 enrollment spiral and trying to pick up the  
4 factors that result in that.

5 One of the questions that kind of comes  
6 to mind is this question of transportation.  
7 So if I'm a family and I want -- I'm unhappy  
8 with my neighborhood District school and I  
9 want to attend another District school  
10 outside of my neighborhood school, what  
11 exactly are my options? And can I get  
12 busing transportation there?

13 MS. LYNCH: Transportation is not going  
14 to -- let me show your options. Your  
15 options are to request an exception to the  
16 1.5 Rule if, in fact, it is beyond 1.5  
17 miles. But unfortunately transportation is  
18 not likely to be provided. So what we look  
19 for is we look for hazardous routes. We  
20 look for whether or not there are existing  
21 transportation like an existing bus that the  
22 child can ride upon.

23 COUNCILWOMAN GYM: Is that a financial  
24 reason that that's not offered?

1 MS. LYNCH: I would defer to, but the --  
2 I can share with you that for the State,  
3 it's 2 miles. For the City of Philadelphia,  
4 it's 1.5 miles. And cost is, in fact, a  
5 factor.

6 COUNCILWOMAN GYM: And I understand that  
7 cost is a factor absolutely. I understand  
8 also that the state law allows families to  
9 be bused through charter laws almost  
10 anywhere. And one question is that if  
11 we don't --

12 DR. HITE: And private schools.

13 COUNCILWOMAN GYM: And private schools,  
14 obviously. But if we ourselves do not offer  
15 busing to District families that would like  
16 to attend another District school, then  
17 isn't that a barrier to enrollment and  
18 retaining enrollment of families?

19 MS. LYNCH: It's unequal certainly. And  
20 it is -- and it is challenge for families,  
21 yes.

22 COUNCILWOMAN GYM: And you know, it's  
23 something that I would like the District to  
24 just think about a little bit. I know that

1 this is an extreme expense. I very closely  
2 track the transportation budget numbers. I  
3 understand how expensive it is. But it does  
4 feel like it is a significant barrier to  
5 retaining enrollment in the School District  
6 overall.

7 DR. HITE: And it would be. We would  
8 love to talk more about this, Councilwoman.  
9 And looking at the number of children who  
10 would be eligible for that and then  
11 considering what those costs would be and  
12 then trying to make an informed  
13 determination around the cost associated  
14 with that. But it does jump up in costs  
15 pretty quickly depending on the numbers of  
16 children.

17 We were feeling -- we were estimating  
18 that it would be around 3 to 4,000 children  
19 who may qualify for that level of  
20 transportation, which could add significant  
21 costs to us over the long haul.

22 COUNCILWOMAN GYM: But in part, it's  
23 also this idea about the School District  
24 would like to say it's a School District of

1 choice. But in fact for District families  
2 that want to remain within the School  
3 District of Philadelphia, the choices are  
4 very limited because the burdens falls upon  
5 them. Whereas, if the driver is towards  
6 outside the District. NCLB used to pay for  
7 that. Is that gone right now?

8 DR. HITE: No.

9 COUNCILWOMAN GYM: Let me clarify. The  
10 District would have been under the old NCLB  
11 laws obligated to provide housing or busing  
12 to families if they attended a,  
13 quote/unquote, failing school in the  
14 neighborhood and then chose to apply outside  
15 of that.

16 DR. HITE: That's correct.

17 COUNCILWOMAN GYM: Are you no longer  
18 under that obligation?

19 DR. HITE: We are no longer under that  
20 obligation.

21 COUNCILWOMAN GYM: Is that neighbor or  
22 did it go away? Do you know what the  
23 mechanism is for that?

24 DR. HITE: Well, NCLB has been

1 reauthorized. Every student -- that part of  
2 that provision came out. Now that is going  
3 to be determined by each individual state  
4 how those options will work for the bottom 1  
5 percent of schools.

6 COUNCILWOMAN GYM: Maybe that's  
7 something we can continue to talk about a  
8 little bit.

9 One question I wanted to ask Ms. Lynch  
10 was, you know, there has been a lot of  
11 changes with our Department of Human  
12 Services. Some unfortunately with  
13 yesterday's news, not for the better. But  
14 you know, there's -- I know that you have  
15 down a tremendous amount of work of this  
16 issue of trauma informed care in schools. I  
17 am curious about whether the District has  
18 opened up conversations with DHS about  
19 bringing some of the social workers into  
20 schools? And particularly, if you've  
21 prioritized high schools at all?

22 And if you can just speak to that a  
23 little bit.

24 MS. LYNCH: First, I thank you very much

1 for the question because bringing social  
2 workers, MSWs from the Department of Human  
3 Services into the School District is  
4 something that we would very much like to  
5 do. And we have, in fact, opened  
6 conversations with them.

7 We have probably about 15 or 20 in our  
8 schools right now. But if we were able to  
9 have on each and every one of our high  
10 schools a social worker, our principals are  
11 asking for it. It is absolutely a need that  
12 exists within our schools. And it is a  
13 skillset that our students need given the  
14 experiences that they have had.

15 So, we would very much like to have a  
16 social worker in every one of our schools.

17 DR. HITE: In addition to the resources  
18 that are there now. Not to replace a  
19 resource, but in addition.

20 MS. LYNCH: Correct.

21 COUNCILWOMAN GYM: Madam Chair, as  
22 yourself being Chair of Education and myself  
23 being Chair of the Children and Youth  
24 Committee, perhaps we can have an open up

1 conversations with DHS about seeing what the  
2 possibility is. And if we can work with  
3 your department, Ms. Lynch, it would be  
4 great if we can see what could move within,  
5 you know, DHS. We want to be responsive and  
6 responsible to them. But if the District  
7 and principals within the District are open  
8 to having a social worker in every high  
9 school or, you know, especially in our high  
10 schools I think, but particularly in other  
11 high need schools in that DHS might be a  
12 place to ask some questions about whether  
13 that could be, I would love to see if we can  
14 continue this conversation after this  
15 hearing about that.

16 MS. LYNCH: We definitely appreciate  
17 that. Thank you.

18 COUNCILWOMAN GYM: Thank you.

19 And my final question for Dr. Hite is a  
20 little bit around suspensions and discipline  
21 in schools. I note that we have had some  
22 concerns about high school students who have  
23 complained about having suspensions for  
24 relatively minor things or being sent home



1 if they are not in a school uniform or being  
2 charged fines for not having an ID or forced  
3 to not carry water bottles or other types of  
4 things in schools.

5       You know, does the -- do you feel like  
6 this type of -- I want to be thoughtful  
7 because I think principals should have a  
8 right to establish some norms within their  
9 schools. At the point when it reaches  
10 punitive levels and starts to really kind of  
11 filter out as being extremely punitive  
12 relatively minor compared to the level of  
13 things that we are seeing, you know, is  
14 there an ability for the District to clarify  
15 what its policies should be around, you  
16 know, minor -- again, I want to be careful  
17 because I think principals should have the  
18 right to determine the norms within their  
19 schools. But for relatively minor  
20 infractions that don't seem to rise to the  
21 level of suspension and fines and those kind  
22 of things?

23       DR. HITE: Thank you for asking that  
24 question. This is one area where this is --

1 I have heard this from the students who  
2 attend that send me text messages and  
3 emails. And this has been a subject of  
4 conversations with many of our student  
5 leaders for some period of time.

6 This is an area where we have engaged  
7 pretty actively with principals and school  
8 leaders. To their dismay because they -- we  
9 are in some cases referring back to a code  
10 of student conduct that has been redesigned  
11 to create other avenues as opposed to a zero  
12 tolerance approach to everything. And so,  
13 Karen Lynch and her department have been  
14 doing a lot of good work around this.

15 But we have walked children back to  
16 school. We have redefined for clarity  
17 reasons what the Code says are suspendible  
18 and non-suspendible events. And we have  
19 been very direct with schools about that.  
20 And so, the best thing that -- the best  
21 advice we are giving to those individuals is  
22 bringing those issues to our attention. And  
23 we are addressing those issues in a pretty  
24 active and engaged way so that our young

1 people are not subject to a catch-all rule  
2 that allows mass suspensions for things like  
3 being in the hallway a minute after the bell  
4 rings.

5 And so, those are -- those are issues  
6 that we are addressing with our Code of  
7 Student Conduct. We are looking at a youth  
8 court. We are trying to -- we are trying to  
9 implement the positive behavior approach,  
10 the restorative practices approach. All of  
11 the things around creating more conducive  
12 types of environments for young people.

13 And I will ask Ms. Lynch to add anything  
14 that I may have missed. This is a very  
15 important point. And it is an area where we  
16 actively engaged. If a principal is trying  
17 to solve a problem, then we try to work with  
18 him or her to solve that issue not using a  
19 discipline approach to solve those things.

20 MS. LYNCH: Thank you, Dr. Hite. The  
21 only thing that I would add is that our Code  
22 of Student Conduct right now specifically  
23 does not allow those infractions that you  
24 just mentioned. When Dr. Hite first

1 arrived, he asked that we remove from the  
2 code those subjective grey areas like the  
3 water bottle and uniform infraction and so  
4 on and so on. Those are violations. If  
5 suspensions are issued for those violations,  
6 those are, in fact, violations of our Code  
7 of Student Conduct.

8 And we recognize, too, that when  
9 students have offenses that are subjective  
10 like you mentioned, that leads over time to  
11 escalating. And in fact, we saw in the past  
12 where that led to ongoing suspensions,  
13 expulsion. That starts that pipeline to  
14 prison. So that is the one of the things we  
15 want to make certain we do not do.

16 COUNCILWOMAN GYM: One of the things  
17 that I wanted to suggest is that, you know,  
18 we have dealt with -- when you are dealing  
19 with widespread kind of uncertainty around  
20 this, you don't -- it's hard to do on a  
21 case-by-case basis. And I am sure you are  
22 hearing from a lot of these. But that is  
23 something that can help. And you US  
24 Department of Education could occasionally

1 does this.

2 For example, when they mandated the use  
3 of transgendered -- allows transgendered  
4 students use bathrooms and other spaces  
5 within schools, they send a wide letter out  
6 to clarify what the policy is.

7 And my question is, would you commit to  
8 writing a public letter to principals in  
9 September that clarifies what the policies  
10 are and helps uniformly open the year with  
11 this is permitted, we have become aware of  
12 repeated situations around this, this is not  
13 permitted?

14 DR. HITE: Yes. And not only would we  
15 be engaged in that, we have -- that's  
16 consistent with steps that we have taken  
17 previously. And as we speak, we are also  
18 working on a policy that we are going to  
19 submit to the SRC -- a resolution we are  
20 going to submit to the SRC for their  
21 consideration around the transgender issues  
22 that the -- that came out of the Office of  
23 Civil Rights and the Education Office last  
24 week. We were already working to address

1 that issue and provide clarity to our -- to  
2 all of the leaders of our schools.

3 And so, yes, we will commit to doing  
4 that. And we not only sent out that  
5 information, we have a training day where we  
6 say here are the -- here are the appropriate  
7 actions to take. Here are the  
8 non-appropriate. And we also talked about  
9 unattended biases and trying to address  
10 those issues. And last year, we opened the  
11 year with a conference around unattended  
12 biases that sometimes exist with certain  
13 individuals.

14 COUNCILWOMAN GYM: You know, along those  
15 similar lines, a lot of parents and families  
16 complain about bullying and harassment in  
17 schools as being one of the major obstacles  
18 around school safety. I know that earlier  
19 in February, we were talking about the  
20 position that was once held by Diane Shur  
21 that came about through the U.S. Department  
22 of Justices Civil Rights Mandate to address  
23 harassment in schools, was vacated and has  
24 not been refilled. But really wanted to

1 emphasize that, you know, we really did talk  
2 very deeply when dealing with significant  
3 amounts of harassment. A lot of questions  
4 about who is responsible.

5 The U.S. Department of Civil Rights made  
6 it very clear that the District cannot say  
7 that everyone is responsible for safety. It  
8 actually has to designate people who are  
9 responsible for school safety. And that  
10 students, staff and administrator have to  
11 know who that person is. It has to be both  
12 at the school level and at the District  
13 level. And could you talk a little bit  
14 about where we can be with that in  
15 September.

16 MS. LYNCH: In September? We have  
17 advertized that position. We are  
18 interviewing. We have got a couple of  
19 finalists that I think are going to be  
20 ideal.

21 The compliance part of that position has  
22 been filled by Rachel Holtzman who is  
23 leading our Office of Student Rights and  
24 Responsibilities. We want to increase the

1 training that takes place as well as the  
2 recognition of new and different techniques  
3 in order to address the needs of a child  
4 that is the victim as well the child who is  
5 the bully.

6 And so, we are bringing in a person who  
7 has behavioral health background who is very  
8 much involved with addressing issues of  
9 trauma because we think that in large part  
10 the bullying stems from some of that  
11 experience. And so, we are going to  
12 approach the issue from two perspectives  
13 moving forward.

14 COUNCILWOMAN GYM: That's great. You  
15 know, just to add to that a little bit,  
16 there is a distinction I draw between  
17 bullying and harassment. Bullying can be  
18 out of norms, harassment can be very much  
19 within norms of sorts because they  
20 specifically target people based on broad  
21 classes including whether language is  
22 spoken, race, gender, physical ability, you  
23 know. And that these are very vulnerable  
24 classes. And that both our teachers, our



1 staff members and our students do have to be  
2 trained on the civil rights of young people  
3 when that would be -- and sexual  
4 orientation. That they have a  
5 responsibility as well as, you know, an  
6 obligation, a legal obligation to uphold  
7 their ability to move and travel through  
8 school safely and with full access, as well.

9 Thank you.

10 MS. LYNCH: We agree a hundred percent.

11 COUNCILWOMAN GYM: I would just like to  
12 note for the record that the School District  
13 and our office does not always disagree on  
14 things. That was very encouraging.

15 So I want to thank you. Thank you,  
16 Madam Chair.

17 COUNCILWOMAN BLACKWELL: You're welcome.  
18 Thank you.

19 We thank you all very much. Do we have  
20 any other questions or comments from Members  
21 of this Committee? I guess we've had enough  
22 time to do them all, huh?

23 There being none, this Committee will  
24 stand in recess until Wednesday, May 18, ten

1 o'clock a.m. where we will reconvene in this  
2 room in 400 City Hall.

3 Thank you all very much.

4 (Public Hearing recessed at 3:58 p.m.)

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

C E R T I F I C A T I O N

I, hereby certify that the proceedings and evidence noted are contained fully and accurately in the stenographic notes taken by me in the foregoing matter, and that this is a correct transcript of the same.

-----  
ANGELA M. KING, RPR  
Court Reporter - Notary Public

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

Committee of the Whole  
May 17, 2016

<b>A</b>	27:12 41:15	35:11,17	<b>achievement</b>	<b>actual</b> 71:23	48:8 81:18	<b>adopting</b> 3:2	<b>ago</b> 60:23
<b>a.m</b> 1:6 5:10	41:24 43:2	36:4,8	9:1 184:12	158:16	93:18	<b>adult/youth</b>	64:21 87:16
266:1	72:13 96:14	41:14 92:2	184:14	163:15	129:18,20	8:8	88:16 96:6
<b>abilities</b>	98:6 225:16	112:9	<b>achievements</b>	196:19	142:5	<b>advance</b>	96:8 97:6
54:14	226:5	119:17	11:19 75:18	<b>Ada</b> 96:7	144:13	76:16 96:14	112:6
<b>ability</b> 24:9	244:12	146:20	<b>achieving</b>	97:4,11,20	187:10	186:17	143:15
46:21 49:2	251:7	155:11,13	18:10 56:19	97:24	222:1	<b>advanced</b>	144:21,22
49:10 52:4	255:11	155:20	82:8 172:23	100:12,12	230:23	17:13	147:12
122:2	<b>absolve</b> 81:19	265:8	<b>Ackerman</b>	100:22	243:14	150:16	151:12
142:18	<b>abuse</b> 159:8	<b>accessible</b>	244:4	101:3,19,24	246:6	152:14,19	160:12
151:19	<b>abusive</b>	39:24	<b>acknowledge</b>	103:3,17	261:24	<b>advances</b>	199:22
156:15	176:11	<b>accommoda...</b>	6:21 74:23	<b>add</b> 24:15	262:9,22	9:19	227:3
157:6	<b>academic</b>	23:14	205:13	38:14 44:21	264:3	<b>advancing</b>	232:20
162:18	15:10	<b>accompany</b>	<b>acknowledg...</b>	64:2 70:15	<b>addressed</b>	10:20	247:11
163:14	114:12	239:17	31:22 92:14	92:13,17	46:8 60:5	<b>advent</b> 27:5	<b>agree</b> 82:9
219:4	122:23	<b>accomplish</b>	<b>acknowledg...</b>	129:5	61:7 127:13	76:16	92:16 141:7
220:19	124:20	29:5	66:4 74:15	139:21,24	215:24	<b>advertized</b>	142:10
226:8	184:4,12,12	<b>accomplished</b>	166:10	141:13,23	241:12	263:17	220:12
230:15,23	201:1,14	207:9	<b>acquiring</b>	145:22	<b>addresses</b>	<b>advice</b> 258:21	224:18
234:8	202:1 206:7	<b>accomplish...</b>	151:16	152:13	244:1,21	<b>Advisory</b> 9:5	265:10
257:14	216:23	17:3	<b>across-the-...</b>	225:17	<b>addressing</b>	14:18 15:14	<b>agreed</b> 82:5
264:22	238:22	<b>account</b>	33:6	244:11	76:12	15:23	186:2
265:7	244:23	108:13	<b>act</b> 21:9	252:20	116:11,14	<b>advocacy</b>	<b>agreement</b>
<b>able</b> 31:15	<b>academically</b>	125:3	228:2,3,10	259:13,21	154:9	66:17 69:17	4:18 20:1
35:6 37:24	200:3,7	127:15	<b>acted</b> 15:17	264:15	244:13	149:4	70:7 100:1
38:15 70:23	<b>academics</b>	<b>accountabil...</b>	67:12	<b>added</b> 36:2	247:1	<b>advocate</b>	100:3
85:9 91:13	169:4	11:5	<b>action</b> 7:18	62:9 218:20	258:23	54:24 68:23	104:14,17
111:19,23	<b>Academies</b>	<b>accountable</b>	11:23 15:11	<b>adding</b> 4:4	259:6 264:8	69:19 90:4	106:24
129:24	173:22	122:17	16:2,22	<b>addition</b>	<b>adequacy</b>	153:5	109:15
153:24	<b>Academy</b> 8:3	237:17	19:5 21:13	23:18 41:21	13:22	<b>advocates</b>	168:13
156:11	89:24	<b>accounted</b>	39:22 41:11	48:2 72:15	<b>adjust</b> 118:1	66:15 68:23	180:12
173:21	168:14	20:17 25:13	91:21,21	76:13 90:22	<b>adjustments</b>	<b>advocating</b>	183:4
176:24	174:11	116:6	141:24	134:8 136:5	20:16 25:12	62:23 87:2	185:19
177:5	175:8	125:17	146:3 153:8	149:14	<b>administrat...</b>	<b>affairs</b> 10:2	212:1,12
183:11,17	198:15	<b>accounting</b>	181:6,8	156:4	36:19 46:15	<b>affect</b> 108:11	219:1
189:16	215:5,18	124:13	186:6 217:7	162:11	67:24 68:5	169:2	230:13,13
203:20	218:13,15	128:13	231:9	190:1	74:3 150:12	<b>Affordable</b>	230:20
206:20	<b>accelerate</b>	<b>accuracy</b>	<b>actionable</b>	255:17,19	237:20	112:9	232:16
216:22	9:16 17:24	206:17	217:12	<b>additional</b>	<b>administrat...</b>	<b>African-A...</b>	<b>agreements</b>
236:16,24	<b>accelerated</b>	<b>accurate</b>	<b>actions</b> 14:2	13:12 16:12	33:15 244:4	72:12 189:6	18:7 25:3,7
237:7,9	8:5	211:1 229:6	230:10	17:18 31:11	<b>administrat...</b>	194:21	43:6 89:3
239:7,14,22	<b>accept</b> 39:3	232:7	262:7	38:22 45:6	139:19	<b>afternoon</b>	104:19
245:9 249:7	114:4	<b>accurately</b>	<b>active</b> 24:1	49:3 61:23	<b>administrat...</b>	94:13,14	168:10
255:8	<b>acceptable</b>	267:5	40:11 88:23	65:18	263:10	157:19	178:1,8
<b>abnormal</b> 6:3	199:6	<b>accustomed</b>	172:16	160:18	<b>administrat...</b>	167:3,4	210:5,9,13
<b>abolish</b> 34:15	<b>acceptance</b>	66:20	194:20	165:8	36:18 89:7	181:18	218:21
<b>abolished</b>	113:16	153:23	196:15	173:23	<b>admiration</b>	<b>agencies</b>	219:7,12,18
33:15	118:10	154:1	258:24	179:4,6	149:24	156:8	220:1,13
<b>absence</b>	182:1	<b>ACE</b> 218:12	<b>actively</b> 225:7	183:8,19	<b>admission</b>	239:13	229:20
208:24	<b>accepting</b>	achieve 14:3	258:7	202:3	216:3	<b>agenda</b> 54:23	<b>ahead</b> 21:5
<b>Absent</b>	140:9	45:21 57:10	259:16	225:21	<b>admissions</b>	ages 49:23	22:15 37:12
230:12	<b>access</b> 8:9	<b>achieved</b>	<b>activities</b>	237:6	9:24	<b>aggressive</b>	51:19 56:20
<b>absolutely</b>	34:9 35:11	58:17	230:11	<b>address</b> 25:17	<b>adopt</b> 2:22,24	73:2 79:2	68:11 182:4

Committee of the Whole  
May 17, 2016

<b>Aker</b> 151:14	218:24	<b>answer</b> 22:2	139:24	239:16	70:22 72:11	170:12	258:2
<b>AL</b> 1:15	<b>amends</b> 116:3	53:23,24	174:5	262:6	87:19 97:2	175:24	<b>attendance</b>
<b>alarm</b> 66:19	<b>amenities</b>	84:2 86:20	211:19	<b>approval</b> 4:9	100:20	190:15	76:8,12
68:23	112:10	86:22 111:5	213:6	59:21 178:5	114:21	245:4	81:21
153:24	<b>America</b> 72:2	154:12	215:20	182:8,11,16	206:8 215:9	255:11	138:17
235:1	<b>American</b>	178:15,18	218:17	183:22	215:13,15	257:23	139:17
<b>alarmed</b> 67:8	183:10,12	187:7	223:4 224:2	218:17	215:19	<b>asks</b> 234:22	143:21
<b>align</b> 27:5	<b>amount</b> 41:17	188:17	<b>applications</b>	<b>approvals</b>	216:22	<b>aspect</b> 30:11	144:2 201:2
<b>aligned</b> 80:15	45:6 60:20	213:9,11	18:16 140:3	168:17	228:16	<b>assembly</b>	244:24
81:24 82:10	85:7,11	215:10	140:10	<b>approve</b>	249:5,21	59:13	<b>attendants</b>
82:12	102:1 103:6	224:7	213:13,15	213:12	260:2	<b>assessments</b>	33:1
242:24	103:10	<b>answered</b>	<b>applied</b>	215:20	<b>argue</b> 120:15	101:17	<b>attended</b> 8:21
243:2,24	132:3,4,7	195:12	110:17	224:2,4	216:6	201:10	58:4 253:12
<b>alignment</b>	163:15	<b>answers</b>	<b>apply</b> 174:2	<b>approved</b>	<b>arguing</b>	<b>assets</b> 195:18	<b>attending</b>
27:18	169:9,10	224:10	177:20	4:20 59:20	208:15	196:6	63:7 118:13
244:13	235:4,22	<b>anticipate</b>	253:14	59:20	<b>arm</b> 110:11	<b>assigned</b>	<b>attention</b>
<b>ALLAN</b> 1:10	254:15	18:14	267:16	167:15	<b>arose</b> 67:24	175:17	34:3,6 73:1
<b>allow</b> 7:11	<b>amounts</b>	<b>anticipating</b>	<b>applying</b>	168:2,9,12	<b>arrangement</b>	<b>assignment</b>	120:23
18:7 20:3	16:14 263:3	38:14	174:4	169:15	19:12	98:1	185:11
25:4,6	<b>amuck</b> 232:6	<b>anybody</b>	<b>appreciate</b>	180:5	<b>arranges</b> 7:18	<b>assistant</b>	258:22
108:7	<b>analysis</b> 65:8	60:14	20:6 21:20	210:20	<b>array</b> 7:16	93:12	<b>attentiveness</b>
123:21	141:8 199:3	136:12	43:10,19	211:12	10:7	122:21	75:5
152:7	199:12,15	<b>anymore</b>	75:4 79:7	213:3,16,17	<b>arrest</b> 82:1	239:19,20	<b>Attorney</b>
244:15	<b>analyze</b> 8:24	95:24	79:17 110:5	215:21	<b>arrived</b> 97:14	<b>assistants</b>	240:16
259:23	<b>analyzes</b>	165:18	141:22	216:10	260:1	239:17	241:16
<b>allowance</b>	200:4	221:16	142:3 192:3	<b>approving</b>	<b>art</b> 15:14	<b>associated</b>	242:14,18
223:2	<b>anchor</b> 16:23	<b>anyway</b> 123:6	206:15	223:3	118:15	183:9	243:3,5,24
<b>allowed</b> 10:24	<b>and/or</b>	136:14	256:16	<b>approximat...</b>	119:13	252:13	244:18
13:14	129:12	181:15	<b>appreciated</b>	7:23 99:4	122:7	<b>assume</b> 63:12	245:4,19
119:16,16	150:5	<b>apologize</b>	66:15	199:22	<b>article</b> 137:6	<b>assuming</b>	246:15,20
230:3	200:12	127:21	<b>apprentice</b>	<b>April</b> 163:20	<b>articulates</b>	84:6	<b>Attorney's</b>
244:16	246:13	128:4	64:16	163:22	120:3	<b>assumption</b>	78:17 79:21
<b>allowing</b>	267:18	<b>appeal</b>	<b>apprentices...</b>	215:21	<b>articulating</b>	45:17 233:5	80:6,19
232:5	<b>ANGELA</b>	100:10	151:7	<b>area</b> 28:8	227:16	<b>assumptions</b>	81:3 143:17
<b>allows</b> 118:18	267:11	<b>appeals</b> 141:6	<b>approach</b>	35:23 52:13	<b>arts</b> 119:17	20:14,14	144:12
146:10	<b>angry</b> 159:9	<b>appear</b>	5:22 36:21	73:2 100:16	<b>asked</b> 13:5	25:10	241:11
218:22	<b>announce</b>	134:17	37:2 42:24	112:13	45:11,16	<b>assure</b> 34:15	242:6,22
230:8 251:8	119:15	<b>appeared</b>	43:3,4	116:9	46:17 77:7	217:14	246:15
259:2 261:3	<b>announced</b>	137:6	47:21 64:16	144:11	80:4 88:18	<b>asterisk</b>	<b>attract</b>
<b>alluded</b> 140:7	115:15	<b>appears</b>	139:20	160:17	157:1	141:19	111:12
<b>alternative</b>	<b>announcem...</b>	45:11	162:21	167:22	170:14	<b>Atlanta</b>	112:12,17
142:22	130:14	138:19	203:9,10	177:17	171:12	160:14	<b>attraction</b>
182:19	<b>announcing</b>	<b>Applause</b>	233:11	179:24	177:7	<b>attempt</b>	111:15
<b>amazing</b>	130:8	121:11	258:12	181:12	181:23	102:9	<b>attractive</b>
161:16	<b>annoying</b>	145:21	259:9,10,19	209:24	192:11,12	<b>attempted</b>	38:3
<b>amend</b>	68:18 69:3	<b>applicant</b>	264:12	216:9,10	213:16	92:23	<b>attributable</b>
224:14	<b>annual</b> 2:12	213:21	<b>approaches</b>	231:17,18	242:15,20	104:21	26:8
<b>amending</b> 3:4	11:9 46:6	215:24	124:1	257:24	245:15	<b>attempting</b>	<b>attributed</b>
3:13,21 4:2	84:18	224:5	235:10	258:6	247:10	48:17 68:12	25:11
<b>amendment</b>	199:24	<b>applicants</b>	<b>appropriate</b>	259:15	260:1	69:23	<b>attune</b> 234:11
178:4 219:3	201:23	210:2	108:14	<b>areas</b> 33:20	<b>asking</b> 31:10	<b>attend</b> 76:8	<b>audience</b> 6:4
<b>amendments</b>	215:11	222:23	177:13	38:19 57:4	114:17	250:9	<b>audiences</b>
168:21	216:20	<b>application</b>	185:11	62:7 67:17	121:5	251:16	75:15

