COUNCIL OF THE CITY OF PHILADELPHIA

COMMITTEE OF THE WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, May 26, 2015
10:45 a.m.

PRESENT:
    COUNCIL PRESIDENT DARRELL L. CLARKE
    COUNCILWOMAN CINDY BASS
    COUNCILWOMAN JANNIE BLACKWELL
    COUNCILMAN W. WILSON GOODE, JR.
    COUNCILMAN WILLIAM K. GREENLEE
    COUNCILMAN BOBBY HENON
    COUNCILMAN CURTIS JONES, JR.
    COUNCILMAN ED NEILSON
    COUNCILMAN DENNIS O'BRIEN
    COUNCILMAN DAVID OH
    COUNCILWOMAN BLONDELL REYNOLDS BROWN
    COUNCILWOMAN MARIAN B. TASCO

BILLS 150162, 150163, 150164, 150165, 150166,
150167, and 150438
RESOLUTION 150179

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 1

 2   COUNCIL PRESIDENT CLARKE: Good

 3   morning.   We're going to start now.

 4   Thank you.

 5   This is the public hearing of

 6   the Committee of the Whole regarding

 7   Bills No. 150162, 150163, 150164, 150165,

 8   150166, 150167, 150438, and Resolution

 9   No. 150179.

10   Co-chairing the hearing today

11   will be Councilwoman Blackwell, the Chair

12   of the Education Committee.

13   Ms. Lewis, please read the

14   titles of the bills and resolution.

15   MS. LEWIS: Bill No. 150162, an

16   ordinance to adopt a Capital Program for

17   the six Fiscal Years 2016 through 2021

18   inclusive.

19   Bill No. 150163, an ordinance

20   to adopt a Fiscal 2016 Capital Budget.

21   Bill No. 150164, an ordinance

22   adopting the Operating Budget for Fiscal

23   Year 2016.

24   Bill No. 150165, amending

25   Section 19-1801 of The Philadelphia Code,

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   entitled "Authorization of Tax," to

 3   further authorize the Board of Education

 4   of the School District of Philadelphia to

 5   impose a tax on real estate within the

 6   City of Philadelphia, to provide for an

 7   increase in the tax, and making technical

 8   changes, all under certain terms and

 9   conditions.

10   Bill No. 150166, amending

11   Section 19-1806 of The Philadelphia Code,

12   entitled "Authorization of Realty Use and

13   Occupancy Tax," to further authorize the

14   Board of Education of the School District

15   of Philadelphia to impose a tax on the

16   use or occupancy of real estate within

17   the School District of Philadelphia,

18   under certain terms and conditions.

19   Bill No. 150167, amending

20   Chapter 19-1500 of The Philadelphia Code,

21   entitled "Wage and Net Profits Tax," by

22   revising certain tax rates, under certain

23   terms and conditions.

24   Bill No. 150438, amending

25   Section 19-1806 of The Philadelphia Code,

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   entitled "Authorization of Realty Use and

 3   Occupancy Tax," to further authorize the

 4   Board of Education of the School District

 5   of Philadelphia to impose a tax on the

 6   use or occupancy of real estate within

 7   the School District of Philadelphia and

 8   to set the rate for such tax, and making

 9   technical changes; all under certain

10   terms and conditions.

11   And Resolution No. 150179,

12   providing for the approval by the Council

13   of the City of Philadelphia of a Revised

14   Five Year Financial Plan for the City of

15   Philadelphia covering Fiscal Years 2016

16   through 2020, and incorporating proposed

17   changes with respect to Fiscal Year 2015,

18   which is to be submitted by the Mayor to

19   the Pennsylvania Intergovernmental

20   Cooperation Authority (the "Authority")

21   pursuant to the Intergovernmental

22   Cooperation Agreement, authorized by an

23   ordinance of this Council approved by the

24   Mayor on January 3rd, 1992 (Bill No.

25   1563-A), by and between the City and the

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Authority.

 3   COUNCIL PRESIDENT CLARKE:

 4   Thank you, Ms. Lewis.

 5   Today we continue the public

 6   hearing of the Committee of the Whole to

 7   consider various bills read by the Clerk

 8   that constitute proposed operating and

 9   capital spending measures for Fiscal

10   2016, a Capital Program, and a

11   forward-looking Capital Plan for Fiscal

12   2016 through Fiscal 2021.

13   Today we will hear testimony

14   from the Philadelphia School District.

15   We'd ask you to please come forward.

16   (Witnesses approached witness

17   table.)

18   COUNCIL PRESIDENT CLARKE: Good

19   morning.

20   (Good morning.)

21   CHAIRWOMAN NEFF: Good morning,

22   Council President Clarke and members of

23   City Council. My name is Marjorie Neff

24   and I'm Chair of the School Reform

25   Commission of the School District of

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Philadelphia. Thank you for the

 3   opportunity to testify before you this

 4   morning.

 5   I am joined today by my fellow

 6   Commissioners - Bill Green, Feather

 7   Houstoun, Farah Jimenez, and Sylvia

 8   Simms - and I'd like to take this

 9   opportunity to acknowledge them and thank

10   them for their critical service to the

11   students and families of Philadelphia.

12   I'd also like to acknowledge

13   the support from City Council to the

14   School District over the past several

15   years. Without your help, our current

16   situation would certainly have been

17   worse. Nevertheless, we find ourselves

18   at a critical juncture, and action by the

19   Philadelphia City Council is urgently

20   needed.

21   I'm honored to speak to you

22   today in my new role as Chair of the SRC,

23   and while this is a new position for me,

24   the School District budget process is a

25   familiar one. The School District of

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Philadelphia has been my home for the

 3   past 38 years. I have served as a

 4   principal of two schools, taught in many

 5   of its classes, and raised my children in

 6   the Philadelphia school communities.

 7   I've experienced the budget process and

 8   budget cutbacks as a teacher, school

 9   leader, and parent. It is with this

10   background of deep and varied experience

11   that I sit before you today with new

12   hope.

13   Following the devastating cuts

14   and incredible sacrifices of recent

15   years, our schools are now finally

16   positioned to move out of this dark time.

17   Our fiscal house is in order. We will,

18   for the first time in four years, end

19   this fiscal year with a small surplus.

20   Getting to this place has

21   required not spending beyond our means

22   and, as a result, making heartbreaking

23   cuts needed to put our district back on

24   solid financial ground. In addition,

25   through Dr. Hite's leadership, we're

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   armed with Action Plan 3.0, a thorough

 3   and full plan to move us forward. New

 4   dollars will be spent boldly and

 5   purposefully.

 6   However, we cannot move forward

 7   without your help. The increased

 8   revenues we request today are urgently

 9   needed to provide our students with the

10   means to pursue brighter futures.

11   Additionally, the funding will open the

12   door to higher education for many of our

13   students. It will expand high-quality

14   career and technical education programs,

15   such as our soon-to-open Advanced

16   Manufacturing Center at Ben Franklin High

17   School, and enable more students to

18   access language immersion programs like

19   the one at Southwark Elementary School.

20   It will broaden our supports for students

21   who are struggling and expand alternative

22   education through our new opportunity

23   network.

24   More funds would allow the

25   District to increase our preschool

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   enrollment and provide more students with

 3   after-school enrichment activities. We

 4   can hire more school-based staff and

 5   expand small group instruction, positive

 6   school climate programs, and teacher

 7   professional development. We can provide

 8   needed supplies, teaching and learning

 9   materials, and technology. The

10   school-by-school budget books provide a

11   thorough overview of school leadership

12   team priorities with additional City and

13   State funding.

14   From firsthand experience, I

15   can tell you that the hard work and

16   sacrifices of our teachers, principals,

17   families, and students have held our

18   schools together over these last few

19   years. We cannot and should not ask our

20   schools to give up anything more. To put

21   it simply, there is nothing left to cut.