Committee of the Whole  
May 17, 2016

<b>audit</b> 124:14	191:24	32:1 77:16	83:23	74:17	234:12	82:21 93:22	<b>Bobby</b> 1:12
<b>Auditor</b>	193:5	142:17,17	145:13	<b>behaved</b>	254:13	104:7	153:4
60:12	<b>aware</b> 59:14	<b>balance</b> 14:3	161:12	166:2	<b>Beverage</b> 4:6	108:23	<b>body</b> 66:20
<b>audits</b> 34:5	111:6 120:9	21:7 26:6,7	232:6	<b>behavior</b>	<b>beyond</b> 17:16	113:4 131:3	67:1 89:5
<b>auspices</b> 24:5	128:6	32:1 44:2,5	248:23	259:9	33:9 49:16	143:7	136:4 207:5
24:11 88:20	181:21	84:21	<b>basics</b> 16:6	<b>behavioral</b>	180:10	148:20	<b>boggling</b>
<b>authority</b>	261:11	117:11	130:10	8:10 264:7	205:15	159:18	208:11
4:17,17,22	<b>awful</b> 131:9	135:18,20	<b>basis</b> 46:6	<b>behest</b> 171:20	234:7	160:2 164:2	<b>boiler</b> 157:22
67:15 137:1	<b>B</b>	157:3	61:23 83:8	<b>beholder</b>	250:16	164:4,11	<b>bolster</b>
137:7,20,23		236:18	84:18 85:9	102:20	<b>biases</b> 262:9	166:17	153:10
219:9	<b>back</b> 16:17	<b>balanced</b>	85:14 86:5	<b>believable</b>	262:12	178:20	<b>bond</b> 156:14
<b>Authorizati...</b>	29:21 30:7	45:22	102:12	221:12	<b>big</b> 31:14	179:18	<b>bonds</b> 156:12
3:6,15	30:19,23	<b>balances</b>	160:24	<b>believe</b> 19:12	49:7 59:4	180:14	160:22,23
<b>authorize</b> 3:7	31:1,7	20:21,22	199:9 224:5	25:3,6	64:18 233:8	181:10	<b>book</b> 58:5
3:16	33:23 57:21	<b>banks</b> 156:10	260:21	27:16 74:18	233:12	192:6 202:6	236:7
<b>authorized</b>	57:24 63:19	<b>bar</b> 172:10	<b>Bass</b> 1:9	112:15	248:1	208:3 221:6	<b>books</b> 17:20
4:19	67:8 69:23	<b>bargaining</b>	94:10,11,15	119:12	<b>biggest</b> 86:6	227:10	<b>borrow</b>
<b>authorizer</b>	73:6,23	25:7	95:13,18,21	128:3	<b>lingual</b>	235:11	155:14,21
198:9	81:20 86:23	<b>barrel</b> 249:10	97:17,22	137:21	72:20 73:15	247:15	156:16,21
<b>authorizing</b>	87:20 88:11	<b>barrier</b>	98:2,4,9	138:8 156:7	<b>Bill</b> 2:21,24	265:17	<b>borrowers</b>
140:20	88:21 93:23	251:17	99:5,7,11	163:4	3:2,4,13,21	<b>Blaine</b> 9:3	156:3
198:4,8	122:11	252:4	99:15,19	179:13	4:2,21 6:23	<b>blame</b> 68:1	<b>bottle</b> 260:3
199:21	131:17	<b>Bartram</b>	101:18	180:9	55:7	<b>block</b> 87:9	<b>bottled</b> 39:24
<b>autism</b> 50:8	134:16,19	115:14	103:7	191:16	<b>billion</b> 44:15	109:12	<b>bottles</b> 257:3
89:16,17	138:13	117:9	104:16,23	215:12	133:7,8	<b>blocks</b> 130:11	<b>bottom</b>
90:5 91:4	144:17	119:24	105:6,14	224:9 229:1	153:18,21	<b>Blondell</b> 1:14	158:18
91:18	149:14	<b>base</b> 51:23	107:5 108:1	242:11	154:4	39:20	249:10
<b>autonomy</b>	156:9	<b>based</b> 20:13	109:20	244:7	<b>bills</b> 1:17 2:7	143:13	254:4
9:22 10:1	157:11	25:10 83:21	<b>batch</b> 217:22	<b>believer</b>	2:19 5:2	158:24	<b>boundary</b>
<b>availability</b>	163:7,10	85:13	<b>bathrooms</b>	112:22	<b>bit</b> 103:22	224:21	214:21
110:5	171:4 178:8	100:16	261:4	<b>bell</b> 51:7	108:16	<b>Blondie</b> 160:4	<b>bowing</b>
<b>available</b>	178:14,16	130:22	<b>bear</b> 158:12	81:23 259:3	205:1	<b>BMEC</b> 73:12	174:20
10:18 50:3	178:22	132:7,13	<b>beat</b> 202:12	<b>bells</b> 235:2	227:15	<b>board</b> 3:8,16	229:12
87:14 88:1	180:22	135:7	224:11	<b>Ben</b> 76:17	228:1,24	34:23 53:16	<b>boys</b> 165:3
124:11	182:2,16	138:16	<b>becoming</b>	152:15,20	247:21	172:21	<b>brand</b> 37:15
<b>avenues</b>	188:6 189:5	141:4	157:10	<b>benefit</b> 221:3	251:24	173:11	38:2 113:24
258:11	190:4	163:14	220:15	225:22	254:8,23	175:5,6,14	<b>branding</b>
<b>average</b> 83:3	191:21	169:6 171:2	<b>Beeber</b> 104:5	<b>benefitting</b>	256:20	175:18	42:10
200:10,12	195:4,9	179:7 194:5	104:9	13:1	263:13	177:4 183:7	130:18
<b>AVI</b> 20:16	202:5	195:3,19	179:23	<b>Benjamin</b>	264:15	186:5,10	<b>bravo</b> 221:9
25:12 48:9	204:24	196:7 198:9	181:12,13	76:20	<b>black</b> 72:19	208:13,16	221:19
59:2,10,24	208:9 215:3	198:14	<b>beginning</b>	150:16	73:13	208:17,23	<b>break</b> 5:10
68:15	222:6	199:12	20:23 67:23	<b>best</b> 10:17	<b>Blackwell</b>	209:1	83:24 87:1
132:14	228:13	221:16	73:8 113:6	19:13 44:23	1:10 2:11	210:14,14	159:19,20
<b>avoid</b> 11:12	229:7 230:4	240:10,14	113:9 129:8	54:24 61:17	2:16 28:1,2	210:17	<b>bridge</b> 91:16
229:9	230:18	264:20	131:15	176:17,22	28:11 29:9	212:2	151:1
<b>award</b> 191:2	237:21	<b>basic</b> 16:3	134:13	195:17	33:11 43:12	223:17	<b>brief</b> 12:15
192:24	240:24	34:7,8	178:8 184:5	247:2,7	51:15 55:22	228:22,23	<b>briefing</b>
<b>awarded</b>	242:16,17	132:9	<b>begins</b> 12:20	258:20,20	56:2 63:11	230:21	205:18
190:24	258:9,15	133:23,24	<b>begs</b> 234:3	<b>better</b> 69:21	64:8 65:2	231:16	<b>briefings</b> 20:2
193:15	<b>background</b>	134:16	<b>begun</b> 28:20	120:18	65:22 66:22	<b>boards</b> 186:8	<b>bright</b> 8:5
196:13,22	204:2,3	135:6	<b>behalf</b> 5:16	161:5	67:6 71:13	209:18	112:24
<b>awards</b>	264:7	<b>basically</b> 59:1	13:8 69:19	221:19	73:22 74:8	224:8,9	<b>bring</b> 8:18
	<b>bad</b> 31:23						

Committee of the Whole  
May 17, 2016

16:3 31:7	221:7,8	130:11	107:20	203:22	149:16	<b>centers</b>	71:7 74:6
35:15 84:23	222:17	150:6 151:4	154:23	204:19	161:5	203:22	82:24 93:21
89:2 190:9	223:5,21	151:21	157:19,19	<b>callbacks</b>	<b>careful</b>	204:19	94:12
190:10	224:6 226:3	152:4,23	158:10,14	5:14,15	257:16	<b>central</b>	108:22
196:6 249:9	226:10,19	153:4	158:20	<b>called</b> 2:3	<b>carefully</b>	187:15	109:24
<b>bringing</b>	227:1	157:18	181:3,3	29:14 64:18	114:18	189:23	113:3,12
85:23	235:17	158:1,3,19	194:6,6,11	<b>calling</b> 85:20	249:7	190:1	125:19
222:15	240:10	164:5	195:4,9	159:13	<b>caregivers</b>	237:20	131:2
254:19	242:1,11	226:18	196:8 197:3	<b>calls</b> 159:9	90:23	<b>century</b> 18:8	133:14
255:1	<b>Brown's</b>	233:20	219:17	<b>calm</b> 6:9	<b>carry</b> 257:3	25:4	148:23
258:22	243:15	<b>buildings</b>	220:2,7,17	<b>Camelot</b> 8:3	<b>carrying</b>	<b>CEO</b> 53:17	149:9
264:6	<b>budget</b> 2:13	92:5,5	221:2	<b>Camera</b>	144:17	<b>certain</b> 3:11	157:10
<b>broad</b> 10:8	3:1,3 10:14	96:13 97:1	<b>bus</b> 33:1	137:16	<b>CASA</b> 23:23	3:19,24,24	158:22
15:2 46:19	14:14 15:10	97:1 99:4,5	90:12,13	<b>camp</b> 17:19	88:24	4:7 31:13	159:17
54:7 264:20	16:15 20:3	99:6 117:2	250:21	<b>canceled</b>	<b>case</b> 117:9,10	41:3,17	162:13
<b>broad-based</b>	20:20 23:11	118:20	<b>bused</b> 251:9	163:2,3	129:14	85:7,10	166:21
130:20	23:14 24:14	156:22	<b>business</b>	<b>candidate</b>	164:17,18	93:14	187:5
<b>broke</b> 159:22	26:19,21,21	158:2	52:16	124:5	176:9	112:10	189:12
<b>broken</b> 156:5	27:4 30:15	180:11	161:24	<b>candidates</b>	208:20	132:3,13,18	191:20
191:12,14	31:9 32:4	219:13	188:24	18:16 19:1	229:3	172:1	192:2,10
191:21	37:22 38:1	220:23	189:4 191:8	39:2 65:13	231:21	209:21	196:24
192:18	44:17 45:22	<b>builds</b> 44:19	<b>businesses</b>	173:23	<b>case-by-case</b>	260:15	202:3,9
222:7	59:1,16	44:20	194:5	<b>cap</b> 139:17	260:21	262:12	206:19,22
<b>brought</b>	61:10 63:15	<b>built</b> 7:17	195:20	140:15	<b>cases</b> 28:18	<b>certainly</b> 55:4	207:4 208:2
128:3	74:4 133:23	10:11,20	196:4,7	<b>capable</b>	187:24	95:21 107:2	235:15
144:24	134:17	11:4 15:1	222:23	214:15	190:7	108:16	246:2
199:23	135:8	23:13 95:22	<b>busing</b>	<b>capacity</b> 35:5	230:20	143:7 174:7	247:14
231:13	145:20	121:18,21	250:12	47:18,19	258:9	177:1 198:3	255:21,22
<b>Brown</b> 1:14	154:10	<b>bully</b> 264:5	251:15	49:2,5	<b>Cash</b> 145:2	221:11	255:23
39:20 66:24	155:23	<b>bullying</b>	253:11	50:21	<b>catch-all</b>	251:19	265:16
74:10,11,14	156:13	262:16	<b>buy</b> 96:23	<b>capital</b> 2:22	259:1	<b>certificate</b>	<b>chairs</b> 210:17
75:23 77:11	157:2	264:10,17	165:8	3:1 5:4,5,6	<b>catchment</b>	151:17	<b>Chairwoman</b>
77:20 79:4	167:10,14	264:17	195:22	44:17 45:2	231:17,18	<b>certification</b>	33:12 41:6
79:11,15	169:6,8	<b>bundle</b>	<b>Byers</b> 168:20	45:4 85:3	234:18	151:11	43:16 51:7
80:11,21	236:6,19	105:23	<b>bylaws</b> 216:2	154:10	<b>categories</b>	191:17	51:14 56:6
81:5,12,22	240:16	106:8	<b>byproduct</b>	155:9,12	210:24	239:20	66:22 70:12
82:15,18	252:2	107:16	87:5	156:22	214:12	267:15	71:13 73:21
93:24	<b>budgeted</b>	<b>bundled</b>	<b>byproducts</b>	<b>capitol</b> 69:8	<b>caucus</b>	<b>certified</b>	82:20
143:14	31:17 83:16	104:20	237:9	<b>caps</b> 140:11	184:20	48:22 116:9	131:24
158:24	<b>budgets</b>	<b>bundling</b>	<hr/> <b>C</b> <hr/>	232:4	<b>caught</b> 106:1	<b>certify</b> 267:3	141:16
181:16,17	37:20	105:16	<b>C</b> 267:1,1	<b>capturing</b>	223:23	267:19	143:6,11
184:16	<b>build</b> 13:15	<b>burdens</b>	<b>cabbies</b> 52:24	78:18	<b>caused</b> 90:16	<b>cetera</b> 65:5	149:11
185:6 186:7	194:23	253:4	<b>calculation</b>	<b>car</b> 121:18,19	<b>causing</b> 87:20	201:4	157:9 164:1
186:15	201:7	<b>Burns</b> 39:6	84:11 85:5	<b>card</b> 56:18	<b>CCP</b> 150:10	152:18	166:16
187:1,4,9	<b>building</b> 9:4	39:15,15	85:9 87:12	<b>care</b> 182:6	224:16	224:16	192:5
187:16,19	15:21 25:2	41:6,15	<b>calendar</b>	198:17,21	225:6	<b>CFO's</b> 41:23	207:11,12
187:23	32:21 35:7	97:15 99:1	15:10	224:7	<b>cede</b> 114:20	<b>chair</b> 2:11	227:9
188:12,19	45:5 48:21	99:6,8,13	<b>call</b> 14:23	227:24	5:20,21	<b>challenge</b>	10:14 17:23
188:22	92:20 98:8	99:17,20	29:22 66:21	254:16	6:19 12:10		34:2 86:7
189:11,17	98:11,15	102:11	71:13 72:24	<b>career</b> 16:23	15:8	23:18 28:4	90:17
190:19,21	101:7,9	104:5,9,22	73:1 106:5	17:10 39:1	<b>cent</b> 137:17	30:2 42:5	236:14
191:4,9,18	103:12	105:4,10	148:3 160:3	72:21 74:1	<b>Center</b> 8:5	51:8 55:24	251:20
192:3,11	109:2,12	106:13	172:10	76:19	136:9	63:16 66:1	

Committee of the Whole  
May 17, 2016

<b>challenged</b> 38:19	<b>charged</b> 257:2	184:8,10	232:18	24:18 39:7	238:7	149:1,8	223:8
<b>challenges</b> 7:7 10:12	<b>charter</b> 10:6	185:3,8,18	233:1,4,13	39:16 78:24	243:18	<b>City</b> 1:1,5	225:19,21
10:22 19:22	14:21 59:3	185:23	234:20	79:10,18	252:9,16,18	3:18 4:10	226:18
19:22 21:4	60:9,17	186:2,5,6	238:10,12	122:22	255:23	4:11,21	251:3 266:2
33:22 34:10	61:4,9,18	197:5,6,8	238:14,14	124:20	258:15	6:16 9:6	<b>City's</b> 20:16
94:21 96:2	62:10,24	197:13,19	238:16	149:22	<b>Children's</b>	11:2,7,8	25:11
138:6 142:4	63:1 68:7	197:21	241:4 243:4	155:17	14:13	12:11 13:7	<b>city-wide</b>
143:4	69:12,13,17	198:1,4,8	243:11,21	157:20	<b>choice</b> 119:1	16:10,13	9:24 14:21
202:13	80:9 84:7,8	198:13,15	244:7	181:4	120:16	17:10 19:24	<b>civil</b> 261:23
207:6	93:7,11	198:15,18	248:20,21	238:22	121:3	21:6,10,18	262:22
235:21	98:20	198:23	248:24	241:8	142:17	22:4 26:12	263:5 265:2
236:19	138:22	199:1,4,12	249:4 251:9	<b>child</b> 29:11	253:1	27:7 45:10	<b>clarification</b>
237:7	139:3,5,7,8	199:16,24	<b>chartered</b>	29:12 76:20	<b>choices</b> 13:4	45:15 46:17	63:4 227:17
238:21,24	139:11,12	200:1,10,11	<b>charters</b>	90:12,18,24	31:12,13	46:21 48:22	<b>clarified</b>
<b>challenging</b>	139:13,14	200:12,13	141:13	91:4,6,13	42:21 66:5	50:5,13,14	<b>clarifies</b>
94:19 142:9	139:17	200:15,18	167:9,16,16	115:12	120:10	50:16 51:18	261:9
232:23	140:12,18	200:20	167:18,19	250:22	130:15	52:5,7,16	<b>clarify</b> 107:8
<b>Chamber</b>	140:21	201:7,8,16	167:20	264:3,4	253:3	53:4,5,6,12	122:12
110:6 149:9	141:1,3,5,9	208:13,14	168:1,8,11	<b>child's</b> 244:23	<b>choose</b> 119:2	53:13 54:23	167:18
149:12	141:10,17	208:15,21	168:22,24	<b>childcare</b>	121:15	55:8,13	170:11
194:21,22	142:16	208:22	169:4 170:2	50:18	174:21,22	59:20 65:10	253:9
<b>chambers</b>	166:23	209:2,4,6	170:4,8	<b>children</b> 13:1	217:16	66:6,12	257:14
207:7	167:7 168:5	209:20,24	171:15,17	13:9 16:9	218:8	68:1 69:16	261:6
<b>chance</b> 75:7	168:10,12	210:2,6,11	171:24	17:20 21:10	<b>chooses</b>	69:22 70:2	<b>clarity</b> 178:14
226:20	168:16,18	210:12,15	172:13,16	21:17,19	113:20	71:18 72:8	230:24
<b>change</b> 42:23	168:21	210:16	173:19	49:12,21,22	119:12	73:4 80:3	258:16
42:23 59:10	169:2,14,22	212:1,9,11	179:1,7	50:8 57:2	176:8	89:8,20	262:1
72:1 123:24	169:24	213:7,12,14	199:20	57:15,17	<b>choosing</b>	95:22	<b>Clarke</b> 1:9
170:3	170:5,17	214:18	209:22	63:7,22	121:23	100:19,19	2:2,18 4:23
172:18	171:1,18	215:7,11,22	210:21	64:5 65:19	141:2	100:20	5:19,23 6:2
178:6	172:7,8,18	216:20	210:21	76:8 87:1	<b>chorus</b> 94:17	105:17	6:12 12:11
217:20	172:21	217:18	213:5 214:5	89:15,24	<b>chore</b> 213:2	110:11,18	22:5,18
224:14	173:6,7	217:18	217:6,10,10	91:17,23	217:23	111:16	25:8 27:2
246:12	173:6,7	218:3,5,21	219:15	92:1 93:7	230:21	112:10,15	27:23 40:13
<b>changed</b>	174:1,2,5,5	218:22	229:21	95:17	253:14	117:24	66:23 71:14
199:9,17,19	174:6,11,12	219:1,1,7	231:6,22	117:21	<b>Chris</b> 248:7	135:22	153:3
<b>changes</b> 4:14	175:2,4,4,5	219:10,12	241:3	118:2,13,16	<b>Cigarette</b>	136:9	<b>class</b> 29:13
59:2 64:7	175:8,10,16	219:24	<b>check</b> 137:2	119:17	20:18 25:14	137:20,23	51:5 118:6
169:10	175:18,19	221:12,15	188:17	120:2,5,16	46:2 48:11	138:3,8,10	157:21
171:21	175:20,23	222:9,21,24	193:7,10	121:20	59:3,10,19	150:20	205:1,6,15
178:3	176:16,18	223:4,18,19	<b>checked</b>	122:1	67:9,14	152:8	205:16,24
218:24	176:23	223:24	179:19	146:19	68:12 140:1	160:13	206:7,9,10
219:10	177:2,4,8	224:15	180:16	150:17,19	<b>CINDY</b> 1:9	168:3 180:6	239:18,21
254:11	177:18,20	227:15,23	<b>checks</b> 204:2	151:5	<b>circle</b> 51:11	184:13	<b>classes</b> 17:14
<b>changing</b>	177:21	228:14,19	204:3	152:17	178:13	189:1	28:7,15,21
37:14 38:2	178:2,3,4	228:23	<b>Cherelle</b> 1:13	176:17,22	<b>circumstance</b>	191:16	28:23 29:7
43:3,4	178:11	229:18,20	75:13 150:2	177:1 189:6	189:3	193:18	36:17,23
<b>Chapter</b> 3:22	179:20,23	229:22	<b>Cheryl</b>	198:16,20	<b>circumstan...</b>	194:16	89:18 205:3
4:5	180:1,5	230:3,7,12	122:23	205:15,19	16:7 115:5	195:3,17,20	205:19,23
<b>charge</b>	181:20,22	230:14,20	123:5	226:7	186:18	195:21	206:8,11
220:23	182:5,6,10	231:1,11,16	124:20	235:24	<b>cited</b> 215:13	196:2	239:4,5,23
	182:21	231:19,22	238:2,22	236:3,17	<b>cities</b> 89:21	197:13	239:24
	183:6 184:5	232:3,3,8	<b>Chief</b> 23:19	237:8,10,23	91:11,17	217:11	



Committee of the Whole  
May 17, 2016

264:21,24	138:19	<b>cohorts</b>	230:4	262:3	29:15 47:11	210:23,23	98:7 155:3
<b>classified</b>	141:14	169:22	232:22	<b>commitment</b>	65:3,7,13	211:5	<b>conditions</b>
201:12	172:13	<b>cold</b> 36:3	234:16	34:19 91:10	80:9 107:23	214:11	3:12,20 4:1
<b>classroom</b>	184:9	<b>collaboration</b>	238:3	119:18	108:15	216:8,24	4:7 16:5
17:12,20	<b>closely</b> 78:7	39:4	<b>comes</b> 14:9	129:4 220:9	109:8	223:7	140:11
71:23 72:10	79:5 252:1	<b>colleagues</b>	78:1,18	222:10	152:14	228:16	169:7
125:9 126:3	<b>closer</b> 79:12	29:22 75:4	91:17,19	<b>committed</b>	216:21	237:15	186:17
129:6	82:8,12	108:5 110:6	97:16 114:2	21:4 52:8	<b>community...</b>	263:21	215:22
<b>classrooms</b>	91:23	154:2 164:6	137:3 138:2	62:17 92:24	65:10	<b>components</b>	218:16
7:9 18:5	178:21	<b>collected</b>	138:3	102:19,19	<b>companies</b>	182:23	<b>conductive</b>
34:16	187:17	87:21	145:23	102:21	249:8	248:8	259:11
205:22	<b>closest</b> 207:21	<b>Collections</b>	221:24	218:2	<b>company</b>	<b>comprehen...</b>	<b>conduct</b>
<b>clean</b> 92:4	<b>closing</b> 108:3	4:4	239:15	<b>committee</b>	19:9 90:19	228:5	258:10
145:17	139:2	<b>collective</b> 9:2	250:5	1:2 2:7,12	163:5	<b>compromise</b>	259:7,22
146:20	140:18	<b>collects</b>	<b>comfortable</b>	5:1 40:8,11	233:10	68:10	260:7
<b>clear</b> 16:15	141:3 182:4	160:14	56:12 92:11	40:15	<b>compare</b>	<b>ComTech</b>	<b>conference</b>
42:20 47:24	<b>closings</b>	<b>college</b> 15:7	<b>coming</b> 15:19	204:24	235:9	104:12	262:11
58:3 61:9	37:18	16:23 17:10	18:17 34:18	255:24	<b>compared</b>	<b>Concentrat...</b>	<b>confidence</b>
110:24	113:15,17	58:4 63:7	36:8 43:20	265:21,23	257:12	145:9	31:5 249:13
115:17	114:1,4,10	78:8 79:6	136:1	<b>committing</b>	<b>compares</b>	<b>concept</b>	<b>confident</b>
118:23	130:8,15	152:14	198:21	36:5 41:1	200:2,7	161:12	222:2
119:20	<b>closure</b>	181:24	233:2 238:5	41:17	<b>comparison</b>	236:12	<b>confidential</b>
130:17,18	141:17	<b>colleges</b> 72:17	240:23	<b>common</b> 7:7	200:8,17	<b>concern</b>	241:22
147:18	182:19	73:5	<b>Comm</b>	10:13 61:1	<b>compensated</b>	35:12 89:19	<b>confirm</b>
185:9 217:5	184:24	<b>colloquy</b>	182:22	71:5 100:6	88:15	95:3,4	211:2 215:4
224:22	185:24	235:19	<b>commend</b>	100:8 105:8	<b>compensati...</b>	127:7 147:3	<b>confirmed</b>
263:6	<b>closures</b> 95:6	<b>combination</b>	166:7,8	105:11,12	88:14	182:5	101:16
<b>clearly</b> 120:3	108:18	33:2 61:14	<b>comment</b>	<b>Commonwe...</b>	<b>competencies</b>	227:20	<b>conflate</b>
182:24	118:11	103:5	78:13 101:8	13:23 66:13	152:2 226:8	241:12,13	116:19
185:14	<b>CMOs</b> 233:2	155:21	165:20	67:16	<b>complain</b>	<b>concerned</b>	<b>conflict</b> 53:19
216:24	<b>coaches</b> 17:18	<b>combined</b>	247:3	100:10	262:16	35:2 45:10	54:7 55:3
231:9	<b>Coalition</b>	44:15 191:6	<b>commented</b>	105:13	<b>complained</b>	45:24 52:3	139:1,9
242:10	73:13	192:20,22	75:10	134:2	35:17	114:22	<b>confused</b>
<b>Clerk</b> 2:21	<b>cobble</b> 102:14	<b>Comcast</b>	<b>comments</b>	<b>communica...</b>	256:23	244:19	13:22
5:2,18,21	<b>code</b> 3:5,14	149:6	56:8 70:13	74:2 147:19	<b>complete</b> 90:3	<b>concerns</b>	<b>congratulate</b>
<b>climate</b>	3:22 4:3	<b>come</b> 10:16	89:4 97:7	150:5 183:3	124:23	59:14 90:7	56:10
120:22	31:4 115:21	29:21 45:20	100:3	185:17,17	152:18	95:3 113:14	<b>congressional</b>
200:23	119:7,19	57:21 60:1	265:20	<b>communica...</b>	<b>completed</b>	120:21	142:13
<b>close</b> 8:15	120:3 122:6	71:4,17	<b>Commerce</b>	137:11	155:3 204:4	142:15	<b>conjunction</b>
26:22 44:15	122:7	73:6,23	194:21,22	181:21	<b>completely</b>	148:11	122:22
63:12,18,20	124:16	79:3 88:10	<b>commercial</b>	183:14	80:14	171:3	<b>connected</b>
63:24,24	134:12	88:11 96:19	105:24	184:8	124:24	181:19	225:10
95:8 96:2	258:9,17	97:17 123:5	106:9	<b>communities</b>	141:7	227:16,18	<b>connects</b>
96:11,15	259:6,21	123:6 138:9	<b>Commission</b>	7:20 9:18	<b>completing</b>	245:21	224:24
108:7 121:7	260:2,6	138:12	6:19 42:13	10:15 11:1	151:10	256:22	<b>conscious</b>
138:16	<b>codified</b>	144:16	184:18	11:20 65:21	<b>completion</b>	142:3	42:17 121:5
139:10,12	168:12	150:24	218:23	108:11	17:16	206:22	<b>consecutive</b>
140:22,24	<b>cognizant</b>	154:2	<b>Commissio...</b>	214:17	<b>complexities</b>	143:3	78:10
158:23	249:14	165:12	6:22	218:9	<b>complexity</b>	<b>conclusion</b>	<b>consent</b>
163:18	<b>Cohen</b> 149:6	178:15	<b>commit</b> 16:4	249:12	142:4	46:1 89:2	246:13,17
173:5	<b>cohort</b> 170:23	185:10	34:17 37:4	<b>community</b>	8:17,18,24	<b>Concordia</b>	<b>consider</b> 5:2
<b>closed</b> 96:6,7	171:16	202:5	41:8,13	27:5,9	<b>compliance</b>	107:1,6,15	109:1,14
98:19	201:6	207:23	103:1 261:7		200:4	<b>condition</b>	122:5

Committee of the Whole  
May 17, 2016

139:22	<b>context</b>	<b>contractors</b>	<b>conversations</b>	173:2,14	1:15 21:23	191:10	64:8 65:2
176:1,5,10	117:15	196:21	24:10	<b>correspond...</b>	22:6 39:19	192:8,9,21	65:22,23,24
177:7,11,12	<b>contingency</b>	<b>contracts</b>	151:22,24	68:22 246:8	43:14,15,19	193:20,24	66:3,23
200:24	13:19	35:2 71:18	152:22,23	<b>corridor</b>	44:20 45:1	194:9 195:2	67:6,7 70:3
228:18	<b>continue</b> 4:24	174:21	225:11	105:24	45:4,9,23	195:6,11	70:12 71:6
249:3	10:17 24:9	178:2	242:18	106:9	48:19 49:6	196:23	73:21 74:8
<b>consideration</b>	93:16	190:16,24	243:23	<b>cost</b> 62:15	49:8,14,19	197:4,12,17	74:10,11,14
174:8	175:10	191:23	249:19	101:8,16	50:5,13,24	197:23	75:12,23
177:19	183:22	192:13,16	254:18	145:13,14	51:6,16	198:11	77:11,20
188:1	209:10	193:1,3,3	255:6 256:1	167:24	53:22 54:3	201:18	79:4,11,15
261:21	218:8	193:11,12	258:4	169:12	54:11 55:7	202:2	79:20 80:11
<b>considered</b>	249:19	193:15,19	<b>conversions</b>	178:24	55:19 56:1	214:23	80:21 81:5
181:8	254:7	196:12,21	170:8	179:11	56:4,5,8	235:13,14	81:12,22
209:12	256:14	209:7,8	<b>convince</b> 31:8	220:14	57:6,21	235:17	82:15,18,21
<b>considering</b>	<b>continued</b>	228:20	<b>convincing</b>	251:4,7	58:9,11,14	236:5,9	87:3 93:22
252:11	11:16 20:8	229:10,12	121:10	252:13	58:20 61:8	237:24	93:23 94:9
<b>consistent</b>	<b>continues</b> 2:5	231:23	<b>cools</b> 166:9	<b>costs</b> 134:20	62:20 63:5	238:5,10,16	94:11,15
132:4	64:6 81:1	234:16,23	<b>Cooperation</b>	174:16	63:9 77:21	239:8 240:1	95:13,18,21
147:22	243:8	247:24	4:16,18	176:13	77:21,24	240:6,11,12	97:17,22
196:10	<b>Continuing</b>	<b>contractual</b>	20:1	179:12	82:22,23	240:24	98:2,4,9
261:16	181:19	208:16	<b>coordinate</b>	234:24	83:7,11,13	241:23	99:5,7,11
<b>consistently</b>	<b>contract</b>	<b>contrast</b>	54:19	235:20	83:20 84:3	243:10	99:15,19
78:19	23:10,15	235:10	<b>coordinated</b>	252:11,14	84:17 85:15	244:12	101:18
<b>consolidate</b>	42:11 47:16	<b>contribute</b>	47:4 69:24	252:21	86:9,23	245:10	103:7 104:7
121:7	50:22 85:18	133:1	<b>coordinating</b>	<b>council</b> 1:1,9	89:4 92:14	246:1,22	104:16,23
<b>consolidated</b>	85:21 163:1	<b>contribution</b>	48:14	2:2,18 4:9	93:20	247:11,13	105:6,14
32:4	163:2,3,11	136:16	<b>copy</b> 246:2	4:19,23	109:23,24	247:18	106:5 107:5
<b>consolidating</b>	163:12	<b>contributions</b>	<b>core</b> 31:1	5:19,23 6:2	111:4,9	<b>Councilma...</b>	108:1,23
114:13	174:18,24	132:16	33:19 206:7	6:12,15,16	112:14	148:24	109:20
<b>constant</b>	175:11,21	<b>control</b> 26:16	<b>Corporation</b>	9:5 11:6,15	131:22,23	<b>councilmatic</b>	113:4,10,11
42:16	175:24	26:17 62:16	106:17	13:7 14:18	132:23	22:8	116:17
<b>constantly</b>	180:12	114:20,21	<b>correct</b> 44:10	14:21 15:14	133:5,8,13	<b>Councilme...</b>	118:22
164:13	191:24	137:3 138:7	44:17 45:7	15:23 19:24	133:16,20	11:7,16	122:4,10,24
<b>constituents</b>	193:5	140:4,8,12	45:8 84:22	21:23 22:3	135:1,9,12	12:2,12	123:23
20:6 224:10	202:14	146:13	127:20	22:4,5,18	136:4,23	20:5 38:24	124:12,18
<b>constitute</b> 5:3	205:12,12	207:8	128:9,10	23:21 24:17	137:12,19	40:14 59:16	125:19
54:6	209:18,19	230:10	135:11	25:8 27:2	141:12,21	246:9	126:14,19
<b>constrictions</b>	211:22	232:1,5	137:18	27:23 34:22	142:2 143:9	<b>Councilme...</b>	127:1,24
31:10	227:23	234:17	148:14	34:24 36:13	143:10,15	5:13	128:5,12
<b>construction</b>	229:4,17,19	267:18	158:10,14	40:13 41:5	143:22	<b>Councilwo...</b>	129:2 130:2
191:23	232:2,13	<b>controversial</b>	170:18	55:8 66:6	144:6,10,15	1:9,10,12	131:3,4
193:4	233:8,14,16	167:17	179:3	66:22,24	146:12,21	1:13,14	143:7,13
194:13	234:9	<b>convened</b>	186:14	67:12 68:6	148:9,15,18	2:10,16	144:18
<b>consultation</b>	237:21	73:14	208:18	71:8 80:3,3	153:4 157:1	27:24 28:2	148:20,21
106:20	239:2,6,8	<b>conversation</b>	209:1	96:8 110:18	160:2,6,9	28:11 29:9	148:22
<b>contacted</b>	239:13,14	38:18 51:10	211:14,16	137:13	161:3	29:24 30:1	150:21
245:14	239:15	85:18	212:24	142:11	162:11,22	30:5 33:11	153:1
<b>contained</b>	248:5	117:12	214:2 217:7	153:3 168:3	163:23	34:13 36:10	155:13,18
267:5	<b>contracted</b>	135:21	231:3,4	189:2 223:8	164:3,9,12	39:17,20	156:23
<b>contemplate</b>	211:23	221:22	253:16	225:9,19	165:14,17	41:4 42:4	158:7,11,15
210:1	239:12	235:19	255:20	<b>Councilman</b>	165:20	43:3,12	158:21,23
<b>contemplated</b>	<b>contracting</b>	241:20	267:8	1:10,11,11	166:14,15	51:15 55:22	159:4,18
210:3	212:6	256:14	<b>corrections</b>	1:12,13,14	179:23	56:2 63:11	160:2 164:2

Committee of the Whole  
May 17, 2016

164:4,7,11	224:6	<b>couple</b> 40:2	214:20	40:2 42:15	<b>database</b>	<b>December</b>	172:4,5
166:17,19	225:16	60:13 95:3	259:11	99:23 104:4	194:23	37:23	<b>definitely</b>
166:20	226:3,10,19	96:6 116:18	<b>creative</b>	152:9 155:2	<b>date</b> 170:19	<b>decide</b> 247:4	42:21
167:2,5	227:1,10,12	121:12	249:11	158:5 197:8	172:13	<b>decided</b>	160:21
169:11,17	227:13	132:8	<b>credentials</b>	197:10,12	219:18	174:15,18	177:17
169:19	229:16	210:20	204:1,9	197:15	<b>dating</b> 178:8	199:11	194:7
170:14,20	230:24	238:23	<b>credit</b> 126:6	210:4,10,19	202:24	<b>decides</b> 173:8	256:16
171:8,11,22	231:5	263:18	<b>credits</b>	236:2	<b>David</b> 1:13	<b>decision</b> 30:6	<b>degree</b> 22:22
172:5 173:3	232:11	<b>course</b> 63:23	102:18	<b>curricular</b>	149:6	42:17 101:2	27:6 129:13
173:16	233:12	110:16	125:3,15	31:4 34:4	<b>Dawn</b> 166:24	119:14	<b>dehydration</b>
174:10	234:2	126:6,9,12	<b>cripple</b> 96:3	119:9	168:4	139:16	39:6
175:22	235:11	173:1,13	<b>crisis</b> 42:9	122:16,17	182:20	184:22	<b>delegation</b>
176:19	240:9 242:1	<b>courses</b> 119:2	153:15	125:1	197:9	221:15	142:12
177:6,12	242:11	<b>court</b> 42:15	<b>Cristo</b> 161:9	<b>curriculum</b>	<b>day</b> 14:19	<b>decisions</b>	207:3
178:13,20	243:1,15	80:1,10	161:11,21	10:2 115:1	43:20 74:16	36:15 41:22	<b>delegations</b>
179:2,9,15	247:15,16	81:2 100:5	162:12,16	115:4,8	89:11 90:13	100:23	59:17
179:17,18	247:17	100:7,11	<b>criteria</b> 76:22	116:2,5	92:16 93:14	102:24	<b>delineate</b>
180:14	248:9	105:8,12	<b>crunching</b>	117:13	97:20 135:2	117:1 118:8	228:6
181:3,10,16	250:23	139:16	35:23	120:23	142:14	139:2	<b>delineated</b>
181:17	251:6,13,22	240:21	<b>CTE</b> 150:3	122:13	150:18	180:10	182:24
184:16	252:8,22	241:21	161:5	123:17	161:13,19	184:23	<b>deliver</b> 67:2
185:6 186:7	253:9,17,21	242:3,7,14	<b>culture</b> 11:4	<b>Curtis</b> 181:14	162:1	217:22	69:1
186:15	254:6	242:15,19	200:24	<b>custodians</b>	199:10	219:5	<b>delivered</b>
187:1,4,9	255:21	243:9,21	<b>curated</b> 218:3	32:21	204:14	<b>decline</b> 46:10	13:8 19:23
187:16,19	256:18	247:4,5	<b>cured</b> 175:13	<b>cutbacks</b>	262:5	<b>declines</b>	32:15 115:7
187:23	260:16	259:8	<b>curious</b> 78:12	187:13	<b>days</b> 80:5	117:18	<b>delivering</b>
188:12,19	262:14	267:12	214:24	<b>cuts</b> 10:14,16	<b>de</b> 88:12	<b>declining</b>	66:21 71:9
188:22	264:14	<b>courts</b> 79:23	254:17	11:12 13:24	<b>dead</b> 202:12	51:23 52:9	<b>demanded</b>
189:11,17	265:11,17	79:24 80:13	<b>current</b> 26:1	30:15	224:11	113:17	124:15
190:19,21	<b>counsel</b> 25:1	241:17,21	26:1 31:24	189:22,22	<b>deal</b> 13:19	115:24	<b>Democratic</b>
191:4,9,18	53:23 54:2	245:4	37:21 42:9	190:1	29:20 50:6	138:17	207:17
192:3,6,7	54:5,6,8,12	247:12	48:1 49:12	<b>cutting</b> 16:16	59:6 78:14	<b>decrease</b>	<b>demograph...</b>
192:11	55:5 186:11	<b>cover</b> 239:21	50:21 57:11	<b>cyber</b> 241:3	103:10	83:14	101:5
197:5 202:6	186:13,19	<b>covered</b>	58:6,11		136:1	136:15	<b>demonstrat...</b>
202:7,8	186:21,22	116:7 239:5	60:4 62:3	<b>D</b>	149:24	<b>dedicated</b>	213:22
203:8	187:20	<b>covering</b> 4:12	63:6,17	<b>DA's</b> 242:9	179:24	10:23	<b>denied</b> 100:8
204:21	188:3,9,16	<b>create</b> 17:8	78:16	<b>damage</b>	190:8	<b>deemed</b> 51:1	105:11
206:2,14	189:14,23	18:2,5	129:18	98:13,17	228:21	145:7	249:12
208:3,4,5,6	189:24	96:24	132:24	<b>damaged</b>	<b>dealing</b> 26:20	170:21,22	<b>dental</b> 77:1,2
209:5 210:4	245:11	124:10	135:16	113:24,24	90:5 91:3	178:4	94:5
210:8,19	<b>counseling</b>	235:1 237:6	141:14	<b>dangerous</b>	199:6	<b>deep</b> 13:24	<b>dentist</b> 77:4
211:4,9,11	32:18	258:11	155:20	75:22 76:1	228:14	<b>deeply</b> 263:2	<b>deny</b> 119:17
211:21	<b>counselor</b>	<b>created</b> 10:6	179:7	76:4 77:23	231:6	<b>defer</b> 251:1	224:2,4
212:4,14,20	15:19 30:7	64:21 87:22	190:18	109:11,13	232:19	<b>deferred</b>	248:19
213:1,8,14	<b>counselors</b>	87:23 129:9	192:24	<b>DARRELL</b>	249:1	154:21	<b>denying</b>
213:18,24	15:16 29:18	129:11	196:9,14	1:9	260:18	155:1,5	223:3
214:3 216:6	35:7	190:7	210:5	<b>data</b> 9:1	263:2	156:18	<b>department</b>
217:16	<b>counties</b>	208:14,16	217:22	126:17	<b>dealt</b> 260:18	<b>deficit</b> 26:6	5:14 80:18
219:11,22	46:12	<b>creates</b> 95:19	219:22	187:8 188:6	<b>debating</b>	<b>deficits</b> 13:4	122:5 194:2
220:3,12,21	<b>country</b>	228:23	237:10,11	188:9,15,15	121:13	13:20	194:3
221:4,6,7,8	112:18	245:2 250:2	<b>currently</b>	188:18	<b>decades</b>	<b>define</b> 194:9	195:14
222:17	114:16	<b>creating</b> 16:4	16:14 31:6	190:17	19:19	<b>defined</b> 121:2	245:17
223:5,21	203:15	111:21	31:17 37:11	221:17	203:16	<b>defining</b>	254:11
				244:17			

255:2 256:3	<b>determined</b>	124:24,24	256:20	7:18 11:10	154:15,18	247:7 249:3	192:1 220:9
258:13	254:3	125:8	259:19	12:8 13:23	155:6	249:23	<b>doing</b> 24:24
260:24	<b>determines</b>	126:13	<b>disconnect</b>	15:6 16:12	160:11	250:1,8,9	34:5 36:23
262:21	84:23	132:9,21	185:9,10	20:13 22:8	161:7	251:15,16	36:24 47:22
263:5	<b>determining</b>	144:1 188:6	<b>discontinuing</b>	24:19 30:6	162:19	251:23	48:24 57:19
<b>depend</b> 179:5	65:12	188:15	175:20,23	31:8,16,21	163:7	252:5,23,24	65:8 70:4
203:21	<b>deterrents</b>	202:16	<b>discuss</b> 14:19	32:7 33:10	167:15,24	253:1,3,6	72:5,20
<b>depending</b>	209:14	204:9 231:9	26:22	33:22 34:11	169:13	253:10	73:15 74:21
5:11 45:13	<b>develop</b> 16:8	233:11	<b>discussed</b>	35:13 40:1	175:15	254:17	77:8 79:1
84:24 89:20	20:11 21:3	241:24	15:5 71:19	41:8 42:8	180:13	255:3 256:6	81:4 89:7
252:15	47:14,20	242:4	83:13	47:15 48:13	183:4	256:7	90:20 103:9
<b>depends</b>	49:5 50:14	244:10	<b>discussion</b>	48:21 49:18	185:20	257:14	110:20
21:18	50:16,18,21	247:22	26:18 45:20	50:11,20	186:18,20	263:6,12	111:1,7,7
102:20	51:21 52:4	248:11	135:15	51:17 55:2	187:13	265:12	116:5
<b>Derek</b> 1:11	<b>developer</b>	264:2	149:20	55:12,16	188:23	<b>District's</b>	124:13
148:24	96:19	<b>differentiati...</b>	150:13	56:18 62:14	189:4	15:11 30:11	129:22
<b>derelict</b> 66:10	<b>developing</b>	200:19	153:7	62:14 64:5	192:17	31:12 39:18	147:15
67:16	198:22	<b>differently</b>	184:20	68:7 69:16	195:23	93:5 113:16	153:11
<b>describe</b>	<b>development</b>	12:15	186:10	70:20 71:20	196:1,5,12	113:20	166:12
153:9	51:2 54:19	<b>difficult</b> 11:2	235:16	73:11 78:17	198:9	115:2 116:1	190:10
<b>described</b>	106:17	13:24 66:5	<b>discussions</b>	79:21 80:6	199:11	116:23	195:23
92:3,9 93:1	107:12	110:4 142:6	20:4 51:9	80:15,19,23	200:10	120:9 145:6	203:15
206:19	147:16,17	154:1	147:1,10	81:3 83:4,9	203:5 204:5	167:7,10,13	233:3
229:16	147:20,22	221:14	<b>disengaged</b>	83:23 84:9	204:8	170:9 205:5	237:12
<b>describing</b>	148:4,6	248:15	201:12	84:20 91:10	205:23	<b>District-run</b>	238:3,23
162:14	152:16	<b>difficulty</b>	<b>disinvested</b>	93:10 94:7	206:23	8:12 64:14	258:14
<b>deserve</b> 94:24	204:19	69:13	114:14	94:20 96:11	219:13,14	<b>District-wide</b>	262:3
<b>deservingly</b>	226:16	<b>digital</b> 17:12	<b>disjointed</b>	98:12,18	220:14	130:20	<b>dollar</b> 61:24
222:4	229:19	<b>direct</b> 118:1	51:13	99:10,12	223:10	<b>districts</b>	62:8,14
<b>design</b> 29:3	<b>devising</b>	124:3 151:7	<b>dismay</b> 258:8	101:6,11,15	227:6 228:7	100:15	178:18
37:1 193:4	13:18	258:19	<b>dispensers</b>	102:2,7	228:8,17	108:6	<b>dollars</b> 36:2
<b>designate</b>	<b>DHS</b> 78:17	267:18	164:24	103:9,15	229:8,24	111:19	41:10 44:15
263:8	80:17,20	<b>direction</b>	<b>disposal</b>	108:7,13	231:10	160:9	60:20,22
<b>designated</b>	81:1,10,13	42:20 143:1	177:11	109:1	233:15,16	203:12	61:15
234:1	81:14	<b>directive</b>	<b>disregarding</b>	113:23	233:18	248:23	145:17
<b>designed</b>	254:18	123:14	23:12	114:3,16	235:22	<b>Districts'</b>	191:3 193:1
28:21	256:1,5,11	<b>directly</b> 26:8	<b>disservice</b>	115:7	236:2,15	166:23	193:6,13
191:23	<b>Diane</b> 262:20	27:14 54:8	108:16	116:22	238:8,17,20	<b>disturbing</b>	195:24
<b>despite</b> 10:22	<b>difference</b>	185:8	<b>distinction</b>	119:4,7,15	238:21	189:7,8	237:3
<b>detached</b> 8:1	91:4,5	<b>director</b>	49:7 203:7	120:5,12,13	239:6	<b>diversity</b> 7:12	<b>Domb</b> 1:10
<b>detail</b> 189:13	<b>differences</b>	40:10 168:5	208:12	121:5 123:2	240:16,18	8:16 10:9	21:23 22:6
<b>detailed</b>	90:1,2,6,10	182:21	264:16	123:13,24	241:1,9,11	71:22 72:7	56:4,5,8
189:15	90:24 91:18	196:16	<b>distinctions</b>	124:13,21	241:15	72:21 73:16	57:6,21
<b>deter</b> 174:20	<b>different</b>	<b>disabilities</b>	204:11	130:4,5,9	242:5,7,9	112:20	58:9,11,14
229:11	38:18 51:3	50:8,9	<b>distinctive</b>	130:12,17	242:14,17	149:19	58:20 61:8
<b>determinati...</b>	51:4 53:14	236:3	10:3	137:9,24	242:17,21	152:8 194:4	62:20 63:9
223:3	62:24 63:22	<b>disagree</b>	<b>distinguishi...</b>	138:4	242:22	223:17	143:9,10,22
252:13	68:3 69:20	227:24	282:22	139:23	243:3,5,12	<b>Division</b> 41:2	144:6,10,15
<b>determine</b>	71:24 90:3	265:13	<b>distribute</b>	140:9	243:24	126:22	146:12,21
29:1 160:23	102:14	<b>disappointi...</b>	55:24	143:16	244:3,9,18	<b>Doctor</b> 85:15	148:9,15,18
168:23	105:16,17	157:12	<b>district</b> 2:13	144:12,23	245:3,19	<b>document</b>	160:3,6,9
186:20	117:22,24	<b>discern</b> 36:22	3:8,11,17	150:5,10	246:14,15	215:12	161:3
257:18	123:20	<b>discipline</b>	5:9,17 6:20	153:15	246:19,24	<b>documents</b>	162:22

Committee of the Whole  
May 17, 2016

163:23	141:12,23	171:2	<b>earliest</b> 17:22	255:22	222:11	<b>enabling</b>	83:23 152:9
164:3,9,12	143:12,20	<b>dramatically</b>	<b>early</b> 49:23	260:24	223:1 239:5	67:15	<b>enrolling</b> 64:5
165:14,17	144:1,9,14	9:15 156:14	50:18 57:19	261:23	239:9	<b>enact</b> 18:2	<b>enrollment</b>
165:20	145:22	<b>draw</b> 264:16	131:9,15,21	<b>Education's</b>	<b>EI</b> 207:23	<b>encouraged</b>	100:16
166:15	146:14	<b>dried</b> 112:6	185:20	245:18	<b>elected</b>	85:16	113:17
<b>donating</b>	147:11	<b>drilling</b> 78:3	<b>earnest</b> 38:10	<b>educational</b>	103:20	<b>encouraging</b>	115:24
21:23	148:14,17	223:10	<b>easier</b> 220:19	7:21 19:18	207:14	265:14	117:18
<b>Donatucci</b>	149:10,15	<b>drink</b> 146:23	229:17	98:21 112:1	<b>electric</b>	<b>ended</b> 149:15	168:8 250:3
207:12	150:4,14,22	<b>drive</b> 130:12	<b>easy</b> 13:11	117:15	121:18	<b>endless</b> 46:24	251:17,18
<b>double</b> 21:1	150:23	<b>driver</b> 253:5	74:24 96:17	203:14	<b>electrical</b>	<b>ends</b> 12:22	252:5
193:9	153:2,13	<b>drivers</b> 52:21	207:4	237:1,11	151:5	<b>endured</b>	<b>enrollments</b>
<b>downgrade</b>	154:20	52:24	<b>eats</b> 167:12	<b>educator</b>	<b>elementary</b>	13:24	168:15
121:6	155:15	187:11,12	<b>echo</b> 89:4	54:19 116:9	9:3,8 33:18	<b>engage</b> 79:24	232:4
<b>downward</b>	156:19	<b>driving</b>	<b>eco</b> 15:7	239:19,20	71:21 89:12	80:17	<b>enshrined</b>
250:2	160:20	120:14	<b>ed</b> 32:17	<b>educators</b>	174:14	151:20	119:18
<b>Dr</b> 5:18,19,24	162:9	121:1,3	111:13	72:19 73:13	211:20	209:19	231:2
7:17 10:6	163:11,21	<b>drop</b> 82:3,4	133:24	147:13,14	213:23	<b>engaged</b> 9:4	<b>ensure</b> 21:9
11:4,22	164:19	90:13 182:2	134:5,16	<b>effect</b> 108:12	<b>elements</b> 15:4	183:7 225:7	41:11 47:24
12:7,10,23	165:16,19	<b>drunk</b> 52:20	135:6,7	201:19,20	<b>eleven</b> 151:15	258:6,24	68:5 116:5
22:10,16	166:10	<b>dry</b> 92:5	176:3,13	<b>effective</b>	210:23	259:16	128:14,19
23:16 24:21	167:1	<b>Duckrey</b> 9:8	190:2,12	16:24 33:3	214:11	261:15	129:3,23
27:12 28:10	202:11,22	<b>due</b> 20:23	221:24	134:19	215:9	<b>engagement</b>	146:4 217:8
30:4,16	203:7	32:9,11,12	<b>Edison</b> 115:9	<b>effectively</b>	<b>eleventh</b> 65:1	72:17	218:1
36:9 42:7	204:22	32:19,20,22	119:24	33:4 156:5	126:7	<b>engages</b>	224:23
43:2,18	205:9 206:3	32:24 33:17	125:21	156:11	<b>eligible</b> 174:2	242:23	237:4
47:6 49:4,7	206:15	<b>duties</b> 209:11	<b>Edmund</b>	209:7	252:10	<b>engaging</b>	<b>ensured</b>
49:9,15,20	222:15	<b>dysfunctional</b>	153:16	<b>effects</b> 14:2	<b>eliminate</b>	18:5 86:15	164:23
50:10,14	225:16	121:4	<b>educate</b>	106:8	29:6 36:16	152:21	<b>ensuring</b> 8:13
51:1 56:7	226:4,12,24	<b>E</b>	112:20	<b>efficient</b>	<b>eliminated</b>	<b>engineer</b>	140:24
56:22 57:8	227:14	<b>E</b> 267:1	<b>educating</b>	118:12	36:18 87:24	98:16	214:9,14,15
58:8,10,13	229:15	<b>eager</b> 14:4	<b>education</b>	<b>effort</b> 18:13	<b>elimination</b>	157:24	215:11
58:19 61:24	231:4	<b>earlier</b> 43:5	2:11 3:8,16	19:20 37:10	28:20	158:2	<b>enter</b> 123:13
62:22 63:15	232:10,15	47:24 88:23	9:11 19:1	70:1 71:1	<b>Elkins</b> 165:24	<b>engineers</b>	125:15
64:10 65:6	233:14	95:5 113:23	27:8,15	78:9 80:1	<b>email</b> 14:24	32:21 35:7	126:1
66:2,4 69:2	235:3 236:4	126:20	32:13,16	82:7	<b>emails</b> 258:3	154:14	232:15
69:4 72:6	236:22	131:7	33:1 38:20	<b>efforts</b> 12:17	<b>embarrassed</b>	157:18	235:8
72:13 73:24	238:2,9	144:11	44:4,11	13:2 57:18	78:5	158:4,19	<b>entered</b>
74:13 75:20	240:23	146:1 161:4	53:18 55:14	73:10,16,19	<b>emergency</b>	<b>English</b> 49:21	185:19
76:1 77:12	243:24	165:7 180:6	66:11 71:7	76:9 138:4	13:19	115:11,13	230:19
78:23 82:5	244:4,11	192:15	74:2 76:19	<b>eight</b> 57:3	<b>emotional</b> 8:9	119:23	<b>entering</b>
83:5,10,12	247:10	208:10	122:5 132:9	99:22 104:2	<b>emphasize</b>	123:3,8,10	126:5
86:8,20	248:3	209:23	132:12	104:14	263:1	123:12,15	<b>enterprise</b>
91:20 94:14	251:12	215:3	137:14	<b>Eighty-three</b>	<b>employed</b>	123:21	225:11
95:5,11,15	252:7 253:8	216:18	138:15	197:17	88:7 212:18	124:4 125:5	<b>enterprises</b>
95:19 97:13	253:16,19	218:19	143:2 149:5	<b>either</b> 31:7	<b>employees</b>	125:7,23	191:8
97:19 110:2	253:24	225:18	149:17,22	36:6 53:2	197:24	216:2	<b>entertaining</b>
111:4,18	255:17	230:6	150:9 161:6	60:18 92:20	212:16	<b>enhance</b>	234:6
113:2,13	256:19	235:16	174:16	114:20	<b>employment</b>	153:10	<b>enthusiasm</b>
116:16	257:23	240:7	197:11	156:12	162:1	<b>enormous</b>	7:3
121:12	259:20,24	241:15	202:4	168:21	212:22	248:22	<b>entire</b> 54:23
122:9,19	261:14	242:12,20	204:23	174:4 183:5	<b>empty</b> 118:21	<b>enrichment</b>	96:3 134:2
123:5 124:2	<b>dramatic</b>	246:11	221:22	207:8 214:6	<b>enabled</b>	119:13	147:16
129:1	114:11	262:18		216:7,15	11:11	<b>enrolled</b>	<b>entities</b> 53:4

Committee of the Whole  
May 17, 2016

138:7 139:6	30:11 34:1	109:9	<b>existed</b> 34:14	<b>experienced</b>	196:19	189:21	<b>Farah</b> 6:23
210:6,11	146:15	131:16	42:12 217:3	19:17 203:4		250:4	<b>fast</b> 101:20
212:7 233:1	226:5	139:4 147:2	<b>existence</b>	<b>experiences</b>	<b>F</b>	<b>facts</b> 184:18	<b>faster</b> 96:21
233:7	<b>essentially</b>	160:7	30:13	7:10 162:5	<b>F</b> 267:1	<b>fail</b> 19:12	129:24
234:15	62:13 137:2	<b>everyone's</b>	<b>existing</b> 65:17	216:16	<b>face</b> 10:12	<b>failed</b> 19:11	135:24
<b>entitled</b> 3:6	200:1	221:18	169:1 215:7	255:14	19:23	<b>failing</b> 74:18	<b>fat</b> 189:5
3:15,23 4:3	203:17	<b>evidence</b>	250:20,21	<b>experimenti...</b>	<b>faced</b> 182:18	114:13	<b>favorable</b>
4:5	<b>establish</b>	225:13	<b>exists</b> 55:15	232:21	<b>facilitate</b>	172:6 218:6	91:8
<b>entity</b> 81:14	54:18 257:8	267:4	255:12	<b>Expert</b>	153:7	248:16	<b>Feather</b> 6:22
88:5 137:20	<b>established</b>	<b>evident</b> 33:13	<b>expand</b> 17:12	222:17	<b>facilitates</b>	253:13	<b>February</b>
146:10	67:22	<b>exact</b> 101:13	161:21	<b>expertise</b>	208:23	<b>failure</b>	204:24
208:17,24	151:22	<b>exactly</b> 60:3	162:7	226:1	<b>facility</b> 98:5	248:13	205:8
209:3,3	172:24	250:11	<b>expansion</b>	<b>expiration</b>	98:21,22	<b>fair</b> 18:7 25:3	262:19
229:5	<b>estate</b> 3:10,18	<b>example</b>	64:20	48:11	155:3 180:4	45:17 81:23	<b>federal</b> 244:8
230:17	196:3	52:15 53:3	<b>expansions</b>	<b>explain</b>	<b>facing</b> 7:7	85:17,21	246:5
231:24	<b>estimate</b>	220:22	169:1	133:21	<b>fact</b> 20:24	109:19	<b>feed</b> 65:4
<b>envelope</b>	101:13	261:2	<b>expect</b> 26:2	136:19,21	31:18 38:23	<b>Fairhill</b>	<b>feedback</b>
153:12	179:4	<b>examples</b>	46:10 95:8	150:22	49:10 52:14	104:11	16:1,2
<b>environment</b>	<b>estimated</b>	11:21	133:17	<b>explanation</b>	59:19 60:11	<b>fairs</b> 38:24	148:8
120:6	101:11	115:22	<b>expectation</b>	164:20	60:16 63:21	39:1 72:20	<b>feeder</b> 151:7
215:17	170:7	121:13	222:9 223:1	<b>explicit</b> 42:14	70:20 75:21	72:21	<b>feeders</b> 152:6
237:11	171:23	166:4 225:7	223:8	<b>explicitly</b>	77:16 90:19	<b>fall</b> 8:21 28:8	<b>feel</b> 14:2 16:5
<b>Environme...</b>	<b>estimates</b>	<b>exceed</b>	<b>expectations</b>	224:1	95:15 96:9	28:18 49:15	21:14 38:11
40:9	179:8	163:13	185:14	<b>exploitive</b>	101:5 112:2	148:13	92:10
<b>environments</b>	<b>estimating</b>	194:18	217:5	176:10	117:18	185:20	121:24
18:8 25:5	35:23	<b>exceedingly</b>	<b>expected</b> 33:3	<b>explore</b>	120:18	248:20	159:5 176:2
43:8 92:9	252:17	224:22	217:1	177:14	137:4	<b>fallen</b> 19:7	176:12
199:8	<b>estimation</b>	<b>exceeds</b>	<b>expenditures</b>	247:23	139:21	<b>falling</b> 214:24	215:1
259:12	173:10	194:12	20:24 23:3	249:5	140:1	<b>falls</b> 206:4	247:17
<b>envision</b>	<b>et</b> 65:5 201:3	<b>excellent</b>	26:17 45:5	<b>exploring</b>	147:11	253:4	252:4 257:5
107:3	<b>evaluated</b>	165:24	61:18	228:18	151:12	<b>familiar</b>	<b>feeling</b>
<b>equal</b> 235:4	201:16	<b>exception</b>	235:18	234:13	181:5 182:1	157:7	252:17
<b>equation</b>	<b>evaluating</b>	201:5	<b>expense</b>	<b>expressed</b>	182:9	<b>families</b> 10:24	<b>fees</b> 99:10
81:10,13,15	198:13	250:15	252:1	15:23	183:11	13:6 31:6,7	<b>fellow</b> 6:22
231:7	<b>evaluation</b>	<b>excited</b> 7:2	<b>expenses</b> 60:9	<b>expressing</b>	184:7	35:13 65:20	11:7 144:18
<b>equipping</b>	106:20	225:18	134:22	14:10	209:16	80:10 81:16	<b>felt</b> 56:12,14
18:3	174:9 200:1	235:7	135:5	<b>expulsion</b>	211:13	81:19 93:3	101:24
<b>equitable</b>	201:1	<b>exciting</b> 9:19	<b>expensive</b>	260:13	214:5	93:7 130:12	<b>FERPA</b>
220:14	215:12	<b>excuse</b> 119:21	252:3	<b>extend</b> 181:7	216:12	176:11	245:2,9,12
<b>equity</b> 13:22	216:20	<b>execute</b> 234:8	<b>experience</b>	<b>extended</b>	226:17	243:7	245:14,14
130:20	<b>evasion</b>	<b>executed</b>	7:12 14:19	40:12	230:2,21	248:15	245:15,17
<b>erratic</b> 218:5	119:21	212:2	19:19	<b>extends</b> 85:3	231:11	251:8,15,18	245:18,22
<b>ES</b> 239:4,23	<b>Evelyn</b> 75:7	215:23	103:11	<b>extensively</b>	236:11	251:20	247:9
<b>escalating</b>	94:1 159:2	220:2,10	161:18	149:23	243:1	253:1,12	<b>fewer</b> 18:24
260:11	159:4	<b>Executive</b>	162:2,3	<b>external</b>	246:10	262:15	28:23
<b>especially</b>	<b>evening</b> 199:8	168:5	198:14	18:16,19	250:16	<b>family</b> 7:10	189:23
146:21	<b>evenings</b>	182:21	211:19	88:3 146:8	251:4 253:1	9:4 11:14	<b>FICA</b> 132:17
239:2 256:9	185:2	<b>exemplary</b>	212:5 213:4	<b>extra</b> 44:7	255:5 260:6	21:14 90:17	<b>field</b> 19:20
<b>Esperanza</b>	<b>event</b> 99:22	166:6	213:20,22	<b>extreme</b>	260:11	250:7	<b>fight</b> 53:14
168:20	146:5	<b>exist</b> 33:10	216:8,15	252:1	<b>factor</b> 140:17	<b>far</b> 94:18	<b>figuratively</b>
<b>Espire</b> 173:22	<b>events</b> 258:18	96:12 143:4	226:1	<b>extremely</b>	216:13	163:16	82:2
<b>essence</b> 66:10	<b>everybody</b>	216:4 227:4	228:17	32:5 257:11	223:3 251:5	234:7	<b>figure</b> 26:15
<b>essential</b>	34:22 68:21	262:12	264:11	<b>eye</b> 102:20	251:7	244:18	121:8
					<b>factors</b>		