22   I trust that our collective

23   aspirations for the Philadelphia schools

24   involve more than just merely treading

25   water. On behalf of our students,

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   teachers, and families, I join my fellow

 3   Commissioners and the District leadership

 4   team in asking you to help move

 5   Philadelphia public schools to a brighter

 6   future.

 7   Thank you.

 8   DR. HITE: Thank you, and good

 9   morning, Council President Clarke,

10   members of City Council. I am William

11   Hite, Superintendent and CEO of the

12   School District of Philadelphia. Just

13   for your information, we provided you

14   with a deck that we shared individually

15   with many of you, but that presentation

16   is something that we will use as

17   background information today. We don't

18   intend to work through that presentation.

19   I want to thank City Council as

20   well, not only for the opportunity to

21   provide testimony today but also for your

22   continued willingness to champion

23   Philadelphia students and schools. Over

24   the past five years, City Council has

25   supported more than 300 million in

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      additional revenue to Philadelphia public
 3      schools.  That strong show of support
 4      from Council has enabled us to stabilize
 5      the school system and begin to rebuild.
 6              Thanks to Council's efforts, we
 7      were able to open schools on time this
 8      year and, for the first time in the past
 9      three years, avoid significant further
10      cuts to programs and services.  While we
11      still must do more to achieve our
12      overarching goal and, that is, to ensure
13      that all children, present and future,
14      have great public schools close to where
15      they live, we've seen encouraging signs
16      of progress.  Our schools are safer.
17      We've reduced suspensions.  We have zero
18      schools now on the state's persistently
19      dangerous list and expanded positive
20      climate initiatives.  Student attendance
21      is up.  Graduation rates are up.  Dropout
22      rates are down.  A citywide effort is
23      designed to help young students learn to
24      read.
25              We opened three new
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2       neighborhood-based innovative high
 3       schools this year and expect increased
 4       enrollment at several high-performing
 5       schools next year.  We launched an online
 6       school application process, which
 7       resulted in more students and families
 8       actively participating in the school
 9       selection process.  We aligned their
10       curriculum to the rigorous PA Core
11       Standards, with more supports for better
12       instruction.
13                We revamped our teacher and
14       principal hiring strategies to better
15       compete for the most talented staff.
16       We're also using staffing approaches that
17       allows us to best match educated talents
18       with student and school needs.
19                More schools have engaged
20       parents, School Advisory Councils and
21       "friends of" groups.  A comprehensive
22       school progress report featured in your
23       budget books now includes not only all
24       District-run schools but also 75 percent
25       of eligible charter schools, helping us
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   to better celebrate, learn from, and

 3   support our wide range of schools. There

 4   is momentum in the public schools.

 5   However, it will take a collective effort

 6   to build a system of great schools across

 7   Philadelphia.

 8   Currently, academic

 9   performance, still far too low. Outcomes

10   are not close to equitable, and most

11   schools, particularly those in the

12   neighborhoods most challenged by poverty,

13   lack anywhere near adequate staffing and

14   resources. Our first year required

15   stabilizing the precarious system. Our

16   second year focused on setting ambitious

17   student learning goals and aligning

18   resources accordingly. Our third year

19   and beyond seeks to ensure that every

20   child benefits equally from those

21   resources.

22   We have a new statement of

23   goals and values, our strategic plan,

24   Action Plan 3.0, that details our

25   approach. Our requested investments from

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   the State, 159.4 million, and from the

 3   City, 105.2 million, are essential to

 4   this work. I may also add that

 5   irrespective of where the money comes

 6   from, the first $85 million from any of

 7   the sources fills a revenue -- will fill

 8   a revenue shortfall.

 9   I've spoken to almost all of

10   you individually about this year's

11   approach to planning for the requested

12   investments. Rather than dictate to

13   schools how these resources should be

14   used, we asked school leaders and their

15   teams to tell us how they could best use

16   the resources to meet student needs. The

17   school-by-school budget books include

18   information on each school's plan for

19   those resources.

20   While each plan is unique,

21   common themes include increasing access

22   to advanced placement classes and credit

23   recovery opportunities; staff and support

24   so teachers can do small group and

25   individualized instruction; enhanced

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      school climate programs; counseling and

 3      social support for students; additional

 4      resources to serve English language

 5      learners and special education students;

 6      and technology, books, and supplies to

 7      support teaching and learning.

 8              These resources also would

 9      enable us to make a significant

10      investment in expanding alternative

11      education opportunities, a significant

12      focus in our Action Plan.

13              I could go on and on about

14      these investments and how -- I could go

15      on and on about how these investments

16      will help our students reach their full

17      potential, but rather than hear from me,

18      I'd like to introduce the work of two

19      terrific students who share in their

20      words why fully funding public education

21      matters and why it's important.  These

22      students won the school video and essay

23      categories in the Mayor's Students Speak!

24      contest just a few weeks ago.  First we

25      will have the winning video from a
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     Central High School sophomore, Xue Yao

 3     Zou.  He goes by Brian.  Brian was unable

 4     to make it here today because he is in

 5     class.

 6              Second we'll hear from Sarah

 7     Santiago, a 10th grade student from

 8     Esperanza Academy Charter School, who won

 9     the high school essay contest.

10     Afterwards, we will be happy to answer

11     and entertain questions from all

12     Councilmembers.  As always, we appreciate

13     your support of the School District of

14     Philadelphia, our students, staff, and

15     their families.

16              Thank you.  Now we'll hear from

17     Brian Zou.

18              (Video played.)

19              (Applause.)

20              (Witness approached witness

21     table.)

22              MS. SANTIAGO:  Hi.  My name is

23     Sarah.  I'm a 10th grader at Esperanza

24     Academy.  I'm going to read my essay now.

25              Fully fund my education because
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   it is my right to have one. I have the

 3   right to knowledge and I have the right

 4   to learn about the world and what is

 5   happening in it. I have the right to

 6   know of all the hate and misery that is

 7   in our world, but I also have the right

 8   to gain the tools that I need to change

 9   that.

10   Fully fund my education because

11   I am a young Latina and we live in a

12   world where the odds are always against

13   the favor of myself and those just like

14   me.

15   Fully fund my education because

16   I want to be a leader, and I want to be a

17   leader without having to be looked down

18   upon because I am a female and a Latina.

19   I feel and see the problems that are

20   happening in my community firsthand and I

21   know how to go about fixing them.

22   Fully fund my education because

23   I deserve to have a voice, especially

24   when young girls like me seldom have one

25   in today's society. I have bright eyes

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   and a big mind, and my opinions and

 3   thoughts do matter.

 4   Fully fund my education because

 5   I come from a background of adversity.

 6   My father passed away when I was six

 7   years old, and my single mother has

 8   struggled for a long time to support me

 9   and my brother. No matter what I went

10   through, my mother always told me that

11   education was the key to success. I make

12   sure to study hard every day, and I make

13   sure that I don't come home to my

14   hard-working mother with anything other

15   than a great grade.

16   Fully fund my education because

17   I go to a school in a city where violence

18   is on every block. My classmates and I

19   risk our lives every day to come to

20   school on public transportation, but we

21   still get up in the morning because we

22   want an education.

23   Fully fund my education because

24   I am strong, determined, and persevering.

25   I know what it's like to be a shy,

1   5/26/15 - WHOLE - BILL 150162, etc.

2   insecure girl, but when I want something,

3   I go and get it.

4   Fully fund my education because

5   I am a dreamer and I have only dreamt

6   when I was in class learning. I want to

7   see the world and everything it has to

8   offer, and I can only do that with an

9   education.