Committee of the Whole  
May 17, 2016

142:13	128:19	259:24	118:19	186:4	35:15 145:7	94:22	135:16,22
167:24	137:14	<b>fiscal</b> 2:23 3:1	<b>flipped</b>	<b>former</b> 86:11	145:9 146:4	126:18,23	135:23
169:13	140:23	3:3 4:12,14	107:18,18	94:6	<b>four</b> 56:19,21	133:11	<b>funding</b>
172:3	153:7 177:2	5:4,6,7 11:5	<b>focus</b> 7:23	<b>formula</b>	58:2 60:23	136:3 181:5	13:20 16:13
<b>fill</b> 18:13	183:5	14:3 16:11	13:17 28:14	20:18 25:14	61:11 89:17	205:14	20:12 25:2
37:10	185:21	16:21 17:2	225:19	60:1 84:8	141:13,14	240:4	28:16 40:24
116:23	188:18	20:19,21	<b>focused</b>	87:4,6,7	141:18	<b>FTE</b> 197:23	41:16,20
123:19	<b>finding</b>	26:5 62:3	198:16	114:15	142:1 162:4	<b>FTEs</b> 197:10	43:24 52:2
124:6	103:22	75:19 132:6	200:22	132:10,22	170:5,20	<b>fulfil</b> 122:15	52:14 60:13
128:20,21	182:9	134:12	<b>focusing</b>	133:24	171:5,13	122:16	84:24 85:6
129:8,24	<b>fines</b> 257:2,21	190:18	97:10	137:1	193:21	228:19	85:7 87:4,6
130:1 163:6	<b>finish</b> 129:13	192:24	<b>folks</b> 52:23	<b>formulas</b>	197:2	<b>fulfilled</b>	102:15
163:15	158:13	196:8,9	53:9 100:6	84:13	<b>fourth</b> 17:19	238:19	103:6 112:6
202:19	216:18	236:14	105:20	<b>formulation</b>	<b>framework</b>	<b>full</b> 68:11	134:23
<b>filled</b> 18:18	<b>finished</b>	<b>fiscally</b> 20:20	110:12	96:16	10:7 74:4	115:3	138:5,8
18:21 34:4	151:16	<b>fit</b> 103:10,11	142:12,13	<b>forth</b> 131:17	200:2,3	164:21	149:5
263:22	<b>finishing</b>	176:8	222:8	148:2	<b>Fran</b> 39:6,12	201:20,22	225:23
<b>filling</b> 33:6	150:18,22	<b>FitzSimons</b>	<b>follow</b> 24:20	180:22	39:15 97:15	265:8	232:3
86:4 116:8	150:23	104:6,11	62:10 75:6	<b>Forty</b> 99:19	97:18 98:7	<b>full-time</b> 30:7	235:21
116:8 163:8	151:3,6	<b>five</b> 4:10 7:19	158:24	<b>forum</b> 185:1	98:10	<b>fully</b> 34:23	<b>fundraising</b>
<b>filter</b> 257:11	<b>fired</b> 212:9	13:13 16:21	192:10	<b>forward</b> 5:5	145:22	120:9 121:5	40:7 41:7
<b>final</b> 164:8	<b>firm</b> 55:8,11	17:4,7	<b>follow-up</b>	11:20 26:3	154:23	151:20,21	<b>funds</b> 11:11
240:7	188:11	20:13 25:9	191:11	27:19 30:9	157:19	199:23	16:22 25:5
256:19	189:16	25:23 26:5	224:7	41:9 46:20	165:12	220:10	31:16
<b>finalists</b>	<b>firms</b> 187:21	44:22 47:23	<b>following</b>	55:19 70:3	181:3 194:6	267:5	134:16
263:19	188:4,10	48:4 57:10	20:22 34:12	79:3 89:3	<b>Francine</b>	<b>Fulton</b> 107:8	<b>furiously</b>
<b>finalized</b>	<b>first</b> 7:12	57:12 60:7	37:20 62:11	108:2,17	40:10	107:11,13	101:20
168:22	23:17,20	61:11 63:16	81:3 241:20	109:3	<b>Franklin</b>	<b>fund</b> 20:21,22	<b>further</b> 3:7
180:10	36:11 39:18	66:7 83:15	242:18	152:11,21	76:18,20	21:7 26:6,7	3:15 11:12
<b>finalizing</b>	43:24 50:1	83:19 99:24	<b>Food</b> 35:22	152:22	150:17	31:24 41:19	223:15
38:7	50:12 56:10	104:17	40:10 41:1	153:8	152:15,20	41:19 44:2	241:13
<b>finally</b> 9:21	64:3 74:15	105:16	41:18,19	178:12	<b>frazzled</b> 68:2	44:5 53:18	<b>further</b>
141:21	74:17 86:24	107:10,11	146:9	183:18	<b>free</b> 17:13	55:14 66:11	11:22
221:19	94:16 95:1	140:20	<b>force</b> 27:22	217:4,11	220:23	84:21	<b>future</b> 11:21
<b>finance</b> 4:4	95:3 97:24	155:8	68:11	219:5,20	<b>Freedman</b>	135:17,20	12:19 14:6
216:24	138:14	156:20	<b>forced</b> 184:6	237:13,23	89:24	138:15	21:9,17
<b>financial</b> 4:11	140:8	157:4	257:2	264:13	100:24	145:20	23:8 47:2
16:4,7	144:23	167:23	<b>forcing</b> 121:1	<b>foster</b> 198:16	101:2	157:3	100:17
23:19 24:18	147:12,15	169:5,12	<b>foregoing</b>	198:21	102:10,12	225:15	112:23,23
33:17 34:17	149:7	172:14,17	267:7,15	<b>fostering</b> 10:7	103:16	<b>fundamental</b>	146:2
58:21 132:1	169:21	235:1	<b>foreign</b>	<b>fought</b> 13:3,8	<b>freedom</b>	119:23	<b>FY10</b> 189:14
139:18,23	170:1,23	<b>five-year</b>	115:19	<b>found</b> 76:14	248:22	120:11	<b>FY11</b> 11:11
155:17	179:10	174:24	<b>foreseeable</b>	96:17	<b>frequency</b>	130:10,21	<b>FY15</b> 189:15
163:9 200:5	187:19	<b>fix</b> 68:15,15	23:8	210:22	24:8	<b>fundament...</b>	<b>FY16</b> 189:14
229:9	188:17,18	<b>fixes</b> 156:6	<b>forget</b> 149:11	215:8	<b>frequently</b>	31:2,11	<b>FY17</b> 167:11
250:23	190:17	<b>flag</b> 159:1	<b>forgive</b> 112:1	232:24	90:14	32:1 115:2	<b>FY19</b> 25:15
<b>Financially</b>	192:23	<b>flexibility</b>	<b>forgiveness</b>	<b>Foundation</b>	<b>fresh</b> 36:3	116:10	
61:8	196:9 199:1	18:2 117:14	111:15	211:15	146:11	130:12	<b>G</b>
<b>financing</b>	200:16,21	118:24	112:8	212:19	<b>freshman</b>	231:8	<b>G</b> 9:8
61:6	216:17,21	119:11,20	<b>forgot</b> 149:3	<b>fountain</b>	118:5	<b>funded</b> 44:6	<b>gain</b> 131:10
<b>find</b> 8:7 21:8	226:2 242:6	121:14	<b>formalized</b>	144:22	<b>friend</b> 159:2	51:24 52:1	<b>gains</b> 114:12
69:3 101:20	246:24	125:6	121:22	145:13	<b>friendly</b> 15:7	<b>funders</b> 26:12	<b>game</b> 85:6
124:9	254:24	<b>flexible</b>	<b>formally</b>	<b>fountains</b>	<b>front</b> 72:10	45:20	<b>gap</b> 26:23
							91:16

Committee of the Whole  
May 17, 2016

<b>gender</b>	81:6 122:7	156:15	87:18 97:15	66:1,2 72:4	201:13	<b>green</b> 1:11	<b>groups</b> 66:16
264:22	130:10	157:6 165:2	105:1,2	74:11,13	205:16	6:23 55:7	66:17 69:17
<b>general</b> 53:23	131:18	169:23	107:17	77:16 81:21	<b>graders</b> 115:9	82:22,23	71:3 200:8
54:1,5,6,8	134:14	178:22	108:9 114:4	83:1 86:1	<b>grades</b> 17:22	83:7,11,13	216:9
54:12 55:5	153:18	208:9	114:20	91:23,24	33:14 34:13	83:20 84:3	<b>growing</b> 10:7
59:13 60:12	188:1,2	210:21	121:9	94:13,14	64:22 128:6	84:17 85:15	71:21
70:8 106:10	214:5 216:7	212:9 215:3	127:15	97:23	200:11,13	86:9,23	139:15
188:7	245:16	217:22	128:13	120:17	211:20	89:4 92:14	140:12
<b>generally</b>	255:13	223:15	129:3	142:19	213:23	93:20 146:2	<b>growth</b> 21:2
132:4	<b>gives</b> 93:4	232:12	130:16	147:2	<b>graduate</b>	148:24	100:14,17
<b>generate</b>	118:7	234:4	142:24	152:11	161:15	191:10	140:8
48:12 53:12	162:18	240:24	146:22	157:19	<b>graduating</b>	192:8,9,21	167:12,13
154:6	230:15	243:7,8	148:11	159:2	29:12 58:5	193:20,24	179:6,13
<b>generated</b>	232:1	253:22	153:11	163:23	<b>graduation</b>	194:9 195:2	189:20
135:5	<b>giving</b> 18:1	<b>goal</b> 8:13	154:21	166:5,9	57:6,9 58:3	195:6,11	200:8,18
<b>generating</b>	136:14	25:23 26:9	157:11	167:3,4	63:8 82:7	196:23	<b>guarantee</b>
66:7	206:15	29:6 36:16	160:3	181:18	125:4,17,18	197:4,12,17	36:3
<b>generic</b>	258:21	45:18 58:7	161:14,23	194:7,10	<b>grant</b> 87:9	197:23	<b>guaranteeing</b>
214:18	<b>glad</b> 29:17	58:8,9 60:2	173:7	258:14	102:17	198:11	215:2
<b>George</b>	<b>gladly</b> 39:3	73:5 82:8	196:17,18	<b>goods</b> 192:16	132:18	201:18	<b>guarantees</b>
104:11	<b>global</b> 120:6	91:15	199:10,13	195:22	134:15,16	202:2	130:24
<b>Germantown</b>	168:13	194:12	203:11	222:12	134:21,23	235:13,14	<b>guess</b> 33:21
96:5 97:9	211:9 215:4	<b>goals</b> 16:23	217:4,11,19	<b>gotten</b> 42:2	<b>granted</b>	236:9	53:20 84:15
97:11 99:24	215:17	54:18 56:19	219:5	154:13	110:18	237:24	85:22 86:5
105:22	218:13,15	56:21 57:24	221:24	<b>govern</b> 232:8	<b>grants</b> 40:21	238:5,10,16	86:14 91:9
106:1,7	<b>glue</b> 75:14	58:1,16	222:3,4,8	<b>government</b>	<b>grateful</b> 94:3	239:8 240:1	96:20
107:7,10,13	<b>go</b> 6:7 32:3	72:4 82:13	225:4,14	193:18	<b>gratitude</b>	240:6	122:11
107:14,21	36:13 42:6	172:24	227:5,24	<b>Governor</b>	15:24	241:23	143:12
<b>getting</b> 6:7	51:11,18	194:17	228:20	75:10	<b>great</b> 18:9,10	243:10	147:3 161:4
19:3 21:5	53:5,5,8	201:14,17	230:16	<b>Governor's</b>	35:1 42:2	244:12	163:1,2
35:4 53:2	54:16 56:16	<b>goes</b> 33:9	235:8 238:2	133:23	56:11,12	245:10	172:1
53:10 55:20	57:15 61:15	84:10	240:21	134:1 135:8	81:8 89:10	246:1,22	196:23
69:20 78:2	63:13 67:7	203:24	242:3,6	<b>graceful</b>	92:15 96:20	247:11,13	197:7 209:5
78:20 82:6	68:11 69:18	226:18	245:4	159:9	97:22	247:18	214:4,24
136:18	76:21 83:16	<b>going</b> 6:8	246:17,19	<b>gracefully</b>	144:15	<b>GREENLEE</b>	228:12
189:5	84:7 85:4	22:24 23:8	247:4,6	159:14	147:3	1:11	232:11
227:17	86:23 89:17	24:4 25:17	249:3	<b>grade</b> 16:24	149:23	<b>greet</b> 113:5	236:1,10
246:4	95:1 97:1	30:21 33:24	250:13	17:9 34:16	154:20	<b>greet</b> s 39:1	240:14
<b>gist</b> 243:18	105:21	34:6 35:6	254:2	57:3,16,17	162:4,6,22	<b>grey</b> 260:2	265:21
<b>give</b> 23:13	109:21	37:19 38:10	261:18,20	64:23 78:21	162:23	<b>ground</b> 71:5	<b>guided</b>
24:9 32:6	112:22	38:15,19,21	263:19	78:22	166:4 167:2	71:8 203:18	230:14
81:8 84:4	113:21	39:9 44:12	264:11	115:10	206:19	204:16	232:17
106:11	116:4	45:11,16	<b>good</b> 2:2 5:23	119:23	209:24	<b>group</b> 14:17	<b>guns</b> 240:13
133:13	120:10,17	46:8,17	5:24 6:10	123:3,8,12	211:15	51:2 80:19	<b>guy</b> 110:14
138:11	121:9	47:2 51:6	6:11,15	123:15,15	212:18	87:24	<b>guys</b> 163:3
154:12	122:11	51:20,21,22	12:11 17:2	123:21	216:9	128:17	<b>Gym</b> 1:12
169:5	135:13	52:7,9 55:3	18:21 24:17	124:4 125:4	225:12,22	147:16,17	29:24 30:1
182:11,16	138:2,10,13	58:24 60:21	28:5 29:16	125:6,22	256:4	147:18	30:5 36:10
195:14	140:23	61:19 65:11	30:3 31:22	126:7,8	264:14	200:9 212:9	41:4 42:4
206:5 220:9	141:19	70:14 73:9	39:15 43:17	147:15	<b>greatest</b>	212:10	113:10,11
235:9	149:14	74:21 76:23	43:18 56:6	148:5	21:16	225:19	118:22
246:17	152:17,18	78:23,24	56:7,14,14	161:14	<b>greatly</b> 79:17	230:18	122:4,10,24
<b>given</b> 10:1	153:13	79:22 81:16	58:1,16,22	162:5	145:10	<b>grouped</b> 8:12	123:23



Committee of the Whole  
May 17, 2016

124:12,18	264:14	229:13	127:18	<b>help</b> 13:10	254:21	49:9,15,20	222:15
125:19	265:11	241:18	144:6	18:23 37:16	255:9 256:8	50:10,14	225:16
126:14,19		<b>happening</b>	147:23	38:22 57:20	256:9,11,22	51:1 56:7	226:4,12,24
127:1,24	<b>H</b>	7:4 40:16	157:13	62:21 71:1	<b>higher</b> 46:12	56:22 57:8	227:14
128:5,12	<b>Hackney</b>	92:15 116:2	164:13	71:3 88:16	72:8	58:8,10,13	229:15
130:2 131:4	150:2	122:14	221:9 225:6	112:1,12,19	<b>highest</b> 107:1	58:19 61:24	231:4
164:7	<b>half</b> 26:7	147:24	<b>heard</b> 15:3	124:7	198:4	62:22 63:15	232:10,15
166:19,20	41:10 60:6	166:13	29:15 48:6	140:12	207:14	64:10 65:6	233:14
167:2,5	101:10	177:16	56:13 71:18	230:9 248:7	<b>highlight</b>	66:2,4 69:2	235:3 236:4
169:11,17	105:5,7	225:1	81:7 95:16	260:23	12:17 80:13	69:4 72:6	236:22
169:19	<b>Hall</b> 1:5	233:24	115:18	<b>helpful</b>	<b>highlighted</b>	72:13 73:24	238:2,9
170:14,20	89:13 266:2	250:1	127:8	102:10	89:10	74:13 75:20	240:23
171:8,11,22	<b>hallway</b>	<b>happens</b>	143:13	103:22	215:14	76:1 77:12	243:24
172:5 173:3	259:3	45:13,15	149:7	<b>helping</b>	218:12	78:23 82:5	244:11
173:16	<b>hammer</b>	123:3	153:17	103:23	<b>highly</b> 128:21	83:5,10,12	247:10
174:10	68:10	142:21	161:3	111:12	167:17	86:8,20	248:3
175:22	<b>hampering</b>	185:10	202:14	249:18	<b>Hill</b> 89:23	91:20 94:14	251:12
176:19	157:5	<b>happy</b> 22:2	224:17	<b>helpless</b>	100:24	95:5,11,15	252:7 253:8
177:6,12	<b>hamstrung</b>	29:18 54:7	242:16,16	127:11	101:2	95:19 97:13	253:16,19
178:13	127:12	<b>harassment</b>	258:1	<b>helps</b> 261:10	102:10,12	97:19 110:2	253:24
179:2,9,15	<b>hand</b> 7:12	262:16,23	<b>hearing</b> 2:3,6	<b>Henon</b> 1:12	103:16	111:4,18	255:17
179:17	154:22	263:3	5:1 25:20	78:1 153:4	<b>hire</b> 35:6	113:2,13	256:19
197:5 208:5	155:16	264:17,18	26:20 81:7	<b>here'</b> 120:17	38:16 56:11	116:16	257:23
208:6 209:5	248:24	<b>hard</b> 68:4	137:12,13	<b>hesitate</b> 14:23	56:12	121:12	259:20,24
210:4,8,19	<b>handle</b>	87:12 94:3	159:22,24	<b>hey</b> 176:2	<b>hired</b> 56:13	122:9,19	261:14
211:4,9,11	159:10,14	130:3	204:24	<b>high</b> 8:6,22	151:14	123:5 124:2	<b>hold</b> 70:18
211:21	<b>handled</b>	142:18	205:7,18	9:22,23	<b>hires</b> 18:19	129:1	248:23
212:4,14,20	184:24	207:10,18	208:19	15:4 17:15	<b>hiring</b> 24:24	141:12,23	<b>holder</b> 175:3
213:1,8,14	<b>handles</b> 55:11	223:23	240:17	21:24 32:17	34:23 37:7	143:12,20	<b>holding</b>
213:18,24	<b>handling</b> 55:9	260:20	242:4,10	33:19 47:14	38:15 56:11	144:1,9,14	100:12
214:3 216:6	<b>hands</b> 56:14	<b>Harrisburg</b>	246:10	51:1 54:19	129:23	145:22	102:13
217:16	59:11 61:3	53:8 59:18	256:15	58:2 62:4	202:10	146:14	103:3
219:11,22	230:17	67:11 75:13	260:22	64:15 71:22	203:4	147:11	<b>holds</b> 145:3
220:3,12,21	<b>haphazard</b>	87:4 142:12	266:4	76:18 96:5	<b>Hispanic</b>	148:14,17	209:3
221:4	218:4	207:3	<b>hearings</b> 2:13	97:9 99:24	194:22	149:10,15	<b>hole</b> 46:6
227:12,13	<b>happen</b> 38:9	<b>hate</b> 142:24	131:6	107:14	<b>historic</b>	150:4,14,22	58:24
229:16	59:8 93:17	<b>hated</b> 68:19	184:17	109:6,10	112:16	150:23	<b>hollowing</b>
230:24	97:8 98:5	<b>haul</b> 252:21	230:5	115:9,13,13	<b>Historically</b>	153:2,13	249:24
231:5	105:24	<b>hazard</b> 84:15	240:11	115:20	195:16	154:20	<b>Holtzman</b>
232:11	108:5,6,10	<b>hazardous</b>	<b>heartly</b> 207:1	118:4	<b>history</b>	155:15	263:22
233:12	108:20	250:19	<b>heavily</b>	119:24,24	244:24	156:19	<b>home</b> 256:24
234:2	116:21,22	<b>head</b> 21:3	248:14	120:4	<b>Hite</b> 5:18,19	160:20	<b>honest</b> 84:2
247:16,17	116:24	<b>health</b> 77:2	<b>held</b> 20:2	122:16	5:24 7:17	162:9	117:10
248:9	127:16	200:5 264:7	100:13,23	125:2,3,22	10:6 11:4	163:11,21	<b>hope</b> 38:7,8
250:23	128:14	<b>healthy</b> 40:8	102:9 105:8	145:10	11:22 12:7	164:19	42:8,21
251:6,13,22	135:24	<b>hear</b> 5:8 7:9	105:11	146:17	12:10,23	165:16,19	69:3 97:22
252:22	146:13	14:11 21:13	175:4	150:19	22:10,16	166:10	108:16,24
253:9,17,21	157:2	29:17,18	198:19	151:15	23:16 24:21	167:1	109:14
254:6	178:10	55:18 77:22	199:4	184:8	27:12 28:10	202:11,22	147:4 160:6
255:21	220:22	82:22 97:6	210:14	214:16	30:4,16	203:7	225:8
256:18	<b>happened</b>	98:10 102:8	262:20	224:24	36:9 42:7	204:22	<b>hoped</b> 100:4
260:16	30:16 190:5	103:15	<b>Helen</b> 1:12	225:3,10	43:2,18	205:9 206:3	<b>hopefully</b>
262:14	209:15	104:8	160:5	236:7	47:6 49:4,7	206:15	124:5
	227:20						

146:13	<b>idea</b> 96:20	30:8,10,13	63:3	134:6,21	254:3	223:10,16	<b>inside</b> 47:18
249:13	99:16 103:8	44:3 47:9	<b>inceptor</b>	135:2,4,6,6	<b>individualiz...</b>	240:19	81:17 117:8
<b>hoping</b> 34:11	106:11	72:14 73:17	156:13	136:10,11	8:7	241:14,22	205:22
70:24	107:17	75:16 89:1	<b>incident</b>	167:11	<b>individuals</b>	242:8 244:8	<b>install</b> 36:6
101:23	147:2 157:5	92:21 93:16	32:15,17	190:3 194:4	27:13 38:4	244:14,23	145:15
<b>horse</b> 202:12	238:11	130:7	239:3	263:24	39:2 43:8	245:1,6,7,8	<b>installing</b>
224:12	252:23	131:14,19	<b>incidents</b>	<b>increased</b>	73:10 77:15	245:24	41:2
<b>host</b> 38:24	<b>ideal</b> 198:3	146:18	92:19 93:17	10:1 11:8	77:18 87:18	246:5,7,18	<b>instance</b>
49:11 85:4	263:20	147:18	201:3	17:22 136:7	87:24 88:6	246:24	102:16
<b>hot</b> 96:22,23	<b>ideally</b> 26:19	194:1	<b>include</b> 17:11	136:17	88:10,14	247:6 262:5	116:24
<b>House</b> 68:8	156:13	206:17	20:15 141:6	235:21	92:10	<b>informed</b>	118:4
207:12	<b>ideas</b> 20:7	220:15	193:17	<b>increasing</b>	112:12	77:18 148:1	<b>instituted</b>
<b>households</b>	<b>identified</b>	223:12,14	<b>included</b>	64:23 89:15	124:8	252:12	177:24
81:17	211:18	223:20	24:13,20	225:20	129:12,14	254:16	<b>instruction</b>
<b>housing</b>	215:18	224:19	36:12 106:7	<b>incredible</b>	147:21,23	<b>infraction</b>	17:1
96:22,24	<b>identify</b> 26:13	227:4	140:1	102:1 103:9	203:18	260:3	<b>instructional</b>
109:16	<b>IEP</b> 90:18	234:21	<b>includes</b>	<b>incredibly</b>	204:12,15	<b>infractions</b>	28:22 29:2
112:9	91:1,6,14	259:15	24:23 99:24	94:19	211:22	257:20	29:3,8
253:11	236:16,21	<b>importantly</b>	115:8	<b>incremental</b>	212:7,8,17	259:23	36:15,20
<b>Houston</b> 6:22	238:18	75:6	244:22	179:12	230:21	<b>infrastruct...</b>	37:3,5
89:11,17,23	240:24	<b>impose</b> 3:9,17	<b>including</b> 8:3	<b>incumbent</b>	233:21	48:23 51:19	223:19
91:12	241:1	230:1	9:9 14:21	123:9	237:17	153:17	<b>integration</b>
<b>HR</b> 38:8	<b>IEPs</b> 91:19	<b>imposing</b>	25:10 33:19	<b>Indefinitely</b>	258:21	154:11	27:18
<b>hubs</b> 15:6	<b>illustrate</b>	140:11	34:8 53:23	95:10	262:13	203:21	<b>intended</b>
<b>Huey</b> 168:14	61:17	<b>impossible</b>	73:3 103:20	<b>index</b> 155:3	<b>Industrial</b>	<b>inhouse</b>	144:19
215:18	<b>imagine</b>	84:5	115:6	<b>indicate</b>	106:16	189:23	<b>intent</b> 175:9
218:16	156:2	<b>improve</b> 13:2	189:15	44:11	<b>industry</b>	190:9	176:24
<b>huge</b> 31:18	<b>immediate</b>	17:5 44:10	200:22	216:14	19:18	<b>initial</b> 208:23	<b>intention</b>
108:12	107:22	<b>improvement</b>	219:1	<b>indicated</b>	<b>inevitable</b>	216:19	220:7,11
139:18	<b>impact</b> 9:2	9:16 155:10	264:21	38:17 44:1	113:18	<b>initiated</b>	<b>intentional</b>
161:19	11:13 60:3	<b>improveme...</b>	<b>inclusion</b>	73:9 88:12	114:19	76:10	73:18
162:1 190:2	62:13,19	154:11	149:19	88:13,23	<b>influence</b>	<b>initiating</b>	<b>interacting</b>
<b>Hughes</b>	86:19,22	184:3	<b>inclusive</b> 2:23	129:19	55:1,16	185:24	27:7
207:13	88:19	217:14	<b>incoherent</b>	132:2	<b>influenced</b>	<b>initiative</b> 40:4	<b>interactions</b>
<b>huh</b> 265:22	114:11	<b>in-boundary</b>	51:13	133:16	113:19	47:11,14	92:11
<b>human</b> 34:22	139:23	232:19	<b>income</b> 99:9	155:7 175:9	<b>informal</b> 7:8	140:20	<b>interactive</b>
80:18	<b>impacted</b>	<b>in-depth</b> 20:3	99:12	205:2	<b>information</b>	199:21	84:12
254:11	34:18	<b>in-District</b>	161:17	241:17	28:9,10	<b>initiatives</b>	<b>intercept</b>
255:2	132:14	214:20,23	<b>incoming</b>	<b>indicates</b>	80:2,5 93:5	37:2 80:7	156:4,8
<b>hundred</b>	<b>impacting</b>	234:14	118:6	155:4	118:7	236:16	<b>interest</b> 38:23
159:12,13	156:14	235:5	<b>inconceivable</b>	<b>indicating</b>	126:23	<b>innovation</b>	39:1 103:14
161:15	<b>impacts</b>	<b>in-house</b>	115:11	246:20	128:4 145:5	9:17 248:6	139:1,10
193:9	12:17	190:10	<b>incorporated</b>	<b>indicators</b>	145:8 183:8	248:12	176:17,22
265:10	<b>implement</b>	<b>inability</b>	201:15	202:1	183:20,21	249:13	<b>interested</b>
<b>husband</b>	49:2 259:9	102:23	218:16	<b>indifferent</b>	183:24	<b>innovative</b>	12:4 19:4
139:5 159:5	<b>implementa...</b>	116:23	219:6	77:16	188:13	8:19 249:11	39:11 233:2
<b>hydration</b>	9:19 199:23	119:3 232:4	<b>incorporati...</b>	<b>individual</b>	193:23,24	<b>inoperable</b>	233:22
35:20,24	201:20,22	<b>inappropri...</b>	4:13	104:19	196:24	145:7,9	<b>interesting</b>
36:7 39:24	<b>implications</b>	33:16	<b>increase</b> 9:2	123:14,18	206:6,16	<b>input</b> 15:9	210:20
40:6,18,21	226:22,23	<b>inaugural</b>	17:4 61:10	149:7	217:12,17	<b>inquiry-bas...</b>	234:2
41:2 146:11	<b>important</b>	149:8	61:21 62:4	203:23	218:11,12	9:20	248:11
	14:6 20:4	216:19	64:4 66:9	204:8 212:7	218:18,20	<b>insanity</b>	<b>Intergover...</b>
<b>I</b>	29:10,16	<b>inception</b>	72:6 76:7	237:1 238:4	222:22	232:3	4:16,18
<b>ID</b> 257:2							