10   Fully fund my education because

11   I am not the only one who deserves it and

12   because I am not the only one who knows

13   that.

14   Fully fund my education because

15   students, especially those who are

16   dedicated and intelligent but come from

17   underprivileged backgrounds, deserve an

18   education.

19   Fully fund my education because

20   having an education means having a voice,

21   and when we have the money to get an

22   education so that we can become lawyers,

23   doctors, journalists and teachers, we

24   will look back to those who gave us that

25   education and we will forever be grateful

1   5/26/15 - WHOLE - BILL 150162, etc.

2   to those who gave us a voice.

3   (Applause.)

4   DR. HITE: Thank you to Brian

5   Zou and to Sarah Santiago, who both

6   provided excerpts from their winning

7   video and essays, respectively, in the

8   Students Speak! contest here recently.

9   So with that, Mr. Council

10   President, we will be glad to entertain

11   and respond to questions of

12   Councilmembers.

13   COUNCIL PRESIDENT CLARKE:

14   Thank you. Thank you, Dr. Hite,

15   Ms. Neff.

16   A couple of quick questions and

17   then I'll turn it over to the Co-Chair.

18   Dr. Hite, I just want to make

19   sure my memory is still as sharp as it

20   used to be. Probably not. The original

21   request from the School District for the,

22   as we've referred to around here, the

23   Cadillac plan, wasn't it $300 million

24   total?

25   DR. HITE: Yes. In the Five

1   5/26/15 - WHOLE - BILL 150162, etc.

2   Year Plan, that's correct.

3   COUNCIL PRESIDENT CLARKE:

4   Three hundred million.

5   DR. HITE: Yes.

6   COUNCIL PRESIDENT CLARKE: And

7   this number, the 159, I thought it was

8   like a one-third/two-third - State

9   two-thirds, City one-third - which has

10   been consistent across the last four,

11   five years, although the City always came

12   up with its one-third plus. The State

13   never came up with anything.

14   DR. HITE: Yes, sir. You're

15   right. Your memory is serving you

16   correctly. The original request was 200

17   and 100. So it's 200 from the State and

18   100 from the City.

19   COUNCIL PRESIDENT CLARKE:

20   Right. So this 159 number, where did

21   that come from?

22   DR. HITE: This was the number

23   that was included in the Governor's

24   budget.

25   COUNCIL PRESIDENT CLARKE: So

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     basically the state says this is what I'm

 3     giving you and you said okay?

 4               DR. HITE:  Well, we were using

 5     that number because that's what's

 6     included in his budget, and so that's the

 7     number.  Naturally we requested 200, but

 8     because he has 154 in his budget, that's

 9     the number that we are using as a part of

10     our revenue ask.

11               COUNCIL PRESIDENT CLARKE:  So

12     if we had put 75, that's the number you

13     would have used for the City?

14               DR. HITE:  If he had 75 --

15               COUNCIL PRESIDENT CLARKE:  No.

16     I'm saying you're using 159 because the

17     Governor says that's my number.  So if

18     the City says, Well, our number is 75, is

19     that the number you would have used in

20     your plan?

21               DR. HITE:  Well, we would have

22     to take -- we'd be grateful for any

23     additional revenue, but the need,

24     President Clarke, was for the 300.

25     Because that was included in his budget
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      address, that now became a more certain
 3      number, so that's why we included that
 4      amount.  And in addition, we included the
 5      amount from the City as well.  All or
 6      some of that would also be grateful, but
 7      because we don't know what the number is
 8      from the City's budget yet --
 9               COUNCIL PRESIDENT CLARKE:  You
10      don't know what the number is going to be
11      from the State's budget either.
12               DR. HITE:  We do not, no.
13               COUNCIL PRESIDENT CLARKE:  All
14      right.  I'm just trying to -- I mean,
15      Doc, and we all love kids.  Some of us
16      have kids.  I mean, kids are going in the
17      public school system.  A lot of us went
18      to the public school system.  And every
19      year the City steps to the plate; the
20      State doesn't.  That's not your fault.
21      We now have a new Governor and kind of a
22      new sense in terms of acknowledging that
23      there needs to be money on the State's
24      behalf to come to the Philadelphia School
25      District and all school districts across
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2       the State.  So I do believe that there

 3       will be more money forthcoming, but this

 4       split continues to trouble me.  I mean,

 5       it's like now there's no longer a

 6       one-third/two-thirds split, after we have

 7       over the years come up with our one-third

 8       plus and the State hasn't done anything,

 9       and the simple reality is that you can

10       come in here, you can't go to the State

11       and sit on the floor, you can't bring

12       children in, you can't have films.  I

13       mean, they just don't allow you to do

14       that up there, and you go to where you

15       think the path of least resistance is,

16       and understanding that we need more money

17       for schools.  It's just a little

18       troubling the way you all approach

19       things.

20               DR. HITE:  But we do go to the

21       State, Mr. Council President.  I mean --

22               COUNCIL PRESIDENT CLARKE:

23       Where do you go?

24               DR. HITE:  -- we've been up

25       there together advocating for additional
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   resources. And I will add this --

 3   COUNCIL PRESIDENT CLARKE: I've

 4   seen you in the hallways.

 5   DR. HITE: We're all

 6   advocating.

 7   COUNCIL PRESIDENT CLARKE: You

 8   don't have the same environment up there.

 9   DR. HITE: But in addition, as

10   you will recall, over the past three

11   years, this is the first time at least in

12   my time here that there's been any

13   additional money from the State. And so

14   the fact that it was 154 of the 200

15   million requested, it's why we're

16   including the 154, because we know what

17   that number is.

18   But this is the first time at

19   least in my time -- since my time here in

20   Philadelphia that there's been any

21   additional monies that have been coming

22   from the State. As you've indicated,

23   most of it was through a mechanism where

24   the City was given the authority to use

25   different revenues for the School

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     District.
 3                COUNCIL PRESIDENT CLARKE:
 4     Yeah.  I'm just wondering why we're not
 5     still at the two-thirds/one-third.  If
 6     anything, it should be more weighted
 7     towards State contributions.  But it is
 8     what it is.
 9                So to be consistent with the
10     theme about I have the right to know or I
11     have the right to be educated, and I
12     agree with that young lady.  So we sent
13     you a letter on May 20th -- and I know it
14     was relatively short timing -- asking you
15     to talk about that money that the City
16     has put forth over the last several
17     years.  I think we asked for like 327
18     million.
19                DR. HITE:  Right.
20                COUNCIL PRESIDENT CLARKE:  And
21     if you tell me that your ability to
22     respond in a very detailed way was
23     limited because of the timeframe, I can
24     understand that, but the response we got
25     back from you, it was like basically
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   nothing. I mean, in the letter -- and

 3   I'll read this real quick, not getting

 4   into the pleasantries of the first part

 5   of the letter. "In anticipation of your

 6   budget presentation, City Council is

 7   requesting in writing an itemized

 8   breakdown of how the additional funding

 9   was spent. The information that you

10   provide should be broken down by year and

11   spending classification. Within each

12   spending classification, please note

13   instruction and non-instruction

14   spending."

15   That's pretty detailed. And we

16   get back a response, it says increased

17   class size. One through 3 would have

18   increased from 30 to 37; 4 through 8

19   would have increased from 33 students --

20   do you think that that's like itemized in

21   detail, particularly as it relates to the

22   money? And the list goes on, very

23   similar responses, just broad --

24   DR. HITE: I think it was

25   informational, Mr. Council President, and

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   it is factual that the additional 321

 3   million -- $327 million that we've

 4   received over the past several years, it

 5   kept us from having to do or cut more

 6   things like the things that were

 7   described in that letter. And so it

 8   is -- it goes into a fund. That fund

 9   contains all of the revenue that we

10   receive, but that fund essentially pays

11   for all of our fixed expenses, and

12   without the 327, we would have been,

13   unfortunately, having to do some of the

14   things that are detailed in the letter,

15   like increasing class sizes and

16   eliminating more services that children

17   have or not returning certain services.