Committee of the Whole  
May 17, 2016

20:1	62:1,2	254:16	69:1 72:20	170:11,19	77:22	45:12,14	176:9
<b>internal</b>	120:10	259:18	74:16 110:3	171:4,9,13	<b>kidding</b>	46:7,11,19	177:15
18:19	146:7 179:6	262:1	116:12,13	172:1,12	224:15	51:9 52:14	181:14
101:16	<b>invite</b> 12:1,3	264:12	147:3	173:11	<b>kids</b> 74:17	52:20 53:1	186:16
106:19	39:10,13	<b>issued</b> 39:17	161:19	174:1 175:2	121:2,4	53:8 54:12	190:22
<b>internalized</b>	<b>involved</b> 91:7	260:5	195:17	176:15,21	126:1	55:6 67:17	191:10
173:4	140:17	<b>issues</b> 14:24	207:4	177:10,17	<b>kind</b> 45:23	68:18 72:1	204:22
<b>internship</b>	181:13	20:4 26:8	<b>job-related</b>	178:16	46:19 47:4	75:9 77:7	206:21
64:16	229:18	29:19 43:22	162:4	180:3	51:9,12	77:21,24	207:1,5,18
<b>interpretati...</b>	246:13	47:5 48:8	<b>jogged</b> 149:2	182:20,20	58:14 72:3	78:12,19	207:19
228:1	264:8	48:20 49:16	149:10	185:16	74:9 79:13	79:7 82:4	209:5 211:4
<b>interrelated</b>	<b>involvement</b>	53:7 55:11	<b>John</b> 104:11	197:9,9,15	100:3,18	86:21 89:14	214:18,22
84:13	20:7 101:14	59:7 60:19	<b>johnny</b> 145:2	197:21	106:19	90:9 91:6	218:4
<b>intervention</b>	103:19	61:4 81:18	<b>Johnson</b>	198:3	113:16	93:9,16	221:23
81:1	<b>issue</b> 36:6,8	81:19 85:4	77:22	199:19	115:11	94:5,21,23	227:19
<b>interview</b>	39:8,12	87:15 90:5	240:12	201:22	143:1	95:2 96:3	228:9,12
30:17	41:7,14	90:22 92:23	<b>joined</b> 2:10	208:7,9,20	150:13	96:18 97:14	229:1,7,9
<b>interviewing</b>	42:10,20	93:1 95:20	23:17 72:24	209:17	160:7	98:12 99:15	231:8 234:7
263:18	46:13,14	100:17	233:8	210:7,12	169:23	103:17,18	234:11,19
<b>intimately</b>	47:7 52:1	119:23	<b>joining</b> 12:4	211:2,7,10	170:2 171:2	103:22	238:13
225:4	53:9,16	120:22	39:21 94:16	211:15	173:18	104:24	240:8
<b>introduce</b>	59:18 60:4	125:8	<b>joint</b> 2:12	212:1,13,16	176:6	105:15,19	242:13
12:6 124:19	67:24 68:3	126:13	137:13	212:24	184:19	105:20	246:11
<b>introduced</b>	71:16 74:1	130:20	<b>Jones</b> 77:21	213:5,11,16	208:11	106:4,6	247:2,19,21
35:14 85:19	78:14 87:16	144:13	240:11	213:21	210:1 249:9	109:5,12	248:17,23
86:9 199:22	90:11 91:1	155:22	<b>Jones'</b> 179:24	214:2 215:3	249:21,24	111:5	249:6 250:2
<b>inventory</b>	91:3 97:21	190:8	<b>Jordan</b> 112:2	216:17	250:5	113:13	251:22,24
164:22	113:15	207:20	113:6	218:10	257:10,21	114:8	253:22
<b>invest</b> 17:8	114:1,6,23	217:7	<b>Judicial</b>	222:15,19	260:19	115:21,23	254:10,14
31:13 62:17	114:24	228:18	242:7	223:14,22	<b>kindergarten</b>	116:13	254:14
156:21	119:11	258:22,23	246:24	<b>Karen</b> 76:11	147:6,9,24	117:8,10	256:5,9
237:4	120:15	259:5	<b>July</b> 35:9	79:1,5,9,18	148:1,12	120:8	257:5,13,16
<b>investing</b>	121:6	261:21	<b>jump</b> 252:14	241:7	<b>kindergarte...</b>	122:10	260:17
62:18 84:9	123:12	262:10	<b>June</b> 38:16	258:13	147:14	125:20,20	262:14,18
235:4	127:7,10,19	264:8	115:15	<b>keep</b> 11:3	<b>kinds</b> 48:24	127:2,4	263:1,11
<b>investment</b>	129:7 130:6	<b>Item</b> 39:22	<b>Justice</b> 8:4	53:11 74:21	108:20	130:3,3	264:15,23
24:22 26:24	130:8,18	41:11 146:3	<b>Justices</b>	139:13	249:8	133:1,2,2	265:5
41:22 61:18	131:5,18	146:3	262:22	153:11	<b>KING</b> 267:11	134:11	<b>knowing</b>
61:23	139:1	<b>items</b> 146:18	<b>Juvenile</b> 8:4	<b>Kelly</b> 86:4,18	<b>Kipp</b> 168:19	136:12,20	182:14
111:21,22	144:20,22	153:8	<hr/>	88:7,12	179:22	136:22	223:6,7
113:20	149:15	218:13	<b>K</b>	202:15,17	180:3,7	137:5 138:4	<b>knowledge</b>
130:19	150:6	<hr/>	<b>K</b> 1:11 32:10	202:18	181:7	138:23	241:18
<b>investments</b>	165:17	<b>J</b>	127:22	<b>Kenderton</b>	<b>Kitchen</b>	139:9,14	<b>knows</b> 109:9
9:15 11:9	205:8	<b>James</b> 9:3	128:6	174:14	207:12	142:6,11,16	<b>kudos</b> 67:2
11:23 12:18	220:16	<b>Jannie</b> 1:10	205:14	175:6	<b>knew</b> 203:1	143:1,2,3	<hr/>
12:19 13:17	222:1	2:10	211:13,14	176:11	<b>know</b> 2:14	143:14,18	<b>L</b>
14:7 16:8	240:18	<b>January</b> 4:20	212:6 213:4	227:21	12:2 24:2	153:2,14,19	<b>L</b> 1:9,10,13
16:16,18,18	242:2	37:24	213:20	229:13	26:3 27:10	157:2,6,8,9	<b>lab</b> 152:15
17:11,17,22	243:14,19	183:16	214:1,12,14	<b>Kenney</b>	31:19 33:21	157:16	<b>labor</b> 18:7
18:6 24:21	244:13,14	<b>Jerry</b> 112:2	<b>Kaiser</b>	153:3	37:19,23	159:12	24:14 43:6
28:13,19	244:18	113:6	166:24	<b>Kensington</b>	38:21 41:6	160:11	85:17 89:3
30:24 31:15	247:1	<b>Jiminez</b> 6:23	167:4 168:3	77:2	41:9 42:13	161:7	<b>laborers</b>
35:21 36:1	249:20,22	<b>jittery</b> 156:1	168:4	<b>Kenyatta</b>	42:22 44:6	169:21	152:12
		<b>job</b> 38:24	169:19				<b>labs</b> 17:13

Committee of the Whole  
May 17, 2016

<b>lack</b> 28:16 35:3 37:9 161:4 163:8 172:19	233:4 234:20 244:8 246:6 246:13,21 248:20,21 248:24 251:8	216:2 226:14 <b>lease</b> 181:7 <b>leased</b> 160:10 <b>leave</b> 31:8 96:15 152:20 222:4	<b>letter</b> 55:9 68:17 246:19 261:5,8 <b>letters</b> 37:22 <b>level</b> 5:11 10:15 16:24 24:8 29:13 33:18 57:3 57:16,17 98:17 102:6 103:13 122:20 127:8,9 188:2 198:4 198:23 201:18 211:6 252:19 257:12,21 263:12,13	221:18 222:3 <b>lift</b> 52:15 75:1 <b>light</b> 45:23 137:16 <b>lightly</b> 207:18 208:1 <b>lights</b> 109:12 <b>limitations</b> 142:8 <b>limited</b> 26:17 47:18 253:4 <b>line</b> 145:2 148:23 158:18 <b>lines</b> 147:19 262:15 <b>lingered</b> 100:4 <b>list</b> 186:21 187:21,22 <b>listed</b> 5:12 <b>listen</b> 141:22 <b>listened</b> 15:17 <b>listening</b> 144:24 <b>literacy</b> 16:24 17:17,17 <b>litigation</b> 236:15,21 <b>little</b> 12:14 51:10 52:3 56:23 95:7 103:21 156:1 227:14 228:1,24 247:21 251:24 254:8,23 256:20 263:13 264:15 <b>live</b> 8:15 89:20 91:24 92:1 97:8 <b>lives</b> 189:1 199:2 <b>living</b> 196:2 <b>loan</b> 111:15 112:8 <b>loans</b> 111:24 112:1	<b>local</b> 11:11 85:12 103:20 154:4 194:5 194:21 195:19 196:3,7,13 197:1 <b>localized</b> 117:1 <b>location</b> 98:24 101:20,23 102:3 112:16 180:1 <b>Locke</b> 40:10 <b>locked</b> 225:4 <b>Logan</b> 122:23 124:12,17 124:20,20 126:4,17,21 127:18 128:2,9,16 238:2,13,22 238:22 239:11 240:3 <b>long</b> 13:15,18 16:4,8 20:11 26:22 48:2,13 49:1 95:11 95:13 97:6 97:14 105:7 109:12 131:6 141:4 180:8 204:6 226:21,22 227:2 234:9 249:12 252:21 <b>longer</b> 16:5 30:21 51:10 53:5 100:4 134:23 174:17 176:24 221:14 253:17,19 <b>look</b> 11:20 23:7 41:20 44:24 46:21	48:3 52:10 55:19 65:7 74:24 84:15 107:23 120:13 134:8 138:5 145:19 152:21 159:10 160:17,21 161:1 187:6 195:22 196:17 201:2 207:5 211:10 224:9 250:18,19 250:20 <b>looked</b> 32:7 71:23 98:22 102:16,17 106:22 160:12 <b>looking</b> 5:5 34:7 35:21 42:24 46:9 46:13 59:1 70:3 88:9 100:14 101:4 112:23 114:7 140:21 152:10,22 176:16,21 180:3,8 186:11 190:9 229:8 233:9 237:13 249:11 252:9 259:7 <b>looks</b> 48:2 59:3 164:7 193:8 <b>lose</b> 88:6 131:10 <b>losing</b> 95:15 95:16 249:23 <b>loss</b> 20:15 25:11,16 <b>lost</b> 140:16	<b>lot</b> 27:17,18 34:21 43:21 50:2 52:17 60:19 61:4 73:2 92:15 96:21 113:14 114:9 118:18 138:7 142:15 146:15 147:1 148:7 153:6 190:7 207:9 221:11 222:2 224:17 229:16 233:6 234:5 234:7 235:1 254:10 258:14 260:22 262:15 263:3 <b>lottery</b> 231:13 <b>love</b> 58:1 152:5 159:7 252:8 256:13 <b>low</b> 32:15 64:1 128:2 172:10 184:6 236:7 239:2 <b>lower</b> 29:13 99:10 161:17 <b>lowest</b> 9:16 184:9,11 <b>lunch</b> 159:20 159:22 <b>luxury</b> 249:7 <b>Lynch</b> 76:11 79:1,8,10 79:13,17,18 80:12,22 81:11,14 82:11,17 240:9,23 241:7,7
---	---	--	--	---	---	---	--

242:13	<b>magic</b> 153:19	17:2 170:3	<b>marketed</b>	91:12	55:7 139:2	<b>methodology</b>	193:13,14
245:13	154:7	171:1,18	106:14	<b>mean</b> 54:11	198:7	201:19	234:22
246:7 247:2	<b>magnate</b> 9:24	172:18,23	<b>marketing</b>	58:15 61:14	<b>members</b>	<b>MH</b> 104:12	236:8
250:13	<b>maintain</b>	175:3,8,10	99:23 104:3	62:16 97:20	6:16 7:10	<b>mic</b> 79:12	<b>mind</b> 116:19
251:1,19	26:23,24	175:20	104:4	109:5	9:4,6 22:4	178:20	149:18
254:9,24	<b>maintaining</b>	176:18,23	<b>markets</b>	112:14	23:2 27:20	187:17	165:22
255:20	18:9 52:8	177:2 178:3	155:21	113:22	53:17 66:24	<b>mid</b> 218:6	208:11
256:3,16	<b>maintenance</b>	208:21	156:15	146:14	79:21 80:2	227:23	250:6
258:13	32:23	210:16	157:6	150:14,22	80:9 89:5	228:20	<b>minimal</b>
259:13,20	154:21	218:7 219:2	<b>mass</b> 187:13	155:14	189:1 207:2	<b>middle</b> 32:11	177:22
263:16	155:2,5	229:5	259:2	174:23	211:18	<b>migrating</b>	<b>minimizing</b>
265:10	220:24	231:24	<b>massive</b>	209:23	223:18,19	63:22	220:14
<b>Lynch's</b>	<b>Majewski</b>	232:13	33:18 37:17	234:3	224:20	<b>miles</b> 250:17	<b>minimum</b>
240:15	102:5	<b>managing</b>	37:18	<b>means</b> 30:24	225:9 265:1	251:3,4	102:19
<b>Lynn</b> 166:24	<b>major</b> 29:19	175:23	114:10	33:5 34:6	265:20	<b>million</b> 11:10	<b>minor</b> 256:24
168:4	35:11	<b>mandate</b> 50:6	182:15	135:21	<b>memory</b>	13:11 17:8	257:12,16
182:20	120:21	115:3 116:1	<b>material</b>	146:8	74:18 149:2	24:21 26:6	257:19
197:9	149:20	119:6	178:4	189:24	149:10	32:9,10,12	<b>minorites</b>
	189:20	171:21	183:24	267:17	<b>men</b> 72:12	32:14,14,16	73:20
<b>M</b>	262:17	262:22	218:24	<b>meant</b> 228:5	<b>mention</b>	32:18,19,20	<b>minorities</b>
<b>M</b> 267:11	<b>majority</b>	<b>mandated</b>	219:2	228:6	34:12 76:15	32:22,23	191:14,15
<b>M/W</b> 193:15	127:6	49:20,22	<b>materials</b>	<b>measures</b> 5:4	94:4 104:2	33:2 36:2	<b>minority</b>
<b>M/WBE</b>	188:23	115:20	17:20 62:5	82:1	149:3	41:10,10	149:19
190:13,24	206:1,11	140:5	62:6 65:4	<b>mechanism</b>	165:21	44:13,13,14	188:3,10,11
191:3,6	<b>making</b> 9:18	158:18	165:9	112:12	<b>mentioned</b>	44:23 46:6	188:23
193:6 195:3	11:12 18:21	261:2	215:24	253:23	33:11,12	46:16 58:24	191:7
197:1	31:19 34:3	<b>mandates</b>	<b>math</b> 19:2	<b>mediator</b>	35:20 46:1	60:7 61:11	194:17
<b>ma'am</b> 122:9	34:20 41:13	31:4 34:4	38:20 62:6	24:6,12	60:6 62:1	61:19,20,22	222:22
<b>Madam</b> 30:2	43:21 52:17	49:17,24	145:15	88:21	72:6 132:15	62:1,7	<b>minority/w...</b>
42:5 51:8	52:17 62:3	115:8 116:6	<b>matter</b> 51:13	<b>medical</b> 77:5	146:1 149:1	71:17 95:23	192:19
56:5 63:16	68:22 70:11	117:12	87:10 92:1	<b>meet</b> 10:9	156:19	95:23 99:4	<b>minute</b>
65:24 74:6	86:1 116:3	120:20	121:3	21:12 39:1	185:18	99:9,18	169:16
82:20,23	119:14	122:17	147:11	76:22 91:13	193:10	101:11	259:3
93:20 94:12	130:17	125:1	151:12	158:17	218:11,19	102:15,21	<b>missed</b> 32:16
108:22	134:10	231:14,15	236:22	183:11	259:24	103:2	192:14
109:24	142:7 188:1	<b>mandating</b>	267:7	194:17	260:10	133:17	259:14
113:3,12	218:3	214:20	<b>maximum</b>	198:20	<b>mentorship</b>	134:2,3,5,9	<b>misses</b> 75:11
125:19	231:21	<b>manner</b>	205:24	224:4	9:7	134:18	<b>missing</b> 33:20
131:2	233:5	118:12	<b>Mayor</b> 4:15	236:16,24	<b>mercy</b> 176:7	135:1,3,6	77:5
143:10	236:23	<b>manufactur...</b>	4:20 47:5	<b>meet-and-g...</b>	<b>message</b>	135:19	<b>mission</b> 30:12
148:22	237:14,16	76:17 78:2	48:15 68:5	72:16	37:14 42:23	136:12,15	31:3 130:21
158:21	237:18	150:16	153:3	<b>meeting</b> 8:23	70:6,7	136:16,18	<b>mixture</b>
159:17	238:1,18	152:15,19	225:20	15:22 29:15	130:18	137:5,9	40:19
164:1	243:20	<b>map</b> 21:3	<b>Mayor's</b>	90:18 91:6	<b>messages</b>	145:17	<b>model</b> 20:12
166:16,21	<b>male</b> 72:19	<b>March</b> 163:3	27:14 47:10	137:7 181:6	258:2	155:9	37:3 161:20
192:5,9	73:13	<b>Marjorie</b>	47:21 48:17	185:5	<b>messaging</b>	156:20	234:15
202:2,8	<b>mammoth</b>	6:18	149:18	215:21	42:10,19	160:14	239:18
206:22	74:16	<b>MARK</b> 1:14	224:17	<b>meetings</b> 15:1	<b>met</b> 9:3,8	163:1,13,17	248:11
207:4 208:2	<b>manage</b> 10:2	<b>market</b> 20:16	<b>MBE</b> 191:5	27:16 60:16	14:17	163:19,21	<b>models</b> 9:20
227:9	10:16	25:12	<b>MBE/WBE</b>	103:16	102:11	167:10,11	<b>modern</b> 18:5
235:14	174:13	102:18	188:19	109:8	116:6	178:24	<b>modest</b> 21:7
247:13	220:19	155:11,14	222:6,10	<b>member</b>	<b>meters</b> 136:8	179:4,8,9	<b>modifications</b>
255:21	<b>management</b>	156:1	<b>McCall</b> 91:2	21:14 55:7	136:17	179:14,15	169:1
265:16							

Committee of the Whole  
May 17, 2016

<b>moment</b>	84:5,22	153:8	<b>national</b>	140:23	22:21 23:22	65:16 70:9	171:5,14
21:22 28:1	95:16 132:7	169:18	203:21	141:10,23	24:1,6,14	80:14 85:23	172:15,17
28:12,22	133:3,6,10	184:23	204:17	147:7 152:3	86:19 88:24	96:24	214:8
111:6	133:15,19	212:15	245:15	162:2 165:9	183:23	102:17	230:17
155:15	133:21	256:4 265:7	<b>nationwide</b>	169:16	<b>neighbor</b>	109:3,6,9	<b>non-renewals</b>
171:5	135:3,11,14	<b>moved</b>	198:10	186:15,21	253:21	110:8,17	141:15
<b>moments</b>	136:20,24	134:15,19	<b>natural</b> 152:6	191:11	<b>neighborho...</b>	111:12,16	171:10
207:1	137:18	<b>movement</b>	226:13	211:2	8:11,17	135:5,7	<b>non-state</b>
<b>momentum</b>	154:22	100:14,18	<b>naturally</b>	224:11,12	17:9 91:24	167:15,19	88:5
40:20,23	155:19	100:19	47:7 56:23	224:19	96:15,22	168:8,16,18	<b>non-suspen...</b>
<b>monetary</b>	163:19	<b>movie</b> 145:1	146:15	237:14	106:10	168:21,24	258:18
26:10	169:11,16	<b>moving</b> 19:16	<b>nature</b>	246:23	142:20	174:4	<b>noneducati...</b>
<b>money</b> 31:11	169:18	27:19 38:11	201:11	255:11,13	180:19	178:24	88:4
44:7,9 45:6	178:18,22	102:2 109:7	209:21	256:11	250:8,10	179:11	<b>norms</b> 257:8
45:12 46:18	179:3,10,16	117:23	216:4	<b>needed</b> 13:10	253:14	180:1,5	257:18
46:22,24	186:14,24	178:11	<b>NCLB</b> 253:6	14:7 75:14	<b>neighborho...</b>	196:16	264:18,19
47:1,1	187:3,7,10	180:17,18	253:10,24	87:1 125:4	93:10 96:4	221:23	<b>North</b> 64:15
51:21 52:7	187:18,21	219:20	<b>near</b> 97:9	153:19	96:20	229:10,21	168:19
52:17,17	188:5,14,21	237:12,23	163:5	154:6	105:17	230:7 233:7	180:7
53:10,14	189:9,12,19	264:13	<b>nearly</b> 21:1	159:14	218:9	264:2	<b>Notary</b>
85:2,8,11	190:20,22	<b>MSWs</b> 255:2	29:10	165:12	<b>neighbors</b>	<b>news</b> 29:16	267:12
132:3,5,5	191:6,16,19	<b>multi-tier</b>	<b>necessarily</b>	182:8	136:8	97:23	<b>note</b> 12:1
132:10	192:18,22	18:12	65:16 84:23	223:11	<b>neither</b>	103:24	94:8 108:24
134:14	193:22	<b>multiple</b>	171:19	<b>needs</b> 7:17	140:13	163:23	113:5
135:13	<b>month</b> 134:13	73:10 75:15	175:15	10:9,11	231:1	254:13	256:21
136:7 137:1	<b>monthly</b> 8:22	129:19	195:17	34:7 46:15	<b>net</b> 3:23	<b>nine</b> 8:13	265:12
137:16	83:8 84:18	150:19	220:22	49:23 60:24	62:13 99:9	141:18	<b>notebook</b>
138:9,11,12	102:12	156:10	<b>necessary</b>	85:3 135:24	99:11	142:1	137:6
140:23	<b>months</b> 78:21	177:16	18:2 146:7	155:5,6	134:21	197:10,23	<b>noted</b> 114:11
146:22	95:8 182:11	205:3	173:1,13	156:22	167:23	<b>ninth</b> 64:23	201:7
156:16	182:16	<b>municipalit...</b>	217:14	164:20	169:12	78:20	214:22
162:2 163:8	<b>morning</b> 2:2	160:10	<b>need</b> 14:10	236:1 237:1	<b>network</b> 7:22	161:13	267:4
163:10	5:23,24 6:1	<b>music</b> 15:15	16:6,17	238:8,18	9:14,17,23	162:5	<b>notes</b> 267:6
176:3 236:2	6:10,11,15	15:18	17:20 18:4	264:3	9:23 10:10	<b>non</b> 230:16	<b>noticed</b>
<b>monies</b> 13:13	6:18 7:2	115:14,16	20:10 21:24	<b>Neff</b> 5:21 6:1	162:14,15	<b>non-approp...</b>	169:20
24:13 44:2	12:11 24:17	115:18	23:6,9 31:1	6:11,14,18	248:5,6	262:8	<b>notices</b> 171:9
84:6 87:9	28:5 30:3,4	117:4,5,5	36:24 38:22	12:10 53:20	249:14	<b>non-compli...</b>	<b>notification</b>
87:21	39:15 43:17	118:14	43:9 51:19	54:1,4	<b>networks</b>	215:14	171:19
132:18	43:18 56:6	119:4,8,13	52:7 57:23	55:18,21	7:19 8:11	<b>non-compli...</b>	<b>notified</b> 186:4
146:16,16	56:7 66:1,2	119:24	59:23 60:1	70:12,14	8:13,16	215:8	<b>notion</b> 121:14
155:10	74:12,13	121:21,22	60:5 65:12	97:24 98:3	9:12 10:5	<b>non-English</b>	204:6 245:3
165:8	83:1 230:6	122:8	65:20 69:1	98:6 139:21	162:13	50:7	<b>November</b>
<b>monitoring</b>	<b>Mosaica</b>	142:11	70:15,16	149:11	<b>never</b> 14:9	<b>non-filling</b>	125:24
198:5	173:21		71:2,10	157:9 185:3	45:14 51:18	129:16	131:9
<b>Monson</b>	<b>mother</b> 86:10	N	73:1 75:1,2	<b>negative</b>	152:20	<b>non-high</b>	<b>number</b>
23:19 24:15	<b>Motivation</b>	N 267:1	75:8 83:22	20:22 26:7	211:13	87:19	14:22 23:2
24:17,18	9:22 181:7	<b>name</b> 6:18	84:19 85:1	135:20	213:19,24	<b>non-perfor...</b>	28:15 35:22
25:22 44:18	<b>move</b> 25:12	168:4	87:19	<b>negotiate</b>	214:12	141:3	38:12 39:23
44:21 45:3	30:8 78:4	<b>names</b> 240:3	100:21	85:17,21	<b>new</b> 4:5 12:19	<b>non-Philad...</b>	41:3,11
45:8,18	89:3 96:18	244:20	101:6 126:6	140:15	31:5,15	241:4	61:14,20,21
47:23 56:11	101:22,23	<b>narrower</b>	128:20	<b>negotiating</b>	46:15,15	<b>non-renewal</b>	63:6 64:4
59:9 61:13	108:2,17	135:19	131:20	210:10,13	52:5 64:9	141:20	75:4 76:3
83:16 84:1	109:3,18	<b>nation's</b>	135:15	<b>negotiations</b>	64:18,20	170:6,21,23	83:22 84:3
		21:16					

Committee of the Whole  
May 17, 2016

85:23,23	<b>obligated</b>	<b>offered</b>	39:7,16	155:18	254:18	213:19	235:9
86:24 89:15	176:14	250:24	155:17	161:3	255:5	216:7	<b>opposed</b> 91:5
99:13	212:11	<b>offering</b>	157:20	169:11	262:10	227:22	113:18
107:19	232:14	50:17	181:4	179:17,21	<b>opening</b>	228:23	118:19
117:16,17	253:11	123:11	<b>offices</b> 198:8	181:14	38:11 139:3	230:22	248:13
127:4,20,21	<b>obligating</b>	<b>office</b> 27:8,14	<b>official</b>	185:6	139:11,14	231:15	258:11
129:10	212:21	35:4,14	149:22	190:19	236:20	<b>operators</b>	<b>opposite</b> 44:8
133:11	<b>obligation</b>	41:23 47:10	207:14	195:11	<b>opens</b> 139:6	170:5	<b>opt</b> 214:19
146:3	209:13	48:17 78:8	<b>officials</b>	198:11	236:14	174:20	<b>optimism</b>
153:17,21	231:17	78:17 79:6	103:20	204:21	<b>operable</b>	209:6,10	14:5
154:14,17	253:18,20	79:21 80:7	<b>oh</b> 1:13 41:15	213:18	146:4,6	210:16,22	<b>option</b> 120:17
155:23	265:6,6	80:19 81:3	43:14,15,19	221:4 223:5	<b>operate</b> 87:8	211:12	120:18
158:16	<b>obligations</b>	143:17	44:20 45:1	223:21	117:14	214:10,16	142:15
180:4	177:19	144:12	45:4,9,23	231:5	118:11	218:7	248:18
188:10	209:11	161:11	48:19 49:6	238:17	229:22	221:13	249:4
190:3 193:2	<b>observation</b>	164:14	49:8,14,19	240:6	248:22	222:10	<b>optional</b>
193:8	195:16	167:21	50:5,13,24	245:10	<b>operated</b>	228:14,19	119:5
203:17	198:18	168:6,9	51:6,16	<b>old</b> 57:4	80:12	229:11	130:22
204:15	<b>observed</b> 9:5	169:6,8	53:22 54:3	96:24	197:16	232:5 234:6	<b>options</b> 8:3
206:8,10	<b>obstacle</b> 88:2	170:10,17	54:11 55:19	101:10	211:13	248:19	10:8 102:15
215:23	<b>obstacles</b>	171:3,8,12	56:1 120:16	104:5,10,15	214:1,12	<b>opinion</b> 54:4	168:20
225:8,18,20	262:17	171:19,20	131:22,23	109:11	217:18	54:5,9 55:4	180:4
236:4,5,24	<b>obviously</b>	173:4 174:8	132:23	253:10	219:12	69:15 97:4	249:11
239:16	125:11	176:16	133:5,8,13	<b>once</b> 51:1	<b>operating</b> 3:3	100:8	250:11,14
248:11	167:8 179:5	177:24	133:16,20	70:4 75:21	5:3 7:14	245:11,13	250:15
252:9	190:4	178:6,11	135:1,9,12	77:8 109:2	39:16 44:16	245:16,21	254:4
<b>numbers</b> 32:4	251:14	182:11,21	136:4,23	140:10	45:1,2,3,4	246:2	<b>optometrist</b>
38:17 63:20	<b>occasion</b>	183:1,4,13	137:12,19	154:7	52:16	<b>opportunities</b>	77:3,4
82:5 86:13	177:16	183:17	141:12,21	155:11	134:17	10:18,21	<b>order</b> 2:3
169:6	<b>occasionally</b>	185:3 186:3	142:2 157:1	164:19	157:20	16:9 69:11	7:20 36:10
193:17	260:24	187:15	<b>okay</b> 22:12	181:8	167:10,14	92:3,4	43:9 80:1
214:23	<b>occasions</b>	189:23	25:8 27:23	232:15	232:15	147:20,22	84:20 103:4
241:1 252:2	129:20	190:2 197:8	45:9 49:6	262:20	262:20	188:20	117:14
252:15	<b>occupancy</b>	199:20	49:14 51:14	<b>ones</b> 22:8	29:1 106:15	212:5 213:4	124:6 152:4
<b>numerous</b>	3:7,10	200:20	54:3,11	29:1 106:15	234:16	<b>operation</b>	157:8 160:4
20:2	<b>occur</b> 67:14	210:24	55:17 58:14	234:16	<b>ongoing</b>	39:7 157:23	204:3
<b>nurse</b> 15:20	96:2 183:15	213:5,12,15	58:20 63:9	<b>ongoing</b>	23:22 59:20	200:16	226:15
25:1 30:7	<b>occurred</b>	214:9,15	77:11 80:11	59:21 74:2	185:16	220:18	228:7 237:3
<b>nurses</b> 15:16	98:23 244:3	215:1,6	80:21 81:22	185:16	260:12	<b>operations</b>	241:21
32:19 35:6	<b>occurring</b>	216:1 217:3	82:15 83:20	260:12	<b>online</b> 15:7	236:23	242:7,15
42:17	24:7,8	217:8	97:17 98:9	<b>open</b> 11:3	171:1 174:1	<b>operator</b>	247:6 264:3
<b>Nutter</b> 67:23	238:1	218:22	101:18	37:19 74:19	174:11	171:1 174:1	<b>Ordinance</b>
<b>O</b>	<b>October</b>	227:15	103:7	109:10	176:1,8	77:17 79:9	2:22,24 3:2
<b>O</b> 267:1	64:11 183:2	234:10	104:16,23	197:15	177:8	79:24 88:6	3:4,13,21
<b>o'clock</b> 266:1	<b>odd</b> 193:8	242:6,9,22	105:7,14	199:13,17	182:12	93:8 112:20	4:2,19
<b>Oaks</b> 211:15	<b>offenses</b>	245:14,15	108:1	255:24	183:5	122:15	<b>organization</b>
212:18	260:9	245:18	122:10	256:7	185:22	125:14	64:17
<b>objective</b>	<b>offer</b> 21:22	248:2	133:13,20	261:10	208:13,14	126:7,9	171:18
221:16	123:20	261:22,23	135:1,9,12	<b>opened</b> 98:20	208:15,22	145:12	172:19,23
<b>objectives</b>	125:6	263:23	136:4,14,23	115:15	211:5,7,16	161:24	175:3,9,11
54:18	162:10	265:13	142:2	138:18,21	211:23	162:6,14	176:18,23
<b>obligate</b>	247:8	<b>officer</b> 23:19	143:22,23		212:5 213:3	196:6	177:3,3
234:24	251:14	24:19 35:9	144:15			226:11	203:12,13

Committee of the Whole  
May 17, 2016

204:14	<b>outsourcing</b>	<b>parents</b> 13:6	201:15	8:24 18:6	176:12	151:3,8,15	<b>performance</b>
208:22	42:16	31:6 66:17	203:5 212:8	19:14	<b>payment</b>	152:1,3	169:3 174:7
219:2	130:23	77:13 80:24	212:10,11	149:13	137:8	153:21	184:4 200:2
233:17	<b>overage</b>	90:7,23	226:15	<b>partnered</b>	<b>payments</b>	159:7 190:9	216:13,14
<b>organizational...</b>	206:7	102:12	227:7 244:6	80:8	163:14	196:1	216:23
200:4	<b>overall</b> 60:23	103:16	252:22	<b>partnering</b>	186:12	202:18	<b>performanc...</b>
216:23	134:21	246:13,16	254:1	19:9	<b>payroll</b> 157:9	203:4,20	228:15
<b>organizations</b>	156:24	262:15	263:21	<b>partners</b> 8:18	<b>PCCY</b> 66:16	207:21	<b>performing</b>
8:24 178:3	194:11,12	<b>Parker</b> 1:13	264:9	9:9 81:24	<b>pedagogical...</b>	225:23	9:17,23
<b>orientation</b>	252:6	65:23,24	<b>part-time</b>	150:7	33:16	226:14	184:7,10,11
265:4	<b>overcrowding</b>	66:3 67:7	52:23	<b>partnership</b>	<b>Pedro</b> 157:11	237:2	201:24
<b>original</b>	33:17 34:14	70:12 71:6	<b>participant</b>	11:17 19:11	<b>peer</b> 200:9,17	244:21	<b>period</b> 46:10
212:10	<b>overdue</b>	73:21 75:13	40:11	64:13,14,17	<b>penalties</b>	259:1,12	60:8 156:21
228:13	224:19	87:3 148:21	<b>participants</b>	78:16 150:9	175:13	263:8	182:13
241:12	<b>overhauled</b>	148:22	193:15	227:5	176:1,5	264:20	198:24
<b>originally</b>	60:24	150:3,21	<b>participate</b>	<b>partnerships</b>	177:8,10	265:2	258:5
134:14	<b>overnight</b>	153:1	40:14	10:20,22	209:10	<b>Pepper</b>	<b>permanency</b>
<b>Otis</b> 150:2	153:22	155:13,18	150:18	42:2 78:4	228:18	104:12	67:13
<b>out-of-Distr...</b>	155:8	156:23	<b>participating</b>	78:13	229:10	<b>perceived</b>	<b>permanent</b>
237:8 241:5	<b>oversee</b>	158:7,11,15	77:17	<b>parts</b> 105:17	230:2	248:16	35:3,9
<b>outcome</b>	157:22	158:21	<b>participation</b>	117:24	<b>penalty</b>	<b>percent</b> 46:11	68:13
82:14	<b>oversight</b>	202:7,8	77:14	<b>party</b> 101:12	174:19,24	57:10,11,13	<b>permitted</b>
103:23	61:5 197:24	204:21	190:13	<b>pass</b> 126:6,9	175:17,22	58:2,5 62:9	139:22
243:17	198:5 219:4	206:2,14	191:1	126:12	<b>pencils</b>	62:11,12	140:14
<b>outcomes</b>	219:9	<b>parking</b>	192:15	135:13,14	164:16	63:5 67:13	261:11,13
13:3 17:5	<b>owned</b> 188:11	136:8,17	193:7 194:8	<b>passed</b>	<b>Penn</b> 94:6	82:6 134:4	<b>persist</b> 95:14
123:23	191:13	137:1,7,20	194:17	134:12	<b>Pennsylvania</b>	143:21,23	<b>persistently</b>
124:2	<b>owner</b> 109:3	137:22	<b>particular</b>	135:9 157:3	1:5 4:16	144:3,7	75:21 76:1
<b>outdo</b> 94:2	109:6	<b>part</b> 12:16	21:22 30:12	<b>passing</b> 136:5	87:7 156:2	145:6,11	76:3 184:6
<b>outgrown</b>		14:18 18:5	62:2 70:18	<b>passive</b>	209:22	161:15	<b>persists</b> 95:12
101:21		20:8 23:17	90:9 91:1	113:16	<b>pens</b> 164:16	163:6 167:9	<b>person</b> 127:2
<b>outlier</b> 198:6	<b>p.m.</b> 159:20	23:20 27:21	100:5	118:10	<b>pension</b>	167:12	128:17
<b>outputs</b> 17:6	159:22,24	29:7 37:13	103:12	127:10	132:16	181:24	164:8
<b>outreach</b>	266:4	38:1,5	115:1 167:8	129:5,16	134:6	191:2,3	166:23
40:12	<b>pace</b> 18:17	47:10,20	176:9 249:2	<b>passively</b>	<b>people</b> 36:4	192:24	183:12
183:13	<b>package</b>	48:15 52:24	<b>particularly</b>	114:4	37:24 49:24	193:2,5,9	263:11
194:24	104:20	66:20 67:1	49:23 55:14	<b>path</b> 148:16	52:21 68:3	193:12	264:6
<b>outside</b> 20:2	<b>page</b> 25:8	73:12 87:22	55:15 57:19	243:17	68:19,19	194:8,11,12	<b>person's</b>
40:24 54:22	39:22	91:21	72:11	<b>pathway</b>	70:23 72:9	194:13	222:3
66:16,18	224:13	105:23	100:23	245:6	73:4 75:2	196:11,20	<b>personally</b>
68:24 90:15	<b>paid</b> 161:23	107:9	106:14	<b>pathways</b>	78:18 82:3	238:9,13,16	27:11 54:13
178:10	<b>painting</b>	111:21	111:13,24	73:3	95:23,24	238:17	126:21
186:11,12	151:1,2	113:15	149:17	<b>pay</b> 34:2	96:23 97:8	241:2,3,6	161:8
186:19,20	<b>palm</b> 248:23	114:8 118:9	203:5 205:7	37:24 52:18	109:15,18	254:5	<b>personnel</b>
186:22	<b>panel</b> 144:20	123:16	249:15	87:20 88:9	109:21	265:10	23:4 44:4
187:20	<b>paper</b> 164:15	145:24	254:20	146:22	110:18	<b>percentage</b>	101:15
188:16	164:16	146:14	256:10	174:17	111:2,10	126:14	<b>persons</b> 50:7
189:14,24	<b>Paradigm</b>	149:20	<b>parties</b> 68:16	204:1	121:18	132:13	<b>perspective</b>
231:10	183:10,12	150:14,15	85:20	219:15	127:11	191:2 195:7	67:21 70:19
232:9	<b>parameters</b>	155:16	240:20	253:6	128:17,18	238:7,12	90:3 91:12
235:17,20	185:14	161:7	<b>partly</b> 113:24	<b>paying</b> 34:5	128:24	241:2	91:14 93:6
250:10	<b>parent</b> 21:13	162:15,16	233:3	88:13	130:5 138:7	<b>percentages</b>	101:6
253:6,14	29:11 90:9	165:6	<b>partner</b> 8:22	120:22	150:24	194:15	140:22
	91:2						



153:6 195:7	195:3 196:2	38:3,6	<b>play</b> 26:3	216:2	21:15 41:20	225:15,21	33:15 115:6
195:15,21	196:13,22	69:24 82:1	210:9 222:8	222:14	100:14,17	<b>prematurely</b>	178:23
198:22	197:14	93:15	<b>playing</b> 12:20	261:6,18	106:24	182:4	244:3
199:14	207:2,15	108:19	12:22	<b>Pong</b> 247:18	118:8	<b>premise</b>	<b>previously</b>
235:20	223:8	142:18	<b>Pleas</b> 100:6,8	<b>pool</b> 72:5	184:23	243:15	167:6 178:7
236:13,21	233:18	148:7 156:9	105:8,11,12	202:18,23	<b>potentially</b>	<b>prep</b> 15:7	261:17
238:11	241:9	203:20,20	<b>please</b> 2:19	203:6	78:20	<b>prepare</b>	<b>price</b> 99:8
242:4	243:13	204:18	6:12 133:14	<b>poor</b> 173:7	113:19	17:21 147:8	107:1
243:22	251:3 253:3	221:10,20	136:23	<b>population</b>	139:18	<b>presence</b> 2:4	<b>primarily</b>
244:6,10	<b>Philadelphi...</b>	223:23	187:9,16	10:4 72:7	215:15,16	75:5	156:21
246:23	27:7	237:16	189:11	83:3,5,8,14	218:14	<b>present</b> 1:8	167:21
<b>perspectives</b>	<b>Philadelphi...</b>	256:12	190:21	83:21	<b>pots</b> 46:24	218:14	231:12
15:3 264:12	207:6	264:1	208:7	140:13	132:9,21	<b>presentation</b>	<b>primary</b>
<b>PFT</b> 22:21	<b>Philly</b> 109:6	<b>placed</b> 241:4	213:10	197:18,19	<b>power</b> 173:5	12:14 58:23	72:15 75:11
23:15 24:7	109:10	<b>placement</b>	<b>placed</b> 221:9	<b>portfolio</b>	212:23	59:15 185:4	204:11
43:6 68:7	110:10	17:14	<b>plumber</b>	106:23	228:11	<b>presented</b>	<b>principal</b>
72:23 85:21	111:2,8	<b>placements</b>	151:11	<b>portion</b> 31:18	<b>powerful</b>	107:15	21:15 29:4
86:19 88:22	<b>philosophic...</b>	237:8 241:6	<b>plumbers</b>	32:2 45:12	70:21	<b>presently</b>	40:5 89:13
113:7	224:18	<b>places</b> 13:1	151:17	45:13 46:3	<b>PPA</b> 136:14	210:3	102:4
<b>phenomenal</b>	<b>philosophy</b>	40:20 118:2	<b>plumbing</b>	<b>position</b>	136:16	<b>President</b> 1:9	119:12
89:7,12,22	194:3	120:19	151:10	13:16	<b>practice</b>	2:2,18 4:23	122:14,20
162:3	195:13	<b>placing</b>	<b>plus</b> 112:15	110:17,21	34:16 37:5	5:19,23 6:2	123:2,7,11
<b>Philadelphia</b>	<b>phone</b> 14:22	204:13	<b>point</b> 35:1	116:23	88:13 158:1	6:12,15	124:4 127:9
1:1,5 3:5,9	<b>phones</b> 15:8	<b>plain</b> 138:24	37:7 38:6	151:24	221:20	11:7,15	131:10
3:11,14,17	<b>phrase</b> 149:1	<b>plan</b> 4:11 5:6	42:3 45:19	262:20	<b>practices</b>	12:11 22:3	259:16
3:19,22 4:3	<b>physical</b> 35:8	7:18 11:23	54:15 60:2	263:17,21	222:11	22:5,18	<b>principal's</b>
4:10,12	90:1,6,10	12:18 15:11	63:4 69:6	<b>positions</b>	237:15	23:21 24:18	91:7 116:12
6:20,24 7:4	100:21	15:12 16:21	72:14 76:2	34:24 57:1	247:22	25:8 27:2	117:13
7:6,15 8:22	264:22	16:23 17:7	79:22 80:13	<b>positive</b> 20:21	259:10	27:23 28:3	119:1
10:8,21	<b>PICA</b> 46:3	20:13 25:9	98:13	40:19 84:21	<b>practicing</b>	35:1 36:13	<b>principally</b>
11:8 12:8	<b>pick</b> 51:12	25:18,22,23	104:24	135:17	17:2	40:13 53:17	189:6
13:9 18:11	75:18 90:12	26:5,22	117:4	148:7 166:3	<b>practive</b>	66:23 68:6	<b>principals</b>
21:11 38:2	250:3	27:11 46:20	121:14	173:10,12	196:20	71:8,14	18:1 36:15
53:18 54:20	<b>picture</b> 32:6	47:23 63:16	130:7	173:15	<b>pre-appren...</b>	72:23 94:6	89:6 92:12
54:21 55:13	64:18 233:9	91:22 96:13	140:14	226:21,23	151:13	153:3	93:13
64:15 66:12	233:12	96:16	165:2	259:9	<b>predates</b>	<b>pressure</b>	122:24
68:1 69:22	248:1	107:12,13	193:16	<b>possibility</b>	137:21	26:19	125:2,2,10
71:21 72:8	<b>PIDC</b> 106:19	107:16,22	215:4 226:2	111:14	<b>predictable</b>	<b>pretty</b> 22:11	166:1,8
73:6 76:2	<b>pie</b> 227:7	108:8 109:4	226:4 229:3	160:16	60:15	24:2 30:17	255:10
80:16,23	<b>piece</b> 24:15	115:17	230:5 257:9	256:2	<b>predicting</b>	39:8 79:2	256:7 257:7
86:11 89:9	59:4 134:7	136:1 146:2	259:15	<b>possible</b>	63:24	120:17	257:17
89:21 95:22	134:10	155:9 157:5	<b>pointed</b> 59:2	131:21	<b>preface</b>	155:4	258:7 261:8
106:16	<b>pieces</b> 60:5	203:23	<b>points</b> 60:11	144:8,9	198:13	161:16	<b>principle</b> 70:8
110:11	<b>piggyback</b>	205:6	116:18	182:18	<b>PreK</b> 46:14	172:10	<b>prior</b> 36:18
111:17	193:18	<b>planned</b>	184:3	206:18	47:6,8,16	252:15	36:18 38:16
121:17	<b>Ping</b> 247:17	138:16	188:15,16	226:16	47:17,21	258:7,23	148:23
124:21	<b>Pioneer</b>	241:16,17	<b>policies</b>	236:15	48:18 49:3	<b>prevent</b> 174:4	157:10
137:19,22	197:11	<b>planning</b>	196:18	<b>possibly</b>	50:3,19	177:15	185:20
138:14	<b>pipeline</b>	27:22	216:3	110:9 196:2	51:5,18,19	<b>preventive</b>	208:24
160:16	226:13	138:20,20	257:15	198:20	147:1,4,9	81:24	214:1 217:3
168:19	260:13	<b>plans</b> 13:19	261:9	<b>pot</b> 132:11	147:13,23	<b>prevents</b>	<b>priorities</b>
180:6,7	<b>pitted</b> 248:15	63:12,16	<b>policy</b> 15:8	133:24	148:2,5,11	232:1	14:14 15:10
184:13	<b>place</b> 35:5	64:9 107:7	196:15,20	<b>potential</b>	224:18,23	<b>previous</b>	111:23

146:1	<b>procedure</b>	222:12,16	<b>projections</b>	195:20	4:24 13:12	16:2 25:24	116:20
236:23	209:15	<b>proficiency</b>	23:11 169:2	197:24	21:16 25:20	29:12 30:6	120:11
<b>prioritized</b>	<b>procedures</b>	200:9,18	<b>promise</b>	198:6 224:1	54:20,21	46:5 61:24	124:22,24
254:21	196:18	<b>Profits</b> 3:23	21:14	225:24	66:11 114:3	62:8 71:11	125:1
<b>prioritizing</b>	<b>proceed</b> 6:13	<b>program</b> 2:22	<b>promised</b>	226:7	138:15,18	75:3 81:20	127:18
237:2	105:1	5:5 8:3,4	214:18	235:24	139:3,10	85:1 109:17	128:11
<b>priority</b>	<b>proceeding</b>	29:8 39:19	<b>promises</b>	239:14,18	141:2	121:19	138:14,23
41:12,14,16	183:18	40:24 46:15	218:4	241:22	142:19	138:24	143:13,24
41:24 42:1	<b>proceedings</b>	47:17 52:8	<b>proper</b>	242:15	143:2,19	164:12	146:24
146:17	185:24	76:17,21,24	163:10	244:7,16,20	149:5	203:18	154:13,22
<b>prison</b> 145:3	267:4	77:2 94:5	<b>properly</b> 44:6	245:5 246:1	159:13	204:15	157:1
260:14	<b>process</b> 28:17	111:15	<b>properties</b>	253:11	160:22	<b>puts</b> 16:22	162:24
<b>private</b> 54:22	66:16 68:18	112:8 117:8	96:9 106:14	262:1	161:21	62:14 169:9	163:4
135:23	69:2 106:4	117:15	107:2	<b>provided</b>	162:7	<b>putting</b> 41:8	164:10
142:23	106:18	121:22	<b>property</b>	21:7 101:13	184:11,24	68:21 101:3	170:12
160:23	108:18	123:17	103:4	120:4 132:6	185:1,5	118:20	172:2 177:7
251:12,13	140:19	137:16	<b>proposal</b> 27:4	196:24	194:18	157:13	178:15,19
<b>privatization</b>	141:4,6,20	150:16	149:18	220:24	217:2	232:21	178:23
130:23	147:10	151:8,9,10	183:1,10,20	240:20	244:15,15		180:24
<b>proactive</b>	150:8	151:18	<b>proposed</b>	242:8	261:8 266:4	<b>Q</b>	182:14
190:11	169:23,24	152:5,18	4:13 5:3	245:23	267:12	<b>qualified</b>	191:11
<b>proactively</b>	174:6	158:6,8	16:14 23:14	250:18	<b>publicize</b>	128:21	192:14
194:24	198:12	162:23	106:21	<b>provider</b>	195:1	<b>qualify</b>	194:1
<b>probability</b>	199:3	234:5	133:23	19:17 88:3	<b>publicly</b>	252:19	195:12
72:9	203:24	<b>programs</b>	135:8 156:6	142:23	25:19	<b>quality</b> 8:14	197:6,7
<b>probably</b>	209:20	7:13,23 8:7	156:20	<b>providers</b>	202:12	15:4 35:18	198:12
23:4 49:11	219:8	11:12 15:15	163:5 215:6	47:15,16,20	<b>pull</b> 70:23	47:14 51:2	202:21
99:14,17	221:10	72:2 76:14	<b>protect</b>	49:5,13	71:1 79:11	54:19	204:22
101:3	222:21	76:19 117:3	209:21	50:15,16,19	178:20	140:19,24	205:10,18
139:12	230:17	152:1,7,9	<b>protected</b>	50:19,22,23	187:17	142:19	213:9
150:1	242:21	152:16	245:1	51:22 52:5	<b>pun</b> 144:18	199:21	215:10
186:16	244:2	162:10,20	<b>protection</b>	68:7 173:20	<b>punitive</b>	214:16,16	220:4,4
255:7	<b>process-ori...</b>	<b>progress</b> 11:1	233:4	178:2	257:10,11	215:2 217:9	222:6 224:8
<b>problem</b> 19:5	67:20	17:24 18:22	<b>protested</b>	232:22	<b>pupil</b> 61:16	217:15	224:11
21:5 26:13	<b>processes</b>	77:23 81:6	100:7	233:1 240:2	61:23 169:9	218:2,2	228:12
26:15 33:6	80:14 82:13	81:8 86:1	<b>proud</b> 15:16	<b>provides</b>	<b>purchase</b>	<b>quarterly</b>	234:3,21
33:9 48:10	242:23	184:12,15	67:11	90:16	146:10	19:23	236:1,10
60:7 62:21	243:1	<b>project</b> 52:6	<b>prove</b> 225:14	243:16	<b>purchased</b>	<b>quarters</b>	238:6
87:23 88:17	<b>procurement</b>	109:16,17	<b>provide</b> 7:20	<b>providing</b> 4:9	107:24	190:17	239:12
93:18 107:3	188:7 194:2	168:15	15:9 16:9	9:6 10:17	<b>purchasing</b>	192:23	240:7,10
109:13	194:3	170:12	19:13 40:21	39:23 43:7	191:23	196:10	241:10
125:21	195:21	<b>project-bas...</b>	44:3 45:11	81:15 119:8	193:1	<b>question</b>	243:15
127:1,15	196:16	122:2	45:16 46:17	124:15	<b>purposes</b>	23:21 27:3	244:5 245:5
129:18,21	222:11	<b>projected</b>	46:21 54:9	<b>provision</b>	28:22	33:24 34:21	245:20
139:19,20	248:4	20:24	115:3 116:1	25:16 59:22	<b>pursuant</b>	35:10 36:11	246:3
169:17	<b>produce</b> 17:6	117:19	118:12	175:16	4:17	39:11 53:11	247:10
228:9 237:5	<b>product</b>	137:8	119:4 122:1	254:2	<b>purview</b>	53:15,20	248:21
237:6 245:2	21:13	<b>projecting</b>	124:5	<b>proximity</b>	178:10	71:16 84:2	250:6
259:17	<b>professional</b>	133:7,22	125:10	100:22	231:11	84:6 85:22	251:10
<b>problems</b>	190:15,23	134:1	142:19	<b>PSATs</b> 17:13	<b>push</b> 153:12	86:14,21,24	254:9 255:1
33:13 92:19	191:24	<b>projection</b>	165:7,10	<b>PSERS</b> 87:17	<b>pushback</b>	87:13 88:18	256:19
121:7 136:2	192:13	64:7 168:7	176:24	87:18	102:1	91:9 111:5	257:24
141:8 234:5	193:11,14	169:5	191:20	<b>public</b> 2:6	<b>put</b> 15:18	111:11	261:7
						112:4 115:1	

<b>questioning</b> 5:11 148:24 206:23	263:22 <b>Radio</b> 30:16 <b>raise</b> 33:21	106:12 <b>Ray</b> 8:5 <b>reach</b> 25:6	180:19 234:11,22 235:7	264:2 <b>recognize</b> 2:4 30:19	<b>records</b> 181:23 <b>recovery</b> 126:7	242:2,8 243:12,13 243:19,20 244:1	199:9 209:14 <b>regularly</b> 14:17 76:9
<b>questions</b> 22:3 29:23 34:10 36:10 42:6 43:10 43:23 56:9 83:2 134:11 144:16 154:24 163:24 166:22 180:24 183:15 186:9 187:8 187:11 188:17 189:10 192:11 202:3,9 207:24 208:7 214:4 227:19 234:8 242:20 243:19 247:20 250:5 256:12 263:3 265:20	66:19 68:24 113:14 136:6 207:19,24 234:7 <b>raised</b> 154:5 181:19 197:5 204:23 237:5 240:10 <b>ran</b> 87:15 <b>Randolph</b> 151:9,14 <b>range</b> 7:13 8:2 15:2 41:9 84:4 115:3 135:19 195:6 <b>ranking</b> 207:14 <b>ransack</b> 218:8 <b>rate</b> 21:1 57:9 57:12 58:3 58:6,12 61:16 63:17 82:7 88:14	79:22 90:7 108:14 <b>reached</b> 110:9 247:8 <b>reaches</b> 257:9 <b>reaching</b> 82:12 <b>reactive</b> 190:11 <b>read</b> 2:19 5:2 17:19 139:4 <b>readiness</b> 16:24 17:10 <b>reading</b> 17:18 57:2,16,17 62:6 <b>ready</b> 6:7 49:15 109:7 109:16,21 132:19 134:15 225:24 <b>real</b> 3:10,18 22:18,19 74:20 78:1 196:3 225:14 <b>realize</b> 107:6 <b>really</b> 22:23	249:14,15 257:10 262:24 263:1 <b>Realty</b> 3:6 <b>reason</b> 31:14 54:13 87:2 93:2 97:3 97:10 104:13 117:20 145:23 217:21 224:1 244:9 249:1 250:24 <b>reasonable</b> 20:14 23:15 25:10 <b>reasons</b> 28:15 28:16 33:17 34:17 47:22 129:10 144:5 248:12 258:17 <b>reauthorized</b> 254:1 <b>rebuild</b> 31:5 149:18 224:17,23 225:5,11 227:6 <b>recall</b> 168:16 <b>receive</b> 15:2 55:4 132:2 133:17 184:1 220:23 <b>received</b> 80:6 183:19 243:23 <b>receives</b> 196:1,5 <b>recess</b> 265:24 <b>recessed</b> 266:4 <b>recognition</b> 94:23 219:19	100:18 107:6 172:22 260:8 <b>recognized</b> 99:2 220:18 231:1 <b>recognizes</b> 173:11 200:20 <b>recognizing</b> 94:18 <b>recommend</b> 172:18 213:15,17 215:19 <b>recommend...</b> 59:5 64:11 182:12 185:5 <b>recommend...</b> 106:18 142:1 171:6 171:14 172:14 <b>recommend...</b> 170:6 172:9 172:17 181:9 213:6 213:19,21 214:8 215:6 <b>reconvene</b> 266:1 <b>record</b> 5:12 36:14 71:9 75:3 79:9 79:18 88:8 115:18 149:22 157:14 159:16 164:13 184:19 197:20 202:13 206:16,20 222:7 241:7 265:12 <b>recording</b> 121:21	202:19 203:19 204:16 <b>recruiting</b> 18:9 19:8 37:16 73:12 73:16,19 194:20 204:13 <b>recruitment</b> 12:16 18:13 73:19 202:21 <b>recurrent</b> 21:8 <b>recurring</b> 11:9 14:12 16:19 <b>recuse</b> 55:10 <b>Red</b> 137:16 <b>redefined</b> 258:16 <b>redesign</b> 37:1 <b>redesigned</b> 258:10 <b>reduce</b> 137:8 205:6 <b>reduced</b> 60:22 235:22 <b>reduction</b> 236:20 <b>reductions</b> 236:13 <b>reelection</b> 110:22 <b>refer</b> 93:23 <b>reference</b> 31:19 86:4 90:4,24 192:12,16 194:4 195:7 195:13,18 197:4 198:12 199:16 236:18,19 240:19	246:11 <b>referral</b> 81:2 <b>referrals</b> 80:24 <b>referred</b> 24:22 100:2 <b>referring</b> 19:3 211:8 212:18 215:13 258:9 <b>refilled</b> 262:24 <b>reflected</b> 188:13 <b>reflects</b> 189:1 <b>reform</b> 6:19 42:13 141:10 184:17 218:23 <b>refuse</b> 123:20 228:19 <b>refused</b> 177:9 <b>regard</b> 19:5 84:11 86:1 138:13 179:20 202:10 <b>regarding</b> 59:9 90:7 202:4 221:22 235:17 240:8,12 241:13,20 241:21 <b>regards</b> 71:17 154:13 168:7 182:22 197:6 202:22 216:1 <b>region</b> 73:14 <b>regional</b> 116:12 <b>regular</b> 141:1	52:20 <b>regulation</b> 154:16 <b>regulations</b> 109:2 <b>rehab</b> 103:2 <b>reimburse...</b> 20:17 25:13 48:9 <b>reimburse...</b> 132:13,15 134:6,9 <b>reinvest</b> 13:14 31:1 121:8 <b>rejuvenated</b> 160:7 <b>relate</b> 189:21 <b>related</b> 61:20 61:22 87:16 131:5 132:15 188:7 237:22 <b>relates</b> 27:8 68:15 72:11 74:3 88:22 153:16 159:2 240:13 <b>relationship</b> 152:12 227:5 <b>relationships</b> 8:8 70:22 199:10 <b>relatively</b> 256:24 257:12,19 <b>release</b> 39:21 165:6 199:24 <b>reliable</b> 20:11 60:15 92:6 <b>reliant</b> 90:14 <b>relocation</b> 101:1 <b>remain</b>
<b>quit</b> 22:14 <b>quite</b> 23:1 162:20 203:3 205:1 227:10	202:20 <b>rated</b> 214:11 <b>rates</b> 3:24 57:7 192:15 194:8 248:13 <b>rating</b> 156:8 156:15 <b>ratio</b> 60:1 68:15 132:14 <b>rationale</b> 105:15	102:23 110:15 112:18 114:17 117:7 120:8 131:19,20 135:2 136:13,13 147:18 148:9 149:13 157:12 166:4,6,7,9	227:6 <b>recall</b> 168:16 <b>receive</b> 15:2 55:4 132:2 133:17 184:1 220:23 <b>received</b> 80:6 183:19 243:23 <b>receives</b> 196:1,5 <b>recess</b> 265:24 <b>recessed</b> 266:4 <b>recognition</b> 94:23 219:19	266:1 <b>record</b> 5:12 36:14 71:9 75:3 79:9 79:18 88:8 115:18 149:22 157:14 159:16 164:13 184:19 197:20 202:13 206:16,20 222:7 241:7 265:12 <b>recording</b> 121:21	235:22 <b>reduction</b> 236:20 <b>reductions</b> 236:13 <b>reelection</b> 110:22 <b>refer</b> 93:23 <b>reference</b> 31:19 86:4 90:4,24 192:12,16 194:4 195:7 195:13,18 197:4 198:12 199:16 236:18,19 240:19	218:23 <b>refuse</b> 123:20 228:19 <b>refused</b> 177:9 <b>regard</b> 19:5 84:11 86:1 138:13 179:20 202:10 <b>regarding</b> 59:9 90:7 202:4 221:22 235:17 240:8,12 241:13,20 241:21 <b>regards</b> 71:17 154:13 168:7 182:22 197:6 202:22 216:1 <b>region</b> 73:14 <b>regional</b> 116:12 <b>regular</b> 141:1	237:22 <b>relates</b> 27:8 68:15 72:11 74:3 88:22 153:16 159:2 240:13 <b>relationship</b> 152:12 227:5 <b>relationships</b> 8:8 70:22 199:10 <b>relatively</b> 256:24 257:12,19 <b>release</b> 39:21 165:6 199:24 <b>reliable</b> 20:11 60:15 92:6 <b>reliant</b> 90:14 <b>relocation</b> 101:1 <b>remain</b>
<b>R</b> <b>R</b> 267:1 <b>race</b> 264:22 <b>Rachel</b>							

Committee of the Whole  
May 17, 2016

212:21	201:6	243:4,6	118:1,2,14	256:6 263:4	13:12 16:20	192:3 221:7	<b>rise</b> 257:20
253:2	219:21	244:17	118:19	263:7,9	23:13 26:16	221:8	<b>risk</b> 8:1
<b>remaining</b>	230:16	<b>requesting</b>	142:20	<b>responsive</b>	45:16 51:23	222:17	<b>road</b> 21:3
36:23	<b>renewed</b>	16:12	195:19	65:19 256:5	52:9,10,11	223:5,21	26:13,14
<b>remains</b>	199:4	<b>requests</b> 16:3	196:4 226:6	<b>responsiven...</b>	53:4,12	224:6 226:3	58:23 118:9
233:18	<b>renovation</b>	222:19	255:17	15:24	85:12	226:10,19	<b>rock</b> 142:17
<b>remarks</b> 12:9	103:2	<b>require</b> 51:3	<b>respect</b> 4:14	<b>rest</b> 239:23	134:19	227:1	151:1
74:9	<b>repair</b> 32:23	178:5	39:5 54:11	<b>restart</b> 112:7	136:11	<b>RFP</b> 232:22	223:23
<b>remember</b>	101:9	231:12	54:14 88:9	<b>restorative</b>	137:22	<b>RFPs</b> 194:18	<b>role</b> 66:15
78:5 145:2	<b>repeat</b> 213:2	<b>required</b>	149:24	259:10	138:1	<b>rid</b> 224:14	210:9
145:4	<b>repeated</b>	61:22 70:10	155:1	<b>restrictions</b>	<b>reversal</b>	<b>ride</b> 250:22	<b>rolls</b> 44:19
202:24	35:12 127:7	140:10	203:14	234:19	173:18	<b>right</b> 18:15	<b>rooftop</b>
235:18	261:12	157:17,20	244:19	<b>restroom</b>	<b>review</b> 169:24	22:14,16	160:10,14
<b>remembering</b>	<b>replace</b>	157:23	<b>respects</b> 23:9	165:3	170:10	37:8 40:19	<b>room</b> 1:5
204:7	115:17	158:17	<b>respond</b> 7:16	<b>result</b> 26:4	178:5	44:1 48:8	68:20 70:17
<b>reminded</b>	255:18	226:17	23:16 33:23	136:9	218:23	48:19 49:8	71:11
21:15 145:1	<b>replaced</b>	<b>requirement</b>	34:11 39:10	183:13	<b>reviewed</b>	49:19 50:24	128:18
149:6	164:24	123:16	39:14 79:3	189:20	170:17	51:6 66:21	266:2
<b>reminder</b>	<b>replicate</b>	125:18	145:24	244:14	<b>reviewing</b>	67:3,11	<b>roughly</b>
224:12	162:18	140:2	154:23	246:18	139:24	68:21 82:16	83:17 133:1
<b>remove</b> 260:1	<b>report</b> 19:24	<b>requirements</b>	<b>responded</b>	250:4	140:2	95:18 97:1	<b>round</b> 73:24
<b>removed</b> 88:2	39:22 56:16	124:15	107:20	<b>resulted</b>	<b>revised</b> 4:10	98:2 100:10	74:5 82:19
<b>renaissance</b>	56:18 81:9	142:8 169:3	<b>respondents</b>	31:24	63:2,3	104:22	113:9 131:1
167:17,20	127:23	169:7 210:1	77:9,12	<b>resumed</b>	<b>revising</b> 3:24	105:3 120:6	178:16
168:1,11	132:1	<b>requires</b> 34:2	<b>response</b>	159:24	<b>revisit</b> 185:7	120:9 128:1	202:5
169:14,22	201:23	<b>research</b>	36:12 48:20	<b>retain</b> 186:19	<b>Rey</b> 161:9,11	144:14	206:24
170:16	<b>reported</b>	35:19	121:15	<b>retaining</b>	161:21	150:3 154:3	219:23
171:15,17	92:19	<b>resolution</b> 2:9	153:2	251:18	162:12,16	154:5 157:3	247:20
171:23	196:11	4:8,8 85:19	157:16	252:5	<b>Reynolds</b>	157:11	<b>rounds</b> 43:21
172:12,16	<b>reporter</b>	86:10 181:5	165:12	<b>retention</b>	1:14 39:20	158:3,15	<b>Route</b> 90:11
173:19,23	267:12,19	215:19	241:19	201:3	66:23 74:10	159:1,6,8	<b>routed</b>
174:6,19	<b>reporting</b>	261:19	242:24	<b>retired</b> 86:15	74:11,14	159:12	248:14
178:9 179:1	217:2	<b>resolutions</b>	245:22	87:14 88:10	75:23 77:11	164:1 171:3	<b>routes</b> 250:19
200:15,21	<b>Representa...</b>	1:18 2:20	246:16	<b>retirement</b>	77:20 79:4	181:14	<b>RPR</b> 267:11
208:21	75:12	178:1,7	247:12	87:17,21	79:11,15	186:7	<b>rule</b> 250:16
210:20,22	<b>representat...</b>	218:20	<b>responsibili...</b>	<b>retiring</b>	80:11,21	205:14	259:1
211:5,12	46:5	<b>resolve</b> 43:5	175:11	129:12	81:5,12,22	207:7,22	<b>rumor</b> 165:15
213:6 214:5	<b>representing</b>	88:17 92:23	263:24	<b>return</b> 30:18	82:15,18	209:7	<b>rumors</b> 28:6
215:5,17,20	8:16	183:14	<b>responsibility</b>	249:20,22	93:24	211:24	144:6
216:5 217:9	<b>represents</b>	<b>resolved</b>	66:11	<b>returning</b>	143:14	212:4,12,22	<b>run</b> 23:6
219:8,23	139:5	240:19	228:10	77:15	158:24	213:18	48:13 49:16
222:20	167:11	242:2	265:5	<b>reuse</b> 107:24	181:16,17	224:16	77:3 84:14
229:11,21	<b>reproduction</b>	243:20	<b>responsible</b>	<b>revenue</b>	184:16	226:21,24	229:5 232:6
231:1,8,22	267:17	244:5	20:20	20:15 21:1	185:6 186:7	236:10	233:15
232:12,17	<b>request</b> 48:5	<b>resolving</b>	116:10,14	21:8 23:5	186:15	238:3 253:7	<b>rung</b> 51:8
234:1,4,23	134:1	39:12 92:24	116:17	25:11,16	187:1,4,9	255:8 257:8	81:23
248:14	146:16	<b>resource</b>	122:12	48:12 66:7	187:16,19	257:18	<b>running</b>
249:2	151:23	255:19	128:24	67:10 112:7	187:23	259:22	110:22,24
<b>render</b>	244:22	<b>resources</b>	129:2	154:3,6,10	188:12,19	<b>rights</b> 261:23	164:14
184:22	246:8,9	8:19 30:20	167:21	160:11,15	188:22	262:22	233:20
<b>rendered</b>	250:15	34:22 65:9	219:15	160:18	189:11,17	263:5,23	<b>Russel</b> 168:20
221:13,14	<b>requested</b>	65:10,11,18	237:18	161:1	190:19,21	265:2	<b>rusty</b> 145:3
<b>renewal</b>	15:14 183:9	112:15	247:24	<b>revenues</b>	191:4,9,18	<b>rings</b> 259:4	
							S