18   COUNCIL PRESIDENT CLARKE: But

19   how much money was spent? I mean, this

20   is a budget hearing. This is about the

21   money.

22   DR. HITE: Sure.

23   COUNCIL PRESIDENT CLARKE: You

24   don't have a single dollar figure in your

25   response. I need to know where that

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   money -- I mean, outside of this room,

 3   there are a lot of people that want to

 4   know where does the money go when it goes

 5   to 400 North Broad. We authorize taxes

 6   every year and it goes up to 400 and

 7   that's pretty much it. We don't have the

 8   ability to audit. We don't have the

 9   ability to bring you in as we do other

10   departments and ask in very detailed

11   terms about where the money is. So I'm

12   just asking how much money was spent.

13   Because now my understanding is that this

14   newest request goes directly into the

15   classroom, is the way you referenced it.

16   DR. HITE: That's correct.

17   COUNCIL PRESIDENT CLARKE: So

18   this response suggested all of that other

19   money went directly into the classroom.

20   Is that the case?

21   MR. STANSKI: So Matt Stanski,

22   Chief Financial Officer, School District

23   of Philadelphia.

24   So in Fiscal Year '11, Council

25   President, the District spent in its

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   operating budget $2.45 billion. We're

 3   projected at the end of this fiscal year

 4   to spend 2.59. So increase about $150,

 5        $160 million.

 6   Over that timeframe, we have

 7   seen our fixed and mandated costs

 8   increase exponentially. Our charter

 9   payments went up $300 million. Our

10   pension costs went up $75, $80 million.

11   Healthcare costs continue to go up.

12   So in response to your

13   question, at that same time while Council

14   is extremely generous in getting us the

15   327 million, we also lost revenue from

16   the State, about $250 to $300 million.

17   So the answer we gave you was -- in

18   truth, that money was used to just

19   sustain our current levels of services

20   that we provide students.

21   We have tried to be more

22   transparent over the last couple years.

23   Every vendor payment, every charter

24   school payment is up on our website in

25   Open Data. You can search by vendor,

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     search by charter school.  We have this
 3     new budget document that outlines school
 4     by school where resources are going.  And
 5     so obviously hearing that there's the
 6     concern around transparency, but we
 7     believe that we're trying to be more
 8     transparent.
 9               And in response to your
10     question, that money was simply there to
11     help us sustain what we're currently
12     operating at.  And even with that massive
13     increase in funding, as you are well
14     aware, we've had to make severe cutbacks
15     because of the growing fixed costs that
16     the District sees and the lack of revenue
17     we really received on the State side over
18     the last four years.
19               COUNCIL PRESIDENT CLARKE:  So
20     why wouldn't you give me that response in
21     writing, that the fixed costs associated
22     with the operation --
23               MR. STANSKI:  I think it's in a
24     bullet in the response, that mandated
25     costs are continuing to go up in the
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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2      District, but if that wasn't spelled out

 3      clearly, we should have more.

 4               COUNCIL PRESIDENT CLARKE:  It's

 5      not.  All right.  So I'm going to

 6      resubmit the letter.  If you can just

 7      give us a more detailed response, it will

 8      be helpful, because I really need to know

 9      how this money is spent in very direct

10      terms.  I understand mandating costs.  We

11      actually have a similar challenge in the

12      City of Philadelphia, but we're required

13      to have a balanced budget every year, so

14      our ability to kind of roll these

15      challenges over to the next fiscal year

16      doesn't work.

17               All right.  I'll come back,

18      because we have everyone teed up.

19               The Chair recognizes

20      Councilwoman Blackwell.

21               COUNCILWOMAN BLACKWELL:  Thank

22      you, Mr. President, and thank you for

23      those questions, because we're sure

24      getting it from the outside.  The public

25      and the press are saying that we have
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      less children and more expenses, what's

 3      the deal.  So those are very, very

 4      legitimate questions.

 5              Good morning again.  Thank you

 6      for your testimony.  Certainly, Ms. Neff,

 7      you mentioned programs with regard to Ben

 8      Franklin High School and Southwark

 9      Elementary School.  Can you give us more

10      detail as to what they are and who will

11      be included and how people apply for

12      that.

13              CHAIRWOMAN NEFF:  Well, I can

14      give you an overview.  I'd certainly

15      defer to the Superintendent to give you

16      detail, but the language immersion

17      program, which I'm familiar with, is an

18      opportunity for children at an earlier

19      age to begin to learn a language, and I

20      believe at Southwark it's Spanish.

21              DR. HITE:  It is Spanish,

22      that's correct.

23              CHAIRWOMAN NEFF:  So they are

24      learning their content material in

25      Spanish and having their teachers
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2     instruct them in Spanish.

 3               The --

 4               COUNCILWOMAN BLACKWELL:  Does

 5     that mean it will be for that school only

 6     and those students only?

 7               DR. HITE:  That is correct.

 8     That is correct, Councilwoman Blackwell.

 9     It is for the children who live in the

10     Southwark community, and it was a request

11     from the principal to begin that program

12     there, and we supported that request.

13               CHAIRWOMAN NEFF:  And the

14     program at Ben Franklin was originally

15     started with a very generous grant and is

16     focused on moving our children in the CTE

17     programs, the career and technical

18     education programs, into learning and

19     experiencing those skills that will

20     prepare them for careers that are

21     presently available in our city.

22               DR. HITE:  And unlike the

23     Southwark program, any child that's

24     interested in the advanced manufacturing

25     can make application to that program.
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      And so as indicated earlier, that is
 3      going to be at Ben Frank starting in the
 4      fall.  We think that it will also provide
 5      a natural pathway to the Community
 6      College that is also offering an advanced
 7      manufacturing program as well.  So we
 8      thought that with all of the
 9      manufacturing particularly in the region,
10      it was important for our children to have
11      access to that type of CTE programming.
12                COUNCILWOMAN BLACKWELL:   I
13      think that both sound wonderful, but
14      certainly you're going to have so many
15      people applying for them.  And so is this
16      like a pilot or will people -- even those
17      who are from other places may be
18      interested in the Southwark model.  Are
19      you trying those in these schools
20      narrowly as a pilot that we expect to
21      expand so that other students citywide
22      may be able to enjoy them?
23                DR. HITE:  Yeah.  I mean, yes.
24      The answer to the question is yes.  We
25      would love to expand these types of
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   programs across all of the schools, but

 3   in addition, the principal at Southwark

 4   was able to use his current allotment in

 5   order to provide this immersion program,

 6   particularly for the kindergartners who

 7   are in the program. So he found a way to

 8   do that in his schedule. We would love

 9   to add language, particularly the world

10   languages, in all of our elementary

11   schools. Resources don't provide us the

12   ability to do that yet. And in addition,

13   the advanced manufacturing at Ben

14   Franklin, that was started by a generous

15   grant several years ago, and that program

16   is not a pilot. It is a standing program

17   that will operate here in the City, and

18   we think that it will be attractive and

19   it could influence how we think about

20   other programs as we move forward. But

21   that was one that was recommended and

22   recommended through a lot of the work

23   that we're doing in our CTE program with

24   the manufacturing community and in

25   addition with the Chamber and with the

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      College and Career Council.  All of those
 3      entities recommended that we do some sort
 4      of manufacturing type program, hence the
 5      advanced manufacturing at Ben Franklin.
 6               COUNCILWOMAN BLACKWELL:  Yes.
 7      I know.  We've been talking about it a
 8      lot in Council over the years.  So it's
 9      important and it's something that when we
10      talk about not all children being college
11      oriented and Community College has been
12      involved, so that's a big deal to us.
13      And certainly, as you know, we have the
14      Echoes of Africa, the Mayor's Commission
15      on African and Caribbean Immigrant
16      Affairs, and we have so many -- the
17      majority of our people are those who do
18      not have English as their first language.
19      So we are a resource that certainly can
20      be used for many ways, even
21      extracurricular, even to begin programs,
22      and we really, really want to be involved
23      in programs that deal with English as not
24      their first language and English for
25      those who speak another language and from
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      another place.  We hope that you'll use

 3      us for that.