Committee of the Whole  
May 17, 2016

<b>SAC</b> 229:4	123:7,11	80:15,22	160:9,11	215:5,7	9:13,17,21	117:21,23	217:4,10,13
231:23	145:5 176:2	83:4,9,23	161:7,9,17	216:5	9:24 10:6	118:13	217:18
232:14	228:10	84:8,20	163:7	217:13	10:19 11:3	119:5,8,10	218:5,22
<b>sacrifices</b>	231:20	86:11,15	165:23,24	218:3,9,23	11:17,19,22	120:14,19	219:12,23
13:5 23:24	258:17	89:12 91:2	166:23	221:13,15	12:3,18	121:15	220:22
24:3	<b>scene</b> 145:4	91:10 92:7	168:1,18	222:9,24	13:9,12,14	125:5	226:7,15
<b>safe</b> 36:3 92:4	<b>schedules</b>	92:8,22	172:21	223:9,18,20	14:1,6,8,20	130:11	232:23
<b>safely</b> 265:8	5:13 124:8	93:6 94:20	173:7	223:24	14:22 17:24	131:7,8,15	233:8,24
<b>safety</b> 15:5	124:10	95:5 96:6	174:10,14	224:15,24	18:10 19:14	136:7	235:8
120:21	<b>Scholar</b>	96:11,15,18	175:5,7,12	225:3,10	20:5 21:18	138:15,17	238:12,14
262:18	173:22	96:24 97:9	175:14,16	227:6,23	22:1 27:1,6	138:18,21	238:15,17
263:7,9	<b>Scholars</b> 9:10	98:19,20	176:14	228:8,17	27:9 28:14	138:22	238:19
<b>salary</b> 21:24	174:11	100:1,15	177:18,21	229:5,22	30:14,14,18	139:3,3,8,8	243:4,5,7
<b>sale</b> 99:8	175:6,8	101:2,10,14	178:11	230:4,8,13	30:19 31:3	139:11,13	243:11,21
100:1,3,7,9	227:21	103:12	179:21,23	230:14	31:5 33:19	139:13,15	244:7 250:1
101:4	229:14	107:8,14	180:19	231:16,22	34:1,1,7,17	139:18	251:12,13
104:14,18	<b>school</b> 2:13	108:24	181:22	232:3,4,14	36:20 38:12	140:19,21	254:5,16,20
104:19,24	3:8,10,17	109:6	182:3,17,21	232:18	40:3,8 41:3	141:3	254:21
105:21	5:9,17 6:19	112:22	183:5 184:4	233:4,9,15	41:14,18	143:19	255:8,10,12
106:2,24,24	6:20 7:11	113:14,17	184:8,9,10	233:16,18	46:18 47:11	144:7	255:16
107:4	7:19 8:6 9:3	114:1,10,16	184:10,11	233:19,20	53:13 54:20	145:16	256:10,11
<b>sales</b> 46:9,11	9:5,8,18,22	115:9,13,13	184:17	237:16	54:21,22	146:2,19	256:21
67:13 99:2	10:8,15,19	115:20,20	185:3,18,18	238:10	59:4 60:17	150:20	257:4,9,19
106:21	11:9 12:5,7	116:1 117:1	185:21	239:6	62:5,8,15	152:1 161:6	258:19
<b>Sample</b> 75:7	13:23 14:11	117:5,6	186:1,1,3,5	240:18	62:17,18	161:8,22	261:5 262:2
<b>Sample-Oa...</b>	14:16 15:4	118:5,10	186:18,19	241:9 242:9	63:13,18,20	162:8,12,18	262:17,23
94:1 159:3	15:9,13,19	119:7,24	189:4	242:22	63:23 64:1	164:15,23	<b>Science</b> 19:2
<b>sanctions</b>	15:20,20	120:1,4,5	192:17	243:12	64:6,9,12	165:2,8,22	38:20
230:2	16:11 17:9	120:21	195:23	244:3,9	64:21 65:3	166:5,12,13	<b>Sciences</b> 77:2
<b>sat</b> 8:23	17:16 18:3	121:3,16,17	196:1,5,12	247:24	65:3,4,7,8	167:8 168:5	78:11
<b>satisfied</b>	19:15 20:12	121:23	197:8	248:17	65:11,14,16	169:14,22	<b>scraping</b>
156:8	21:12,17	122:16,20	198:15,16	249:12	65:17 69:13	169:24	249:9
<b>saved</b> 32:9,11	25:1,2 30:6	123:10	198:19,23	250:8,9,10	69:18 73:3	170:9,16,17	<b>season</b> 20:3
32:12,22,24	30:8,11	124:14,16	199:1,10,11	251:16	75:22 76:2	173:6,17,24	<b>seat</b> 61:15
<b>savings</b> 31:22	31:12 32:7	124:21	199:13,16	252:5,23,24	76:4 77:10	174:13	<b>seats</b> 61:14
31:23,23	32:11 35:13	125:2,3,22	199:20	253:2,13	77:24 78:3	176:6	61:21
32:1	36:3 37:1,5	126:1,5,10	200:6,7,10	255:3 256:9	84:7,10	179:20	225:21,22
<b>saw</b> 64:4 76:8	37:18 42:13	129:8 130:8	200:12,14	256:22	85:2 89:8	180:2,9	<b>second</b> 19:23
109:5	44:7 48:21	130:14	200:15,19	257:1 258:7	89:23 90:2	181:20	34:21 37:7
150:15	49:18 50:11	137:9,23	200:20,21	258:16	91:23,24	182:7,10,12	40:22 71:16
166:6	51:17 55:2	138:3 139:5	200:23	262:18	92:16,18	183:10,12	86:20 87:13
260:11	55:12,16	139:6,11	201:1,8,8	263:9,12	93:8,10,11	187:14	113:9
<b>saying</b> 52:11	56:18 58:2	140:13,23	201:24	265:8,12	94:7 95:9	189:22	143:24
82:2 117:7	60:9 61:5,9	141:2,5,9	203:2,3	<b>school's</b> 8:22	96:2,11	197:5,6,13	148:5 173:9
120:1,16	61:15,18	141:10	206:9,23	9:1,9	99:22,24	197:19,21	226:4
123:18	62:10,24	142:16,19	209:2,24	176:16	100:9,13,15	198:1,7,13	<b>secondary</b>
142:3	63:1 64:2	144:23	211:13,14	184:4	104:2,3,17	200:2,17	32:13
148:10	64:12,13,15	145:10,16	211:18,20	<b>school-based</b>	105:16	205:3 206:4	<b>seconds</b>
173:6 242:5	64:19 68:6	146:9	212:3,6,17	40:4	106:23	206:6,21	157:15
<b>says</b> 51:17	69:12,16	150:10	213:5,7,12	<b>schooling</b> 8:2	107:10	210:15	<b>section</b> 3:5,14
54:17 58:5	70:19 71:20	151:15	213:14,23	<b>schools</b> 7:4,5	108:3,7,10	211:17	105:19
109:20	71:22 73:11	153:16	214:1,13,13	7:8,13,22	114:5,13,14	213:4,20	<b>sector</b> 141:1,2
122:7 123:2	76:18 80:9	154:17	214:17,21	8:12,17	114:23,23	216:21,24	200:12

Committee of the Whole  
May 17, 2016

230:11 <b>secured</b> 225:24 <b>securities</b> 45:5 <b>security</b> 132:17 <b>see</b> 6:4 9:13 12:24 21:12 26:4 58:1 59:7 61:6 71:11 78:6 79:23 98:4 98:15,17 103:4 110:12 111:2 136:15 142:24 165:3 170:24 172:7,20 173:14,18 176:8 181:23 186:21 187:6 188:14 189:16 197:1 203:3 207:22,23 209:6 216:22 224:6 256:4 256:13 <b>seeing</b> 72:9 78:21 89:12 117:18 171:2 256:1 257:13 <b>seek</b> 177:20 245:21 <b>seen</b> 8:6 9:18 72:1 76:7 77:6 89:22 94:21 115:5 169:21 214:6 <b>sees</b> 228:8 <b>selecting</b> 117:21,22 <b>selection</b> 38:7 <b>sell</b> 156:12	<b>Senate</b> 68:8 207:13,15 207:17 <b>Senator</b> 207:16 <b>send</b> 258:2 261:5 <b>sending</b> 80:8 <b>senior</b> 27:21 207:14 <b>sense</b> 23:5 105:18 208:11 <b>sensitivity</b> 188:2 <b>sent</b> 37:22 126:10,11 186:16 256:24 262:4 <b>sentiment</b> 224:20 <b>separate</b> 147:16 189:9 <b>September</b> 34:19 41:12 127:17 128:15 261:9 263:15,16 <b>series</b> 84:12 106:18 132:12,21 <b>serious</b> 120:13 229:2 <b>seriously</b> 102:17 <b>serve</b> 10:4,11 18:11 21:19 49:20,22 50:1 77:19 189:3 224:10 237:7,10 <b>served</b> 86:12 200:11,13 <b>serves</b> 10:3 201:11 <b>service</b> 6:24 7:14 110:3 146:9 221:1	<b>services</b> 7:21 11:13 19:10 31:2 41:2 41:18,19 65:18 78:24 79:10,19 80:17,18 81:16 86:4 86:18 88:7 88:12 177:1 190:16,23 191:24 192:13,17 193:11,14 195:22 202:15 203:14 219:14 222:12,13 241:8 254:12 255:3 <b>servicing</b> 7:23 <b>session</b> 184:21 <b>sessions</b> 72:16 <b>set</b> 16:15 49:12 56:19 60:18 85:11 111:22 201:14 232:19 <b>setting</b> 111:22 <b>settle</b> 131:14 131:21 <b>settled</b> 131:8 <b>settling</b> 131:7 <b>seven</b> 117:5,6 117:7 119:5 119:8 160:12 170:1,22 173:16 210:23 214:6,11 215:8 <b>severe</b> 30:15 90:10 <b>severely</b> 113:23 <b>sexual</b> 265:3	<b>shaped</b> 14:14 <b>share</b> 7:3 11:18 14:14 74:20 80:4 85:12 132:10,11 182:17 245:3,6,7 245:12 247:7 251:2 <b>shared</b> 80:1 184:18 241:15 245:11,13 245:16,18 246:10,14 246:18 <b>sharing</b> 2:12 11:21 241:13 <b>sheet</b> 142:11 151:1 <b>Sheridan</b> 104:6,10,15 <b>sheriff</b> 221:23 <b>shift</b> 134:10 171:2 <b>shifted</b> 134:13 170:24 <b>ship</b> 23:6 <b>Shipyard</b> 151:14 <b>shocked</b> 102:8 <b>shocking</b> 103:8,18 <b>short</b> 13:21 19:7 35:21 <b>shortage</b> 131:13 <b>shortfall</b> 44:12,13,14 <b>shortfalls</b> 25:18 30:22 <b>show</b> 70:5 121:19 201:24 215:16 250:14 <b>shown</b> 130:23 228:15 <b>shows</b> 20:20	82:13 <b>Shur</b> 262:20 <b>shy</b> 14:9 <b>sick</b> 129:15 <b>side</b> 12:1 58:21 154:10 163:9 207:15,17 222:12 <b>sides</b> 92:21 <b>sign</b> 6:4 68:22 76:22 183:17 <b>signaled</b> 176:23 <b>signed</b> 174:23 183:3 210:17 <b>significant</b> 23:24 24:3 25:16 38:12 39:9 130:24 155:5 170:3 204:14 252:4,20 263:2 <b>significantly</b> 217:20 <b>silent</b> 228:2,3 <b>similar</b> 7:19 10:12 194:15 244:2 262:15 <b>Similarly</b> 9:7 59:24 <b>Simms</b> 6:23 <b>simple</b> 20:24 84:11 98:23 <b>simply</b> 55:12 156:17 208:16 218:6 229:4 231:23 232:13 <b>single</b> 6:4 15:1 93:6 228:6 <b>sir</b> 5:21 22:6 22:9 <b>sit</b> 26:11 185:12	<b>sit-down</b> 184:20 <b>site</b> 97:9 152:16 <b>site-by-site</b> 160:24 <b>sitting</b> 37:8 96:10 97:4 109:20 <b>situated</b> 48:22 <b>situation</b> 30:23 43:1 44:10 45:10 48:1,3 63:19 86:17 91:22 113:18 114:7,18,19 116:15 119:6 124:1 127:11 140:5 141:9 142:6 145:18 167:7 176:6 231:7 234:13 <b>situations</b> 121:4,10 206:13 218:5 261:12 <b>six</b> 2:23 167:15,19 169:23 170:5,21 211:16 <b>Sixty</b> 158:7 <b>size</b> 197:7 205:1,24 206:7,9 <b>sizes</b> 205:6 <b>skills</b> 152:3 226:7,14 <b>skillset</b> 255:13 <b>slightly</b> 120:18 <b>small</b> 225:1 <b>smaller</b> 206:4 <b>social</b> 8:9 132:17	162:3 254:19 255:1,10,16 256:8 <b>soda</b> 46:13 51:23 146:22 <b>sold</b> 97:6 99:3 104:20,21 109:3 <b>sole</b> 193:19 <b>solicit</b> 222:21 <b>solicitation</b> 195:1 <b>solicitations</b> 194:16,19 <b>solution</b> 19:9 20:9 26:15 37:13 48:9 48:10 60:2 203:9 <b>solutions</b> 66:21 67:2 67:12 71:9 180:8 <b>solve</b> 59:18 89:1 93:18 259:17,18 259:19 <b>solving</b> 237:4 <b>somewhat</b> 6:3 176:10 241:24 242:4 <b>son</b> 89:11 90:10 <b>soon</b> 186:23 244:22 <b>Sorry</b> 128:10 <b>size</b> 197:7 205:1,24 206:7,9 <b>sizes</b> 205:6 <b>skills</b> 152:3 226:7,14 <b>skillset</b> 255:13 <b>slightly</b> 120:18 <b>small</b> 225:1 <b>smaller</b> 206:4 <b>social</b> 8:9 132:17	264:19 <b>sought</b> 19:8 <b>sound</b> 68:23 153:24 <b>sounds</b> 236:9 <b>source</b> 112:7 161:2 <b>Source4Tea...</b> 86:3,18 88:8 162:24 163:16 202:14,17 203:11 204:12 239:10 <b>sources</b> 21:8 41:21 53:14 193:19 <b>South</b> 8:21 <b>Southwest</b> 168:14 218:15 <b>space</b> 28:18 47:15 49:16 50:2 65:9 65:13 85:2 100:21 101:21 <b>spaces</b> 50:4 160:10 261:4 <b>speak</b> 14:4 39:23 47:6 54:8 224:21 254:22 261:17 <b>speaker</b> 94:9 <b>speakers</b> 50:7 <b>speaking</b> 110:14 186:8 <b>speaks</b> 71:3 <b>spearheaded</b> 40:9 <b>special</b> 19:1 32:15,17,24 38:20 49:22 65:4 111:13 132:11 134:5 135:7 174:15 176:3,12 190:2,12
--	--	---	--	--	--	---	--

Committee of the Whole  
May 17, 2016

202:4	143:15	120:24	69:2,5	47:23 93:24	181:2	78:24 79:10	231:18
221:22,24	241:14	238:21,24	150:13	95:5 141:16	<b>strangeness</b>	79:18 83:3	232:20
235:24	<b>spoken</b> 59:12	<b>stage</b> 30:12	230:5	178:24	228:21	85:8,13	239:3 241:5
238:7	60:10,22	<b>staggered</b>	<b>starting</b> 43:4	202:13	<b>strategic</b> 9:14	127:8	249:23
<b>specialists</b>	125:12	169:7	63:17 73:3	<b>statement</b>	15:11 16:8	161:13	255:13
17:18	156:10	<b>staggering</b>	129:20	42:7 70:11	27:11 73:18	165:7	256:22
<b>specializes</b>	264:22	32:5	249:5	114:3	<b>strategically</b>	197:18	258:1 260:9
19:10	<b>sports</b> 15:15	<b>stakeholders</b>	<b>starts</b> 52:5	130:17,19	121:8	206:3,12	261:4
<b>specific</b> 17:3	<b>spring</b> 127:16	108:14	257:10	208:10	<b>strategies</b>	237:13,13	263:10
72:19,22	<b>squash</b>	149:4	260:13	228:13	8:19 72:15	241:8 254:1	265:1
99:21	165:14	<b>stand</b> 225:24	<b>state</b> 16:13	<b>states</b> 87:8	233:10	258:4,10	<b>studio</b> 121:21
165:11,11	<b>SQUILLA</b>	236:13	20:10 21:6	<b>stating</b>	<b>strategize</b> 9:1	259:7,22	121:21
228:7 231:3	1:14	265:24	23:12 26:12	216:18	<b>strategy</b>	260:7	<b>study</b> 155:3
231:17	<b>SRC</b> 7:5	<b>standalone</b>	26:21 31:4	<b>station</b> 35:24	68:14	263:23	<b>stunning</b>
233:23	23:18 53:16	167:16	37:20,22	40:18	<b>Streets</b>	<b>students</b> 7:1	30:17
244:22	55:6 59:15	168:18	38:1 45:14	<b>Stationary</b>	137:14	7:9,14,15	<b>subject</b> 33:19
<b>specifically</b>	68:6 70:20	<b>standalones</b>	45:15 59:11	157:21	<b>strength</b> 70:5	7:21,24 8:6	258:3 259:1
15:23 54:17	139:1 140:7	167:20	59:12,22,23	<b>stations</b> 35:20	<b>stripped</b>	8:20 10:10	<b>subjective</b>
54:21	141:24	<b>standard</b>	59:24 61:1	36:7 39:6	172:9	10:11,17,21	260:2,9
103:17	171:7	198:19	61:3 66:10	40:1,6,22	<b>strong</b> 8:8	10:24 11:13	<b>subjectivity</b>
188:9	178:11	199:5 224:3	68:7,8 69:7	41:3 146:6	10:20 11:20	13:5 14:9	221:11
190:15	181:6	<b>standardize</b>	75:12 76:3	146:11	17:1 35:3	14:17,20	<b>subjects</b>
202:22	215:21	219:20	85:11 87:17	<b>statistics</b>	112:21,24	15:9 17:15	18:24
229:13	261:19,20	220:15	119:6,9,19	58:15	153:5	17:21 18:11	<b>submit</b> 55:9
231:19	<b>SRC's</b> 59:21	<b>standardized</b>	120:2 122:5	<b>status</b> 56:17	172:21	30:18 35:12	55:23 93:8
239:3	<b>stability</b>	219:23	122:6,7	<b>stay</b> 63:23	194:23	35:16,17	187:5,22,24
259:22	13:21 199:1	220:5,20	132:3,5,19	180:15,16	<b>structural</b>	58:4 77:14	189:12
264:20	200:5	221:10,17	132:24	199:13	136:2	80:16 81:20	190:20
<b>specifics</b>	<b>stabilization</b>	<b>standardizi...</b>	133:4	<b>stayed</b> 165:22	<b>structurally</b>	83:9,22	192:1
22:23	200:23	221:3	134:12,18	<b>stays</b> 63:21	45:22	84:19 85:1	206:18
<b>spectrum</b>	<b>stabilize</b> 23:3	<b>standards</b>	134:24	199:17	<b>structure</b>	87:11 93:4	261:19,20
89:16	<b>stable</b> 21:9	117:13	135:23	<b>stems</b> 264:10	47:18 98:14	117:20	<b>submitted</b>
<b>speech</b> 149:9	<b>staff</b> 7:9	119:10	138:2,8,10	<b>stenographer</b>	248:8	118:6	4:15 55:23
<b>speeds</b> 135:15	10:23 19:17	<b>standpoint</b>	140:6 154:4	159:19	<b>structured</b>	120:14	171:6 183:1
<b>spend</b> 31:16	27:13 32:16	220:18	155:23	<b>stenographic</b>	225:2	126:4,5,8	216:1
44:3,9	32:17,18,23	<b>Stanton</b>	156:4,13,18	267:6	<b>structures</b>	126:15	<b>subs</b> 204:6
197:1 236:3	40:14 78:6	104:12	157:2	<b>step</b> 30:10	204:18	127:5,20,21	<b>substantial</b>
<b>spending</b> 5:4	89:13	<b>start</b> 5:9	193:18	78:8 79:6	<b>struggle</b>	128:6,22	16:7
16:16 176:2	101:15	12:14 46:23	209:22	80:22	120:12	130:9	<b>substantive</b>
189:13	110:2,9	47:1 66:3	222:24	223:15	229:1	151:13	183:24
<b>spent</b> 29:10	123:9 181:9	74:15 75:17	231:2,11,19	<b>Stepping</b> 9:10	<b>struggled</b>	161:11,15	<b>substitute</b>
33:3,4 44:4	198:7	75:20 83:1	246:12	<b>steps</b> 86:14	227:14	161:22	19:6,8,17
163:16	223:19	94:16 99:1	248:24	261:16	<b>struggling</b>	166:1 198:2	86:5,7,12
193:13	235:23	101:19	251:2,8	<b>Stitt</b> 2:18	114:14	198:24	86:16 87:15
<b>spiral</b> 250:3	236:19	102:21	254:3	4:24 5:8,16	130:6	199:7 201:9	88:1 125:10
<b>split</b> 28:7,14	237:19	104:7	<b>state's</b> 20:17	<b>stock</b> 96:23	<b>student</b> 8:14	201:11,13	125:12
28:21,23	241:16	129:21	25:13	<b>Stone</b> 9:10	9:6 10:3	205:4,16	202:11,18
29:1,7,13	263:10	154:21	<b>state-appoi...</b>	<b>Stop</b> 22:16	13:2 14:18	206:12	202:23
33:14 34:13	265:1	185:20	24:5,11	<b>stories</b> 92:22	15:5,14,22	214:23	203:1 204:7
34:16 36:16	<b>staffing</b> 19:10	219:7	88:21	<b>storm</b> 6:9	16:2 17:5	217:15	204:10
36:23	19:18 33:4	223:13	<b>state-mand...</b>	<b>story</b> 58:16	17:24 21:12	224:24	<b>substitutes</b>
<b>spoke</b> 82:6	34:3,24	<b>started</b> 28:13	201:10	58:18	71:20 72:7	225:3,10	19:13 42:17
86:10	114:24	64:23 67:22	<b>stated</b> 45:19	<b>straight</b>	76:7,12	231:13,14	204:2,20

Committee of the Whole  
May 17, 2016

<b>substituting</b> 87:19	93:13 122:21	108:20 117:11	52:13 138:5	232:22	118:23,24	<b>teacher</b> 12:16	213:22
<b>subway</b> 207:21,22	<b>supervision</b> 267:19	124:14 131:20	<b>sustained</b> 16:19 20:12	236:6 262:7	119:3,22	18:14 21:12	<b>teams</b> 218:7
<b>succeed</b> 16:18	<b>supplemental</b> 24:23	133:15 147:21	<b>switched</b> 131:16	<b>taken</b> 141:24	125:8	24:24 33:7	<b>technical</b> 67:20 74:1
<b>success</b> 8:7	129:23	148:15 149:11	171:17	170:4 186:5	131:19	33:9 86:5	76:19
17:21 77:6	183:8,19	185:13	<b>switching</b> 218:6	217:6	144:11	86:11 91:3	149:16
114:15	<b>supplies</b> 164:16,22	188:1,24	<b>Sylvia</b> 6:23	261:16	149:2 150:8	92:20 98:1	161:6
170:7,13,15	164:23	236:23	<b>system</b> 31:21	267:6	159:3	110:15	<b>technically</b> 201:13
171:23	165:1,4,5,9	237:14,16	60:14,21,23	<b>takes</b> 182:15	179:22	115:11,16	<b>techniques</b> 264:2
172:2,4,5	165:15	237:18	84:14 87:17	221:11	180:17	115:18	<b>technology</b> 62:4
172:11,19	<b>support</b> 8:8	238:1,18	125:12,16	232:2 264:1	239:9	118:14,15	<b>tee'd</b> 22:8
201:1,14	8:20 9:7	239:4 240:4	143:2	<b>tale</b> 89:21	243:10,11	123:3,8,10	73:24
202:1	11:3,17	260:21	145:13	91:11,16	262:19	125:11	<b>tell</b> 58:17
<b>successes</b> 7:7	17:15 19:2	<b>surmising</b> 216:11	166:5	149:1,7	<b>talks</b> 24:7	126:2,11,15	97:12 98:14
10:13 11:21	20:7 21:24	<b>surprise</b> 156:23	198:17	<b>talent</b> 24:22	25:9 88:22	127:5,22	112:21
<b>successful</b> 17:15 43:9	38:22 39:3	<b>surprised</b> 102:8	218:3	35:4,9 38:8	233:10	128:7,23	136:13,21
151:16	50:11 54:20	<b>surrender</b> 183:6	<b>systemic</b> 225:3	56:24	248:12	129:6	150:4 154:9
203:10	65:18 79:10	185:23	<b>systemically</b> 225:9	126:22	<b>taller</b> 28:4	131:12	159:7,15
<b>sufficiency</b> 224:3	79:19 89:18	186:2,6	<b>systems</b> 21:17	<b>talented</b> 111:10	<b>tangible</b> 225:2,4,13	203:1,1	187:19
<b>sufficient</b> 30:9 197:24	94:22 102:6	<b>surrendering</b> 175:19	38:6 82:9	<b>talk</b> 22:23	227:8	239:6,7,9	202:16
237:19	103:13	<b>surrounding</b> 46:12 61:4	82:11	25:19 30:23	<b>Tanner</b> 9:7	239:12,16	205:5 220:6
<b>Sugar-Swee...</b> 4:6	124:21	<b>supported</b> 13:11	203:19	36:5 42:15	<b>target</b> 57:10	<b>teachers</b> 13:6	<b>tells</b> 228:4
<b>suggest</b> 260:17	152:2 177:4	108:11	<b>T</b>	53:9 68:2	57:11	15:18 18:4	<b>Temple</b> 9:10
<b>suggested</b> 98:18	204:17,19	136:9	<b>t</b> 120:4 267:1	69:18 96:5	264:20	18:10 19:4	21:24
<b>suggesting</b> 87:5 208:12	235:24	<b>survey</b> 77:8	267:1	97:16 98:7	<b>targeted</b> 7:20	19:8 29:4	25:5 220:6
<b>suggestion</b> 111:8	241:8	77:10 93:3	<b>table</b> 5:22	107:21	11:23	29:19 32:10	<b>ten</b> 8:23
<b>suit</b> 81:3	<b>supported</b> 81:15	93:9	37:8 68:9	143:14	<b>targets</b> 17:3	32:12,14	21:24
<b>sum</b> 85:6	<b>supportive</b> 81:15	<b>surveys</b> 77:15	68:22	161:4,9	<b>task</b> 27:22	35:6 36:19	160:12
<b>summary</b> 190:14	<b>supports</b> 8:10	93:9	149:12	165:13	<b>tat</b> 201:6	40:6 48:23	265:24
<b>summer</b> 17:19 126:1	48:24	<b>suspended</b> 52:21	186:9 238:6	166:2	<b>Taubenber...</b> 1:15 39:19	65:5 71:19	<b>tenth</b> 64:24
126:5,10	122:23	258:17	<b>take</b> 14:3	180:22	109:23,24	85:24 86:7	123:15
<b>sunset</b> 25:15	238:23	<b>suspension</b> 257:21	21:21 34:2	205:1	111:9	87:14 89:6	<b>tenure</b> 96:8
59:22	<b>suppose</b> 44:16	<b>suspensions</b> 256:20,23	36:9 73:10	241:17	112:14	92:12 93:4	<b>term</b> 13:15
<b>sunsets</b> 20:18	138:17	259:2 260:5	108:13	252:8 254:7	143:15	110:8	13:18,21
<b>sunsetting</b> 25:14 46:3	<b>supposed</b> 90:12,20	260:12	111:20	263:1,13	<b>tax</b> 3:7,9,15	111:12,13	16:4,8
<b>superinten...</b> 12:7 16:1	92:8 156:16	<b>sustain</b> 234:17	118:16,17	<b>talked</b> 27:10	3:18,23,24	111:16,24	20:11 26:22
167:6	<b>Supreme</b> 139:16	260:12	120:2	30:18 67:9	4:6 20:18	112:17	35:21 48:3
<b>superinten...</b> 116:13	58:21 61:9	<b>sustainability</b> 13:15,18	141:15,19	79:20 85:16	25:15 46:2	128:20,21	77:5 180:8
<b>superinten...</b> 106:13	68:4 71:6	39:18	<b>take</b> 14:3	97:19	46:4,11,13	148:5 166:1	184:5
	75:4 84:1	207:17,21	21:21 34:2	126:20	48:11 51:24	166:8	200:16
	97:17 98:6	207:22,24	36:9 73:10	136:6	53:2 59:3	202:11	204:6
	98:7 101:4	214:10	108:13	140:18	59:10,19	204:13	226:21,22
	104:9	231:6	111:20	149:23	67:9,13,14	239:2,14	234:9
	106:13		120:2	153:6 167:6	68:12 85:12	264:24	<b>terms</b> 3:12,19
			141:15,19	203:8 262:8	102:18	<b>teachers'</b> 42:11	4:1,7 19:24
			158:11	<b>talking</b> 31:18	140:1	<b>teaching</b> 19:6	27:4,19
			161:20	33:8 36:1	<b>taxes</b> 4:4 46:9	51:4 62:5	37:10 41:16
			162:20	43:21 64:19	52:18 66:8	<b>team</b> 7:17	41:24 48:7
			187:5	73:7 85:22	154:5 196:3	27:21 48:16	56:23 57:8
			196:17	106:15	<b>teach</b> 72:2	76:11 113:7	60:9,20
			201:9	108:3 110:8	73:6 110:13	211:18	61:5 63:21
			206:24	112:3,5,5	112:13		95:5 102:2
			207:17,21				
			207:22,24				
			214:10				
			231:6				