 4               Let me ask one question.  You

 5      know we introduced a resolution talking

 6      about this whole issue of cursive

 7      writing.  It's kind of been big around

 8      the country, and we certainly are hopeful

 9      that the School District may not make it

10      optional but may make it a requirement

11      for our students.  Do you know where we

12      are on that issue?

13               (Witness approached witness

14      table.)

15               DR. HITE:  I'll ask Dr. Donyall

16      Dickey, as he's the Chief Academic

17      Officer, to come up and talk a little bit

18      about that.

19               COUNCILWOMAN BLACKWELL:  Thank

20      you.

21               DR. DICKEY:  Good morning.

22               COUNCILWOMAN BLACKWELL:  Good

23      morning.

24               DR. DICKEY:  Councilwoman, as a

25      former 3rd grade teacher and a high
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     school English teacher of literature, I
 3     agree with you that a student's ability
 4     to write in cursive is a skill that has
 5     its place in public education.  It is
 6     strategically integrated into our early
 7     grades' experience as opposed to being
 8     taught as a stand-alone course currently
 9     in the District.
10               COUNCILWOMAN BLACKWELL:  That
11     does not -- making it optional I think is
12     something that we don't agree with.  I
13     think that most of my colleagues would
14     agree.  I mean, there's this joke going
15     on that a teacher passes a note to a
16     child talking about him to hand to
17     somebody behind him.  That doesn't matter
18     because the child doesn't even know his
19     name when it's written cursively.  I
20     mean, I don't understand why we can't
21     make it part of the curriculum as it once
22     was.
23               DR. DICKEY:  Yes, ma'am.  I
24     wouldn't describe cursive writing in our
25     curriculum as optional.  Rather I would
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   describe it as integrated into the early

 3   grades' experience. So it's important

 4   that a student be able to read cursive

 5   writing by the time they leave elementary

 6   grades. For one reason in particular is

 7   a significant number of primary source

 8   documents, like, for example, the U.S.

 9   Constitution, is written in cursive. And

10   so kids won't be able to access certain

11   documents if they don't have the ability

12   to read in cursive.

13   So I agree with you. We agree

14   with you wholeheartedly that students

15   should have that in their early grades'

16   experience.

17   COUNCILWOMAN BLACKWELL: Well,

18   having it and making it mandatory are two

19   different things. Will it be mandatory?

20   That's what we're talking about. By the

21   end of 3rd grade, every child should know

22   to write cursively.

23   DR. DICKEY: We're certainly

24   open to having a discussion. I'm

25   certainly open to having a discussion

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     with the folks in Curriculum,
 3     Instruction, and Assessment in the
 4     District about how we might strengthen
 5     our students' exposure to cursive writing
 6     in the early grades.
 7              COUNCILWOMAN BLACKWELL:  Well,
 8     let me say that's not acceptable.  It
 9     isn't to me.  And I believe that if you
10     polled my colleagues, they would agree
11     having a discussion just isn't good
12     enough, and we would expect that by the
13     time we finish our budget deliberations,
14     that we may have a specific answer, an
15     affirmative answer to this issue.
16              Thank you, Mr. President.
17              COUNCIL PRESIDENT CLARKE:
18     Thank you, Councilwoman.
19              One quick followup.  With
20     respect -- I'm sorry.  You want a point
21     of order?
22              COUNCILWOMAN TASCO:  Point of
23     order.
24              COUNCIL PRESIDENT CLARKE:
25     Councilwoman Tasco has a --
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2              COUNCILWOMAN TASCO:   Thank you
 3      very much, Mr. President.
 4              On Councilwoman Blackwell's
 5      comment, I was very, very pained when I
 6      watched the Trayvon Martin trial and the
 7      young woman was a witness and she
 8      couldn't read what they asked her.  They
 9      gave her some materials to read.  She
10      said, I can't read cursive.  It was very
11      painful to me.  I mean, those of us who
12      went to school years ago had cursive
13      writing.
14              And so I think the point you
15      made about some of our documents being in
16      cursive writing is very important,
17      because I thought -- my head went to this
18      lady, there was something wrong.  I was
19      not aware that they did not teach cursive
20      writing in schools, and nobody explained
21      it.  So she left that witness stand with
22      people thinking and believing that she
23      was not very intelligent.
24              So thinking about the overall
25      society we live in, I do think cursive
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 1           5/26/15 - WHOLE - BILL 150162, etc.

 2      writing is very, very important for our

 3      children because -- I don't know who came

 4      up with the idea that we shouldn't have

 5      cursive writing.  Did somebody get a

 6      light bulb in their head to say we

 7      shouldn't teach cursive writing?

 8                DR. DICKEY:  There has been a

 9      move in public education away from

10      teaching cursive writing, simply because

11      most of what students have to write

12      beyond the early grades, they do so using

13      a digital platform.  So they do so using

14      a keyboard.  They write it online.  They

15      type papers.  And so there's been a move

16      away from it.  That doesn't necessarily

17      mean that that move away from cursive

18      writing has been timely.

19                And so I agree with you,

20      Councilwoman, that it's important that

21      students are exposed to cursive writing

22      in the early grades for obvious reasons.

23      Many of our teachers teach cursive

24      writing in the early grades and it's

25      just -- I think it may be important for
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   us as a district to go back and take a

 3   look at the focus on cursive writing in

 4   the early grades. But when you use the

 5   word "mandate," it sends a message to

 6   people that it's a top-down approach to

 7   instruction and to what happens in the

 8   classroom. Our teachers value -- I'm

 9   sure they value cursive writing, and it's

10   just going to take us a little bit of

11   time to go into our curriculum, look at

12   it again, see where we can strengthen the

13   students' exposure to cursive writing.

14   COUNCILWOMAN TASCO: Thank you

15   very much.

16   COUNCIL PRESIDENT CLARKE:

17   Thank you, Councilwoman.

18   Real quick followup. On the

19   manufacturing course and dual enrollment,

20   all those courses that you do in

21   conjunction with other institutions, does

22   that money flow through the School

23   District? Does it flow through the

24   School District or does it go to the

25   institution?

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   DR. HITE: It does. It comes

 3   through the School District, and in those

 4   cases with dual enrollment, then we pay

 5   the institution.

 6   COUNCIL PRESIDENT CLARKE: Why

 7   wouldn't the City just pay the

 8   institution directly?

 9   DR. HITE: I don't --

10   COUNCIL PRESIDENT CLARKE: Is

11   that something that you --

12   DR. HITE: It just comes out of

13   our -- we used it out of our operating

14   budget and then there are agreements that

15   we have with the universities.

16   COUNCIL PRESIDENT CLARKE: I

17   understand, but we have -- as an example,

18   the dual enrollment. We have a contract

19   with Community College and we fund them

20   similar to this process, although we have

21   the ability to be a little more engaged

22   because we do have people on the Board.

23   Would you be adverse to us funding

24   Community College to provide that service

25   to the School District and fund them

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2    directly as opposed to sending the money
 3    to 400 North Broad?
 4              DR. HITE:  No.  That money is
 5    our operating money --
 6              COUNCIL PRESIDENT CLARKE:  I
 7    understand that.
 8              DR. HITE:  -- Mr. President.
 9    And so I'd be for additional money to the
10    Community College to support --
11              COUNCIL PRESIDENT CLARKE:
12    You're always for additional money.
13              DR. HITE:  Right.
14              COUNCIL PRESIDENT CLARKE:  Why
15    do we give the money to you for a service
16    that they're providing when we can just
17    give the money to CCP and provide that
18    service to you?
19              DR. HITE:  Well, as long as it
20    indicates the number of -- it indicates
21    number of children that we're serving.
22    In addition to that, the budgets control
23    for us how many children we can have that
24    go through that program and it supports
25    the instruction on their side, but in
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      addition, it also supports instruction or

 3      support on our side for those young

 4      people who are in dual enrollment

 5      classes.  Some of those are in schools.

 6      Some of those are at the Community

 7      College.  So it all depends.  I mean, and

 8      the Chairwoman had, I'm sure, some dual

 9      enrollment classes at Masterman.

10              But was that through your FTE

11      or your operating budget or was that

12      through the Community College's?

13              CHAIRWOMAN NEFF:  When

14      Masterman had dual enrollment, it was

15      through a federal grant through the

16      School District that it was funded.

17              I guess one other point that I

18      would make in terms of making sure that

19      students make the best use of resources

20      is knowing that that was money that

21      was -- and once the federal grant ended,

22      then we did fund it out of our own

23      operating budget and asked parents to

24      match.  There's a greater accountability

25      for both students and the schools in --
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   I'm not saying greater than what you

 3   have, but --

 4   COUNCIL PRESIDENT CLARKE:

 5   Greater than CCP?

 6   CHAIRWOMAN NEFF: Well, in

 7   terms of making sure that students do

 8   what they're supposed to do on their end.

 9   When the school is paying for a student

10   to -- taking money out of their operating

11   budget to support a child at CCP, then

12   there's for me a more natural investment

13   on the part of the school to make sure

14   that the child attends classes and

15   performs well and makes good use of that

16   service. That would be something that at

17   a school level I always paid very close

18   attention to, who was in there and

19   knowing that we were supporting a class

20   at CCP, it was important.

21   The other thing it allowed us

22   to do also as well is to have a

23   relationship with Community College

24   around where the class happened, when it

25   happened. And they were wonderful, I

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      have to say.  Primarily we did dual

 3      enrollment with Community College of

 4      Philadelphia.

 5                  COUNCIL PRESIDENT CLARKE:  So

 6      you want all the money all the time

 7      basically?

 8                  CHAIRWOMAN NEFF:  Well, I just

 9      want to make sure that the money is well

10      spent.

11                  COUNCIL PRESIDENT CLARKE:

12      Well, so do we, and I'm not necessarily

13      sure that that's been the case over the

14      last several years.  I'm just being

15      honest.

16                  CHAIRWOMAN NEFF:  And I hear

17      what you're saying.

18                  DR. HITE:  I think --

19                  COUNCIL PRESIDENT CLARKE:  If

20      we had no ability -- this whole SRC

21      makeup and state takeover and all of

22      this, I mean, we have such limitations as

23      it relates to finding out what's going

24      on.  I mean, maybe the other people are

25      comfortable with the way it's been, but
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2       I'm personally --
 3                 CHAIRWOMAN NEFF:  And I don't
 4       disagree with you.  I don't disagree with
 5       you on that point.
 6                 COUNCIL PRESIDENT CLARKE:  All
 7       right.  I'm sorry.  I'm monopolizing the
 8       time.
 9                 DR. HITE:  Mr. Council
10       President, can I add one more statement
11       to this point, and I think the point is
12       important in terms of making sure the
13       money is spent for its intended purpose.
14       The point I'm making is, there's not
15       enough money.  And I want to use a couple
16       of examples.  So we talked about --
17                 COUNCIL PRESIDENT CLARKE:  But,
18       Doctor, there's not enough money here
19       either.  There's things we want to do
20       that we can't do because we don't have
21       enough money.  Nobody has enough money.
22                 DR. HITE:  I understand, but
23       the whole notion of this like who gets
24       the money, what we're trying to do is I'm
25       trying to support children who have that
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   type of potential. So if the number is

3   3,000 --

4   COUNCIL PRESIDENT CLARKE: And

5   so are we. So are we.

6   DR. HITE: -- then I want to

7   support those 3,000 young people at the

8   moment we have children who have shown AP

9   potential who don't have access to an AP

10   class. That's what we're trying to solve

11   for. And that's not where does the money

12   go. That is making sure that if in fact

13   there is additional resources, then we

14   can respond to the needs of those

15   students who have already shown

16   potential. And that's not taking more

17   money from us to give to the Community

18   College. That is saying here is the

19   ability to provide for these young people

20   an AP class because they've shown the

21   potential.

22   COUNCIL PRESIDENT CLARKE: And

23   you know I like dual enrollment. We

24   talked about it for a year or two, and

25   I'm on board 1,000 percent. The question

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   is who can better provide that service in

 3   a more transparent way. It's simple.

 4   I'm sorry. I'm sorry. We'll

 5   get to you guys in a minute. I know.

 6   I'm getting some angry stares. I'm

 7   sorry.

 8   COUNCILWOMAN BLACKWELL:

 9   Someone just asked me about the CTE

10   program in Dobbins, where the school is

11   half full. Where are we on that issue?

12   DR. HITE: I'll have -- I think

13   I'll have Mr. Kipphut come up and talk

14   about that. David Kipphut runs the CTE

15   program. We have, as you know, a lot of

16   programs that are sitting in Dobbins now.

17   The school is scheduled for renovation,

18   so we also have that happening, but

19   Mr. Kipphut can provide us with specific

20   information about Dobbins.

21   COUNCILWOMAN BLACKWELL: Thank

22   you.

23   (Witness approached witness

24   table.)

25   MR. KIPPHUT: Good morning.

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      David Kipphut, Deputy Chief for Career
 3      and Technical Education for the School
 4      District.
 5                So the question about Dobbins,
 6      the school was re-enrolled through a lot
 7      of work by the school.  They actually
 8      have increased the incoming enrollment
 9      into the school.  One of the things we
10      have to keep in mind with Dobbins is that
11      with the number of programs in the school
12      and with the renovation that's planned,
13      which comes in around $35, $38 million, I
14      believe, we're going to have to close
15      about a third of the school down.  It's a
16      three-year renovation.  So as we close a
17      third of the building down, we have to be
18      able to move students around.  So once
19      the renovation is done, then we'll be
20      able to move the total enrollment of the
21      school to a much larger amount, and we're
22      really targeting about 1,000 students.
23      Right now I believe the enrollment is
24      around 600 students.  But we are
25      increasing and making sure the school is
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   fully enrollable, the programs are fully

 3   enrolled at this point with our incoming

 4   9th grade in September, but also keeping

 5   in mind we have to be able to keep the

 6   size down as we do these movements to

 7   classes as we renovate a third of the

 8   school over the next three years.

 9   DR. HITE: I want to also add,

10   Councilwoman, that for the first time now

11   because we have the enrollment system

12   that is electronic, we know where

13   children are enrolling and where children

14   are not enrolling, and we're asking

15   questions. So now we have actually

16   created projections for all of the CTE

17   programs, not just for Dobbins but all of

18   them, and then we are requiring them in

19   some cases, if they come in under those

20   projections, to go back to the list of

21   children who have still not selected a

22   program so that those children could also

23   come back to those. And so now we know

24   where children are enrolling and not.