107:4 108:9	67:4,6	265:18,19	230:9	160:13	<b>thousand</b>	102:22	156:9
114:6	72:13 73:22	266:3	234:13	162:6,22	31:20 83:17	105:7	179:20
117:12	74:6,8,9	<b>thanked</b>	237:14	163:17,24	83:18 95:17	106:13	181:11,23
157:18	78:11 79:4	94:17	238:23	166:22	117:19	124:9	<b>tolerance</b>
163:12	79:8,13	<b>thanking</b>	239:1	176:6	128:5	125:20	258:12
168:7 176:8	82:16,17,20	66:4 158:23	240:20	177:13,14	249:23	127:23	<b>Tony</b> 207:16
184:11	82:21,23	<b>thanks</b> 21:22	256:24	178:14	<b>thousands</b>	128:4	<b>tool</b> 217:8
190:13	93:20,22	<b>theme</b> 14:12	257:4,13,22	179:8 194:7	126:1 128:1	129:13	<b>tools</b> 15:8
193:2,4	94:1,11,11	61:1	259:2,11,19	195:12	<b>three</b> 33:22	131:8	18:4 43:8
196:19	108:22,23	<b>therapists</b>	260:14,16	202:12	34:10 36:2	141:15,19	<b>topic</b> 15:2
198:7	109:22	35:8	265:14	223:12,14	42:12 57:15	147:12	<b>total</b> 83:5,8
219:14,24	110:1,3	<b>thing</b> 56:15	<b>think</b> 6:3	223:15	57:17 59:7	153:20	99:2,8
222:20	113:2,3,4,7	73:7 94:4	30:8,22	226:12,20	61:2 63:18	155:20	133:6 140:4
<b>terrific</b>	113:11	104:1 122:3	32:5 33:23	227:14	64:1 75:18	159:6	145:6
189:18	130:2 131:1	142:13,21	34:24 37:13	228:2,24	77:7 87:8	161:10	158:12
191:18	131:3,23	152:10	41:22 45:18	229:6 234:3	95:9 100:13	168:13	190:23
<b>testified</b>	141:11	181:13	47:8 48:6	234:21	108:3 114:5	173:9 195:1	191:2 193:5
194:14	143:5,5,10	185:12	48:11 51:8	236:7 238:9	138:15	196:14	193:12
240:9	148:18,19	195:24	52:1,14	240:9	141:5	198:24	<b>tough</b> 13:4
<b>testify</b> 6:17	148:20,22	228:6 229:2	53:1,3,6	241:14,23	145:16	200:21	<b>tour</b> 7:8
12:13	153:1	237:12	54:24 57:18	241:24	167:16,17	205:2,17	102:4
<b>testifying</b>	154:20	258:20	57:24 58:16	243:18	167:18,19	216:21	165:21
5:16	157:13	259:21	60:10 62:7	244:6	167:20	219:10,20	<b>town</b> 105:20
<b>testimony</b> 5:8	158:21	<b>things</b> 17:14	69:7 70:5	248:10,13	168:1,8,10	222:1 227:2	221:23
22:13,19	159:15,17	28:16,24	70:17 74:23	249:7,15	169:4,13	236:6 258:5	<b>track</b> 56:20
25:9 36:12	159:18,21	31:14 33:13	76:4 79:19	251:24	170:1	260:10	56:22 57:8
66:5 85:16	160:6,8	40:2,16	86:6 88:16	256:10	181:11	265:22	57:12,14,24
110:7 145:1	164:2,3,4,6	42:18 47:9	88:19 90:11	257:7,17	182:11,15	<b>timeline</b>	58:15 71:9
235:16	166:10,14	48:7 55:1	90:14 99:14	263:19	184:6	109:17	81:20 252:2
240:8,15,16	166:15,16	57:14 58:22	99:15 106:6	264:9	190:17	182:23	<b>trades</b> 74:3
<b>text</b> 14:23	166:20	62:23 67:18	106:6,8	<b>thinking</b>	192:23	<b>times</b> 11:2	150:6,11,18
258:2	167:2 168:3	67:21 72:3	108:15,17	46:20	196:10	30:16 71:17	150:23
<b>textbooks</b>	178:17	75:2 76:13	112:2,11,19	110:20	199:22	179:19	151:4,6,21
17:11	179:17,18	89:22 91:20	113:15	159:4 205:7	200:8 211:6	180:17	152:4,24
<b>thank</b> 2:16,17	181:10,11	92:15 93:14	114:17,21	<b>thinks</b> 147:2	247:10	181:11	153:4
4:23 6:10	181:15,17	96:4 98:8	115:2	<b>third</b> 39:10	249:21	<b>tired</b> 189:2	224:16
6:14,16,21	192:4,5,6,9	107:19	116:18	41:1 78:9	<b>three-day</b>	<b>Title</b> 4:3	<b>traditional</b>
11:15,18	202:2,6,8	108:20	117:17	101:12	148:4	<b>titles</b> 2:19	8:12
12:10,12,23	205:9 207:1	110:16	119:10	205:15	<b>three-quart...</b>	<b>today</b> 2:10	<b>trained</b> 265:2
13:7 22:4,5	208:1,2,3,6	116:21,24	120:11	<b>thirds</b> 126:3	118:21	4:24 5:8,15	<b>trainees</b>
22:6,9,19	208:8 214:3	124:11	122:4,9	<b>thirteen</b>	<b>thrilled</b> 77:22	5:17 12:13	158:5,7
23:20 27:2	221:5,6,21	130:22	125:21	170:16,16	<b>till</b> 131:1	14:4 18:11	<b>training</b>
27:23 28:2	226:10	146:17	128:16,23	173:17	<b>time</b> 12:4	23:17 26:3	149:17
28:3,5 29:9	227:8,9,13	148:1 151:4	137:21	214:6	14:11 21:7	57:22 58:6	203:22
30:1,5	235:3,11,14	162:19	139:4	<b>Thomas</b>	21:11,20	58:12 81:8	262:5 264:1
39:19 41:4	239:11	164:21	143:16,20	104:6,10	23:1 46:10	102:24	<b>trajectory</b>
41:5 42:4,5	247:13,19	166:3	144:21	<b>thought</b>	49:1 52:24	129:4	148:16
43:11,12,13	249:17	169:20	146:2 147:2	106:4	54:15 57:3	143:19	173:7,12
43:15 51:16	254:24	177:22,23	148:4 150:8	140:17	57:18 62:19	204:23	<b>tran</b> 157:8
55:20,21	256:17,18	178:9	150:9,10,11	<b>thoughtful</b>	64:3 76:5	205:21	<b>transaction</b>
56:1,2,5	257:23	200:22	150:11	257:6	79:19 92:7	<b>toilet</b> 164:15	107:9
63:9,10,11	259:20	201:2	153:21	<b>thoughts</b>	96:1 97:6	<b>token</b> 237:2	<b>transcript</b>
65:22,24	265:9,15,15	203:22	157:11	70:13 98:10	101:10	<b>told</b> 136:10	267:8,16

Committee of the Whole  
May 17, 2016

<b>transferred</b> 131:17	144:2,3,7 240:8,21	262:9 <b>Tuesday</b> 1:6	117:17 118:15,16	239:15	240:14,22 241:10	<b>unsuccessful</b> 137:11	33:7,7,10 37:11 38:13
<b>transfers</b> 18:20	242:3 243:8 243:8,14,16	<b>tune</b> 249:16	118:17 120:1,2,3	<u>U</u>	243:22	<b>unwind</b> 59:23	124:23
<b>transgender</b> 261:21	243:21 244:1,19	<b>turn</b> 27:24	125:8 126:3 126:13	<b>U.S</b> 262:21	<b>Understood</b> 212:20	<b>upcoming</b> 11:24 16:11	129:9,9,11 129:17,22
<b>transgende...</b> 261:3,3	246:6 <b>truant</b> 78:19	<b>turnaround</b> 9:14 17:23	128:5 141:5 141:18	<b>Uber</b> 52:15	<b>underway</b> 40:2	<b>update</b> 18:12	129:24 163:9,15
<b>transition</b> 147:5,8	80:16 144:4 <b>true</b> 156:2	173:8,9 214:7,7	144:16,21 144:21	<b>Uh-huh</b> 187:3	<b>unemploym...</b> 110:11	<b>updated</b> 17:11	<b>vacancy</b> 38:17 116:7
<b>transitional</b> 8:4	217:2 <b>trust</b> 35:22	233:22 234:15	149:1,8 151:12	<b>ultimate</b> 68:14	<b>unequal</b> 251:19	<b>upgraded</b> 17:12	123:19 124:6 125:7
<b>transparent</b> 19:21	40:10 198:23	235:5 <b>turned</b> 172:7	154:24 155:21	<b>ultimately</b> 23:12 61:1	<b>unfilled</b> 57:1	<b>uphold</b> 31:3	125:9 127:10,19
<b>transportat...</b> 15:6 90:15	<b>trustees</b> 172:22	<b>Turner</b> 179:21	156:22 166:4,4,5	127:15 129:1	<b>unfortunate</b> 243:17	<b>upholding</b> 120:20	128:22 <b>vacant</b> 97:12
90:16,19	175:18	180:15,16	166:11	130:16	19:11 54:1	<b>upset</b> 105:21	<b>vacated</b> 262:23
91:15 92:6	209:2	<b>turning</b> 182:17	168:16,19	221:13,14	61:2 131:17	<b>upstairs</b> 180:18,23	<b>validated</b> 101:16
132:17	210:15,18	214:13	169:4,21	247:23	155:19	<b>urgent</b> 249:3	<b>valuable</b> 149:4,13
250:6,12,13	212:2	<b>tutoring</b> 9:6	170:23	<b>unacceptable</b> 96:14	183:21	<b>urged</b> 245:20	<b>value</b> 20:16
250:17,21	223:18	<b>twelfth</b> 78:22	188:14	<b>unattended</b> 262:9,11	219:6	<b>urgency</b> 136:1	25:12
252:2,20	228:22	115:9,10	189:9,20	<b>uncertainty</b> 260:19	223:22	<b>Uri</b> 23:18	112:16
<b>trauma</b> 254:16	231:16 <b>try</b> 42:22	119:23 123:3,8,11	200:8 202:9 203:16	<b>unchallenged</b> 113:22	243:16	24:18 56:11	<b>vandalism</b> 98:23
264:9	44:10	123:15,20	207:7 232:2	<b>underscore</b> 248:10	250:17	154:22	<b>varied</b> 219:18
<b>travel</b> 265:7	102:21	124:4 125:4	264:12	<b>understand</b> 22:7,22	<b>unhappy</b> 250:7	194:14	<b>varies</b> 145:9
<b>tremendous</b> 13:5 14:5	103:10	125:6,22	<b>two-thirds</b> 128:8	42:8 51:7	<b>uniform</b> 219:13	18:23 19:2	<b>various</b> 7:16
76:10	140:7 142:5	126:8	167:13	55:2 58:21	257:1 260:3	47:2 49:11	59:17 60:11
254:15	207:7	161:14	<b>twofold</b> 124:22	92:22 98:16	<b>uniformly</b> 261:10	51:20 53:12	85:20 90:6
<b>trend</b> 63:21	259:17	162:5	<b>twos</b> 128:2	105:9	<b>uniformity</b> 221:17	60:11 88:2	146:16
179:11	<b>trying</b> 28:24	<b>twelve</b> 68:3	51:3 69:20	125:24	<b>union</b> 22:21	121:12	199:7,9
193:20	29:4 36:22	201:13	91:18 98:21	127:14	<b>uniquely</b> 10:10	149:7	216:22
<b>trends</b> 26:2	37:10,12	211:17	184:18	130:4	<b>unit</b> 145:14	204:17	236:17
95:12,14	43:5 57:9	<b>Twenty</b> 99:5	230:9	137:24	<b>united</b> 66:17	217:8,17,21	<b>vary</b> 219:13
96:12	68:10 77:19	99:6	244:16	156:24	68:16 71:12	218:10	<b>varying</b> 180:24
100:16	81:18 89:14	<b>twice</b> 27:17	257:6	171:11	<b>units</b> 23:23	222:1 223:2	<b>vast</b> 205:24
<b>tribune</b> 72:24	96:18	174:12	<b>types</b> 42:18	179:22	25:7	226:5 261:2	206:10
112:4	102:14	209:15	63:22 92:9	185:13	<b>universal</b> 47:7 49:3	261:4	<b>vehicles</b> 66:8
<b>tried</b> 29:20	118:11	227:22	117:3,22	197:3 209:9	224:22	<b>uses</b> 220:21	<b>vendor</b> 90:15
137:10	125:24	229:14	152:2,6	217:1	227:7	158:24	90:21
203:9,9	127:3,14	<b>two</b> 19:19	164:22	236:12	<b>universe</b> 223:9	<b>usually</b> 204:9	175:14
<b>trim</b> 151:3	153:6 154:1	23:11,22	165:1	242:1	<b>universities</b> 72:18 73:5	<b>utilization</b> 64:2 95:19	194:23
<b>tripled</b> 186:13	172:3	24:4 26:8	171:21	247:22	<b>University</b> 9:10 78:10	<b>utilizing</b> 50:2	<b>vendors</b> 194:24
<b>troubling</b> 216:15	179:24	27:13,20	257:3	251:6,7	<b>unplanned</b> 143:2	<u>V</u>	196:13,22
<b>truancy</b> 78:15 80:7	194:4	48:20 57:16	259:12	252:3		<b>vacancies</b> 18:14,18,20	209:18
80:10,24	199:14	57:24 76:6	<b>typical</b> 30:20	<b>understand...</b> 47:13 48:1		31:20 32:9	<b>verified</b> 191:13
81:2,17,20	207:8 209:8	76:14 80:14	204:10	50:15 110:7		32:11,13,19	<b>verify</b> 181:24
82:4 143:14	243:13	87:16 89:21	<b>typically</b> 138:22	122:13		32:20,22,24	
143:18,23	244:1	91:11,17	206:4	208:18			
	247:22	99:3 101:9					
	250:3	105:2					
	252:12	107:11					
	259:8,8,16	115:19					

Committee of the Whole  
May 17, 2016

<b>verifying</b> 181:1	70:16 71:1	151:20	260:17	103:5	104:10,15	79:14	148:2
<b>version</b> 191:22	<b>vote</b> 55:10	153:1,13	262:24	112:19	109:6,9	142:17	<b>worker</b> 255:10,16
<b>versus</b> 91:12	<b>voted</b> 171:10	154:12	<b>wanting</b>	124:9	121:17	<b>work</b> 7:3 8:18	256:8
91:13	<b>vulnerable</b>	158:22	85:17	<b>we'll</b> 148:21	<b>whatsoever</b>	10:23 11:22	<b>workers</b> 254:19
130:21	7:24 214:17	164:12	<b>wants</b> 53:22	<b>we're</b> 6:8	102:7	18:22 19:21	255:2
147:17	264:23	165:21	245:8	33:24 38:21	105:18	20:10 21:6	<b>workforce</b> 22:22 24:23
160:22	<b>W</b>	169:18	<b>warm</b> 92:4,5	42:24 43:2	108:9	27:19 29:3	25:3 152:16
206:13	<b>wage</b> 3:23	172:20	<b>warmed</b>	51:21 53:2	<b>Whip</b> 207:16	36:7 38:10	226:16
236:20	46:3 48:9	174:17	22:10	53:9 99:23	<b>Whittier</b>	42:22 47:19	<b>working</b> 21:2
248:17	53:2	177:2	<b>warrant</b>	120:22,23	104:11	48:17 51:3	24:4 27:13
<b>vice</b> 131:10	<b>wait</b> 26:14	180:15,15	51:10	128:6	<b>wide</b> 7:13	60:14,17	27:15 36:6
<b>victim</b> 264:4	131:1	184:2 186:8	<b>wasn't</b> 13:10	140:14	261:5	66:18 67:1	39:7,8,13
<b>video</b> 12:15	<b>walk</b> 14:11	188:23	33:4 48:14	196:9 220:8	<b>widespread</b>	69:21 71:4	42:1 47:12
12:20,22,24	21:11 89:11	189:19	58:3 131:12	245:8 249:1	260:19	71:10,11	65:7 75:17
22:11,17	145:1	190:5	220:3	<b>we've</b> 29:20	<b>wife</b> 159:6	73:8,12,15	80:7 81:18
74:19 76:16	174:18	191:14	<b>water</b> 34:8	45:19 60:21	<b>Willard</b>	75:15 76:11	82:14 86:3
150:15	209:11	193:9 194:1	35:10,11,15	125:12	104:6,10,15	76:23 79:2	88:4,5,19
<b>view</b> 182:6	<b>walked</b> 98:14	197:1	35:17,18,24	129:6,17	<b>WILLIAM</b>	85:20 86:16	88:20 93:13
189:4	174:12	198:11	36:4,8 39:5	265:21	1:11	88:11 89:8	101:19
<b>views</b> 15:3	227:22	202:11	39:24 41:7	<b>website</b> 54:17	<b>Williams</b>	89:10,13	106:16
160:22	258:15	205:13	41:13	<b>Webster</b>	207:16	93:12 94:2	110:6
<b>Vincent</b>	<b>walking</b>	207:11	144:18,22	165:23	240:17	94:18 96:21	122:22
207:13	175:7 176:4	208:9 220:8	145:3,6,13	<b>Wednesday</b>	<b>willing</b> 36:13	103:10	128:19
<b>violating</b>	<b>wand</b> 153:20	225:12,13	145:18	185:1	161:1	107:22	129:7,17
244:8 246:5	154:7	230:4 239:4	146:6,11,11	265:24	234:16	108:15,19	144:12
246:20	<b>want</b> 13:7	240:24	146:20,23	<b>week</b> 27:17	<b>willingly</b>	110:16	147:13
<b>violation</b>	14:10 17:4	245:7	257:3 260:3	35:13 38:9	183:7	111:1,6,8	161:18
109:19	21:5 22:6	246:17	<b>wave</b> 153:19	85:20 109:5	<b>willingness</b>	117:8 122:1	210:5 220:8
119:9 122:6	22:12 23:20	248:9,20	154:7 159:1	137:13	20:8	124:7	225:8 243:6
<b>violations</b>	24:15 26:24	249:8,17,20	<b>way</b> 10:3	144:20	<b>wind</b> 189:24	125:10,11	247:20
260:4,5,6	27:24 30:5	250:7,9	19:13 25:24	161:13,19	<b>withheld</b>	150:1 151:6	261:18,24
<b>violence</b>	33:21 39:13	253:2 256:5	39:9 44:23	162:1	174:3	152:4,12	<b>works</b> 9:11
240:13	47:2 56:10	257:6,16	52:1 57:2	261:24	183:22	154:2	74:22 96:21
<b>violent</b> 201:3	56:16,17	260:15	60:18 74:20	<b>weekly</b> 7:5	<b>witnessed</b>	161:24	110:10
<b>visions</b> 18:3	58:20 61:8	263:24	79:2 84:17	27:16	10:18	166:11	111:2,8
<b>visit</b> 12:2	63:5 66:8	265:15	87:9 91:7	<b>weeks</b> 60:13	<b>Witnesses</b>	182:15	159:6
<b>visited</b> 8:2	67:4,7	<b>wanted</b> 26:18	110:16	143:15	5:22	190:5,10	161:13
9:21	73:22 76:15	32:3 35:15	123:1 124:1	144:21,22	<b>Wolf</b> 75:10	203:15	<b>Workshop</b> 121:16,17
<b>visits</b> 7:5,8,11	78:11,12	42:5 44:3	137:4	<b>welcome</b> 56:3	<b>women</b> 188:3	204:16	<b>World</b> 89:24
10:19 12:5	92:2 94:24	94:1,4,8,16	152:20	79:16 143:8	188:11	207:10,19	181:21
<b>visual</b> 74:20	96:23 98:4	96:5 99:20	153:7	166:18	191:7,12,13	209:9 226:9	182:22
<b>vital</b> 18:10	101:4	104:1	161:20	227:11	<b>women-own...</b>	226:9 233:3	183:2,14
<b>voice</b> 69:8,10	105:21	110:15	162:7 190:4	247:15	222:22	233:23,23	184:7 185:8
219:4	105:21	113:13	190:5	265:17	<b>wonderful</b>	237:18,22	185:17
<b>voices</b> 14:13	110:2,13,23	141:12	194:14	<b>welders</b>	72:2 139:7	238:3 248:6	<b>worried</b> 29:11 113:1
68:24 77:18	112:23	154:8	224:24	151:18	180:19	249:18	<b>worry</b> 234:18
<b>voluntarily</b>	117:2,11	155:16	225:1,2,3	<b>went</b> 102:4,5	<b>wondering</b>	254:4,15	234:19
186:1	118:16,22	166:7	231:3 234:4	115:10	147:7	256:2	<b>worth</b> 98:13
<b>voluntary</b>	119:20	192:10	246:4,6,12	137:23	160:13	258:14	
175:24	123:5,6	206:24	247:1,2	199:2	232:12	259:17	
<b>volunteering</b>	129:4,21	247:19	258:24	201:19,20	<b>word</b> 19:3	<b>worked</b> 11:2	
	135:21	249:22	<b>ways</b> 9:2	242:14	161:5	68:4 78:7	
	148:12	254:9	48:12 69:7	<b>West</b> 104:6	<b>words</b> 46:23	79:5 111:20	
	149:14						

Committee of the Whole  
 May 17, 2016

wouldn't 2:14	78:10 81:6	199:24	yo-yo 16:15	1.9 32:16	18 135:20	63:17 95:7	350 46:6
84:14	81:7 83:18	201:6,20,21	young 36:4	1:15 159:22	193:2	2019 20:19	375 44:13
105:10	85:24 86:2	201:23	49:24 73:4	10 134:5	265:24	20:23 44:11	380 61:11
209:9 211:4	95:9,17	216:19	78:18 82:3	10:00 5:10	180 33:9	46:2 110:22	3rd 94:7
write 229:9	105:4,6	217:3,18,20	112:17	10:29 1:6	18th 95:7	2020 44:13	
writing 54:10	108:4 109:9	217:24	121:18	100 35:16	19 4:3	2021 16:22	<u>4</u>
55:23 227:2	114:5 115:6	218:6,11	150:23	118 133:17	19-1500 3:22	44:14	4 32:22
227:3,7	115:10,12	228:20	151:2,8,15	134:11	19-1801 3:14	2022 5:7	4,000 252:18
261:8	115:15	234:23	152:1,3	135:1	19-1806 3:5	2023 46:4	40 14:20
wrong 69:18	116:4	249:23	174:11	121 61:19	19-4100 4:5	204 196:21	99:18
138:1 139:7	117:20	261:10	175:6 222:2	122 167:11	19.8 241:6	21 26:5 193:3	134:18
Wynnefield	118:5 126:3	262:10,11	225:23	132,000	1992 4:20	233:20	135:19
104:5,9	126:16	year's 61:17	226:14	83:10,11,21	1998 182:3	218 145:16	194:8,11
	127:6 128:8	years 2:23	227:21	14 238:9,17		21st 18:7 25:4	205:19
<u>X</u>	129:8,17,18	4:12 10:14	229:14	14/15 184:7	<u>2</u>	22 158:13	400 1:5 11:10
X-number	129:21,22	13:3,13	237:1	140 32:14	2 32:18,23	23 134:4	13:11 18:20
84:19	130:1	14:1,8	243:17	44:13	46:11	2391 90:12	236:8 266:2
	131:15	16:21 17:4	244:21	15 101:11	160:14	24.2 193:13	440 17:8
<u>Y</u>	132:6,23,24	17:7 19:7	258:24	102:15,22	251:3	25 76:4	24:21 62:1
yeah 22:10	133:4,9,16	19:15 30:22	259:12	102:23	2.5 32:10	194:12	46 134:3
43:2 49:4	133:18	37:17 42:12	265:2	103:2	2:00 159:20	25,000,000	191:3
65:6 91:20	135:17	44:22 48:4	youngest	133:10	2:14 159:24	98:13	193:12
95:11 111:4	138:16	50:18 52:6	151:13	145:6	20 32:9 99:3	26 39:22	48 78:21
117:7	141:14,17	57:4,20	youth 201:7	157:15	172:15	28 134:9	193:5
122:19	147:12	58:2 60:23	201:12	255:7	255:7	215:21	194:13
128:2	148:3	61:12 64:4	240:12	15,000 76:8	200 134:2		
163:11	151:12	64:21 66:7	255:23	15.3 241:2	135:5	<u>3</u>	<u>5</u>
164:19	153:16	76:6 83:15	259:7	1500 145:14	200,000 7:15	3 4:20 25:8	5 95:23,23
180:14	155:9,24,24	83:19 86:13	<u>Z</u>	1563-A 4:21	2010 178:9	102:21	153:17,21
203:7 221:2	156:5,17,20	87:16 88:15	zero 76:5,5	16 133:6	186:12,22	136:16,18	154:4
229:15	157:4	94:6 95:9	77:23 85:6	167:12	219:8	137:5,9	211:14
year 3:3 4:11	161:16	96:6,8 97:5	216:15	196:8	2012 114:9	205:14	212:6 213:4
4:14 5:6 9:6	163:4	97:12 99:3	258:11	238:14,16	2013 30:15	252:18	213:20
11:24 12:15	164:21	101:10		16.8 241:3	30:19	3.0 7:18	214:1,12
14:16 15:13	165:7	105:2	<u>0</u>	160 158:3	2013/2014	11:23 15:11	5,000 7:24
15:13,19	167:15,23	109:10	0.50 136:8,10	160170 1:17	14:16	56:17	50 187:21
16:11,16,17	167:24	112:6 115:7	136:17	2:7,21	2014/15	3:58 266:4	191:2
16:17,21	168:17	140:21		160171 1:17	171:16	30 28:23	500 49:12
20:13,19,21	169:5,10,10	141:5,5,18	<u>1</u>	2:8,24	2015 35:9	36:23 118:6	225:21
25:9,23	169:12,12	160:12	1 67:13	160172 1:17	186:12	144:7 167:9	52.3 193:14
26:5,5	169:23	184:6	160:14	2:8 3:2	2016 1:6 4:14	205:15	55 58:5 63:5
29:11,20	170:5,22	193:21	254:4	160173 1:17	41:12	30,000 77:9	193:3
31:17 32:8	171:7,14,15	197:2	1,000 18:18	2:8 3:4	127:16,17	300 236:7	56 39:23
36:8 37:13	178:23	199:18,20	1,200 18:15	160174 1:17	128:15	32BJ 24:2	41:11 135:3
37:20,21	179:2,10	199:22	1,400 18:14	2:8 3:13	2016/2017	88:24	58 146:3,3
38:13 46:16	180:6 182:4	232:20	1,500 35:24	160175 1:17	19:15	33 62:9,10,12	59 191:1
47:23 56:24	183:2,6	235:1	40:18	2:8 3:21	2017 3:1,3	205:16	193:11
57:10,12	184:7,9,13	247:11	1.3 32:19	160176 1:17	5:4,6 16:21	206:13	
58:4 60:7	185:21,23	yesterday	136:12,15	2:9 4:2	137:9 182:5	34 163:1,13	<u>6</u>
61:19 62:3	186:3	19:20 39:17	160:14	160180 1:18	2017-2021	163:17	6 163:19,21
62:10,11	190:18	85:19	254:4	2:9 4:8	4:13	205:4	179:9
63:7,16,18	192:24	yesterday's	1,5 250:16,16	17 1:6 135:18	2017-2022	206:12	6.5 32:12
64:1,3,24	196:8,9	254:13	251:4	17.2 32:14	2:23	35 196:11,20	6.6 178:24
74:17 75:19			1.50 62:15		2018 20:22	205:4	179:10

234:22	<b>97</b> 63:3					
<b>60</b> 46:16	<b>9th</b> 153:15					
61:20 62:7						
158:5 165:6						
<b>600</b> 26:6						
44:23 58:24						
60:7 145:15						
155:9						
156:20						
<b>603</b> 44:14						
<b>61</b> 61:22						
<b>62,000</b> 198:1						
<b>62,500</b>						
197:22						
<b>64.1</b> 99:4,9						
<b>65</b> 33:2 57:11						
<hr/>						
<b>7</b>						
<hr/>						
<b>7</b> 127:22						
128:6						
<b>700</b> 110:8						
128:20						
<b>72</b> 196:21						
<b>75</b> 163:6						
<hr/>						
<b>8</b>						
<hr/>						
<b>8</b> 32:10						
143:22						
179:4,8,13						
179:15						
211:13						
214:14						
<b>80</b> 57:10,13						
58:2 82:6						
184:14,14						
184:15						
<b>80-some</b>						
139:14						
<b>81</b> 190:23						
193:12						
<b>82</b> 184:15						
<b>83</b> 10:5						
197:15						
198:1						
<b>875</b> 167:10						
<hr/>						
<b>9</b>						
<hr/>						
<b>9</b> 143:23						
144:3						
<b>9.5</b> 32:20						
<b>90</b> 145:10						
181:24						
<b>900</b> 145:14						
<b>91.2</b> 143:21						