25   We're able to follow those projections

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      and ensure that the CTE programs enroll

 3      the number of children who they can

 4      enroll.

 5              COUNCILWOMAN BLACKWELL:  Thank

 6      you.  My last question --

 7              COUNCIL PRESIDENT CLARKE:

 8      Councilwoman, can we --

 9              COUNCILWOMAN BLACKWELL:  Yes.

10      Fine.  I can wait until next cycle is

11      fine.

12              COUNCIL PRESIDENT CLARKE:  The

13      Chair recognizes Councilman Jones.

14              COUNCILMAN JONES:  Thank you.

15              COUNCIL PRESIDENT CLARKE:

16      Sorry about that.

17              COUNCILMAN JONES:  That's all

18      right.  It's the Chair of Education.

19              Still good morning.

20              DR. HITE:  Good morning.

21              COUNCILMAN JONES:  And we're in

22      for a long day.  I always start with this

23      question to you because it is a question

24      that I asked you in 2013, and it was,

25      looking forward, how would you give
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   yourself -- how would you mark yourself

 3   in this year looking forward as to

 4   successes? And I'm giving you a copy of

 5   the questions that I asked you then and I

 6   want to kind of get answers for them now

 7   in retrospect having been here since

 8   then.

 9   And so the first question is --

10   and it's almost in a report card fashion,

11   so you can give yourself the answer and

12   then the grade -- what is the percentage

13   of 8th grade students -- you said you

14   would be successful if you knew the

15   number of 8th grade students that passed

16   algebra 1 with a B or better. What is

17   that percentage today?

18   DR. HITE: I don't have all of

19   these answers in front of me, Councilman

20   Jones. I could get you that information

21   on the number, and I would also add that

22   seeing the questions from last year, what

23   percentage of 8th grade --

24   COUNCILMAN JONES: Same ones I

25   ask every year.

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   DR. HITE: -- what percent of

 3   8th grade students passed algebra 1 with

 4   a B or better, I'll also amend that to

 5   say how many 8th graders are actually

 6   enrolled in algebra, and if that number

 7   is increasing or decreasing, that also

 8   gives us information. But I'll be able

 9   to get this information for you during

10   the day.

11   COUNCILMAN JONES: So for the

12   record, I'd like to read the questions.

13   Percentage of 9th grade students passing

14   geometry with a C or better. What is the

15   number of students who have received

16   scores of 1,550 on SAT or 21 on ACT

17   during the past two years. What is the

18   percentage of students who scored at

19   least 3 on an AP exam or at least 4 in

20   the ID exam or scored at least proficient

21   on the National Occupational Competency

22   Test Institute, NOCTI, assessments for

23   the last two years. What is the

24   percentage of students graduating from

25   high school within four years. What is

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2         the percentage of students matriculating

 3         to college within one year of high school

 4         graduation.  And what is the percentage,

 5         the last question, what is the percentage

 6         of students returning to college for a

 7         consecutive year after enrolling in

 8         college within one year of graduating

 9         high school.  And when I asked you that,

10         you said these would be good measures to

11         see where we are.  Now, I would say also

12         that we have to give you the tools to be

13         able to do all of those things, but it

14         still serves as a benchmark to see based

15         on what you said would be positive

16         outcomes on how that would be.

17                   DR. HITE:  Councilman Jones, if

18         I may, I have the answer to the last

19         three.  So I have those.  And I would

20         also add that we are in the process of

21         creating a dashboard in the District

22         that's going to have all of these metrics

23         public.  And so these will be public for

24         both me and the District.

25                   But I want to come back.  What
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   percentage of students graduate from our

 3   Philadelphia schools within four years.

 4   That number is 64 percent.

 5   What percentage of students

 6   matriculate to college within one year of

 7   high school graduation. The last time we

 8   were able to look at this number

 9   because -- and I'll explain why it was

10   the last time. We looked at the

11   2003-2004 cohort of 9th graders because

12   we wanted to follow those children

13   through the equivalent of two years in

14   college, if you will. And of that group,

15   it was 54 percent at that time four years

16   later graduated within four years. Of

17   that 54 percent, 24 percent of those

18   matriculated to college by the next fall.

19   COUNCILMAN JONES: Okay.

20   DR. HITE: And then of that

21   group, 13 percent graduated from college

22   within six years after graduating from

23   high school.

24   COUNCILMAN JONES: So 13

25   percent of the 54 percent actually

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      graduated from school.  What is the

 3      total -- what does that 13 percent

 4      represent by way of graduating students?

 5      So what is the gross number of students

 6      at the beginning and what percentage --

 7               DR. HITE:  Got you, yeah.

 8      Thank you.

 9               COUNCILMAN JONES:  I went to

10      public school, but --

11               DR. HITE:  No, no.  I got it.

12      Thank you.  I appreciate it.

13               So of that number, if we look

14      at 2003-2004, the first-time cohort, 9th

15      grade, there were 15,428 children who

16      entered.  Of that number, 8,397 graduated

17      within four years.  And then 3,711 of

18      them matriculated to college by the first

19      fall after graduation, and then 1,983

20      graduated from college within six years

21      of graduating from high school.  And I'll

22      also add that to your question,

23      Councilman Jones, these numbers increase

24      dramatically when we find that children

25      have had access or experience with the
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      career and technical education.

 3                And, Mr. Kipphut, if you could

 4      walk through some of the figures there.

 5                MR. KIPPHUT:  Well, Councilman,

 6      I can just tell you that for this school

 7      year, our data is not complete yet as far

 8      as NOCTI testing, because it just

 9      finished up, but I can tell you that in

10      2012 -- NOCTI is the National

11      Occupational Competency Testing

12      Institute.  It's a national organization,

13      and the State of Pennsylvania requires

14      all of our program completers -- program

15      completer in our career and technical

16      education is a student who has been

17      enrolled in a program for the full

18      three-year program and is graduating.  So

19      they're required to take the NOCTI exams.

20      So in the school year 2012-2013, we had

21      739 students who tested competent and

22      advanced in NOCTI, which was 66.2 percent

23      of the students.

24                COUNCILMAN JONES:  So it simply

25      says that kids that go to CTE tend to do
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      better, graduate more, go to school more,
 3      have less disciplinary problems -- this
 4      is what I hear -- than regular students.
 5               MR. KIPPHUT:  We're very proud
 6      of our career and technical education
 7      students.  The students in our career and
 8      technical education high schools, the
 9      five of them, the graduation rate is 90
10      percent.
11               COUNCILMAN JONES:  Versus 56.
12               DR. HITE:  Fifty-four percent.
13               MR. KIPPHUT:  And students in
14      our career and technical education
15      programs that are actually housed or
16      hosted by neighborhood high schools, the
17      graduation rate is 80 percent for those
18      students.
19               COUNCILMAN JONES:  Which is
20      still head and shoulders above.
21               MR. KIPPHUT:  Much higher than
22      the 64, yes.
23               COUNCILMAN JONES:  If I could
24      segue and end with this question:  Based
25      on your responses to President Clarke's
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   letter, can I have Mr. Stanski come up.

 3   DR. HITE: Sure.

 4   COUNCILMAN JONES: Do you have

 5   a copy of this letter?

 6   MR. STANSKI: We do, yes.

 7   COUNCILMAN JONES: Did you

 8   respond to it? Is this your response?

 9   MR. STANSKI: I am part of the

10   respondent, yes.

11   COUNCILMAN JONES: Can you

12   state your name for the record.

13   MR. STANSKI: Matthew Stanski,

14   Chief Financial Officer, School District

15   of Philadelphia.

16   COUNCILMAN JONES: So help me

17   out. In Fiscal Year '11 and then compare

18   the number to Fiscal Year '15, the 328

19   million represents the increase?

20   MR. STANSKI: Yes, in City

21   funding.

22   COUNCILMAN JONES: So --

23   MR. STANSKI: Over those four

24   years.

25   COUNCILMAN JONES: So help me

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2      with my math.  But if you take that

 3      number and subtract it from that number,

 4      isn't it 358 million as opposed to 328

 5      million?

 6              MR. STANSKI:  You're correct,

 7      yes.

 8              COUNCILMAN JONES:  So why is

 9      there a $30 million difference?

10              MR. STANSKI:  Because there's a

11      one-time -- well, there was a one-time

12      $45 million grant that we got in Fiscal

13      '14 that we did not get in Fiscal '15.

14      So if you're just comparing Fiscal '15

15      and subtract from Fiscal '11, it's 328

16      million.  If you add up the cumulative

17      increases, it gets to 358.

18              COUNCILMAN JONES:  Okay.  Could

19      you when you reply back to the

20      President's number, can you reflect that?

21              MR. STANSKI:  Yes.

22              COUNCILMAN JONES:  I'm

23      scratching my head thinking that I missed

24      math class.

25              MR. STANSKI:  No, no, no.
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   COUNCILMAN JONES: All right.

 3   Thank you, Madam Chair.

 4   COUNCILWOMAN BLACKWELL: Thank

 5   you very much.

 6   Councilman Goode.

 7   COUNCILMAN GOODE: Thank you,

 8   Madam Chair.

 9   Good morning, Mr. Hite --

10   DR. HITE: Good morning.

11   COUNCILMAN GOODE: -- Chairman

12   Neff, members of the School Reform

13   Commission, and staff.

14   Let me first thank the Council

15   President for sending the letter on May

16   20th. I think it's important it's time

17   for us to look back at the amount of

18   money that this Council has invested in

19   schools and to see what we got for it,

20   and at the end of the day, I think we

21   know that we have paid more and got less.

22   I think specifically what the Council

23   President was looking for was some

24   accounting of what we actually saved

25   through the money we invested. But

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2     rather than just go backwards, I'd rather
 3     go forward.
 4               The first question I guess is
 5     for Mr. Stanski, and anyone else can
 6     answer if they want.  The School District
 7     has a Five Year Financial Plan; is that
 8     correct?
 9               MR. STANSKI:  That's correct.
10               COUNCILMAN GOODE:  If the
11     District receives all the money that it
12     has requested in Year 1, what will be the
13     Year 2 request?
14               MR. STANSKI:  If in the Five
15     Year Plan we receive $300 million, the
16     Year 2 request is probably in the 370 to
17     380 range.
18               COUNCILMAN GOODE:  I'm talking
19     about in terms of additional request.
20               MR. STANSKI:  Oh, additional
21     request?
22               COUNCILMAN GOODE:  If you get
23     all the money --
24               MR. STANSKI:  And that money is
25     recurring?  Let's say we got 300 million
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   this year. I can assume that I'm going

 3   to get the 300 in the next year?

 4   COUNCILMAN GOODE: It's your

 5   Five Year Financial Plan. So I'm --

 6   MR. STANSKI: So the request

 7   would have to go up by another $100

 8   million at least every year and --

 9   COUNCILMAN GOODE: I'm going to

10   walk you through that. So you get all

11   the money you request in Year 1. You

12   have a Five Year Financial Plan. How

13   much more money are you requesting in

14   Year 2?

15   MR. STANSKI: At least -- I

16   mean, it would be at least $100 million,

17   if not more. And I can certainly walk

18   you through why those costs will grow.

19   COUNCILMAN GOODE: I don't

20   understand how you say "at least" and why

21   it's not a hard number if you have an

22   actual Five Year Financial Plan.

23   MR. STANSKI: Yeah. So if we

24   got 103 from the City, we'd have to get

25   178 the following year. So that's a $78

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     million increase on the City side.
 3              COUNCILMAN GOODE:  You really
 4     have to be better at this.  You have a
 5     Five Year Financial Plan.  You know what
 6     Year 1 is.
 7              MR. STANSKI:  Yes.
 8              COUNCILMAN GOODE:  I'm asking
 9     you what is Year 2 in terms of additional
10     request.  It should be a very simple
11     question.
12              MR. STANSKI:  Got you.  230
13     million.
14              COUNCILMAN GOODE:  So an
15     additional 230 million?
16              MR. STANSKI:  Correct.
17              COUNCILMAN GOODE:  Broken down
18     how?
19              MR. STANSKI:  What's that?
20              COUNCILMAN GOODE:  Broken down
21     how in terms of local and state funding?
22              MR. STANSKI:  Seventy-six from
23     the State and 152 from the -- I'm sorry;
24     152 from the State, 76 from the City.
25              COUNCILMAN GOODE:  So you want
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   an additional 76 million from the City in

 3   Year 2. What about Year 3?

 4   MR. STANSKI: Year 3 we would

 5   need another 63 million.

 6   COUNCILMAN GOODE: And how much

 7   from the State?

 8   MR. STANSKI: Another 130.

 9   COUNCILMAN GOODE: Year 4?

10   MR. STANSKI: Year 4, another

11   60 from the City and 120 from the State.

12   COUNCILMAN GOODE: Year 5?

13   MR. STANSKI: This only went

14   out -- our plan only went from Fiscal '15

15   to '19. So this is -- it would stop -- I

16   stopped at Fiscal '19.

17   COUNCILMAN GOODE: So what's

18   the total --

19   MR. STANSKI: Total is $913

20   million in additional money over the five

21   years.

22   COUNCILMAN GOODE: How much

23   from the City? How much from the State?

24   MR. STANSKI: It would be 304

25   from the City and 608 from the state.

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2              COUNCILMAN GOODE:  So this is
 3     not a question of pay now or pay later.
 4     This is a question of pay now and pay
 5     later.
 6              MR. STANSKI:  Yes.  I mean, the
 7     way our -- yeah, it has to be recurring,
 8     and the way our expenses are structured,
 9     we believe that this revenue is necessary
10     to, one, reinvest in District schools
11     but, two, and the bigger issue on the
12     revenue request --
13              COUNCILMAN GOODE:  It's a
14     simple question.  It's not a question of
15     pay now or pay later; it's a question of
16     pay now and pay later.
17              MR. STANSKI:  Yeah, because the
18     reminder that whatever new money is
19     invested in District schools this year
20     has to go into the charter school payment
21     for the following year.  So in order to
22     maintain those investments and then our
23     ability to --
24              COUNCILMAN GOODE:  I simply --
25     you're using up my time.  I simply wanted
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   to put on the record that over the Five

 3   Year Plan, you'll be back every year for

 4   a considerable amount of money.

 5   MR. STANSKI: That's correct.

 6   COUNCILMAN GOODE: It doesn't

 7   matter who pays.

 8   MR. STANSKI: That's correct.

 9   COUNCILMAN GOODE: Have you

10   seen the PCCY toolbox in terms of things

11   that should be considered?

12   MR. STANSKI: I have not.

13   COUNCILMAN GOODE: I'm going to

14   run down the list: Eliminate the School

15   District portion of the property tax

16   abatement, 700,000; parking lot tax, 7.5

17   million; PILOTs, $10 million; increase

18   the use and occupancy tax by 20 percent,

19        $27 million; shift property tax revenue

20   from City to District millage shift back

21   to 60 percent for $54 million; and tax on

22   sugary drink at 1 cents per ounce, $60

23   million.

24   Is there anyone at that table

25   or anyone who is a member of the School

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2     Reform Commission who has a problem with
 3     any of those revenue streams?  Put it on
 4     the record now.
 5               CHAIRWOMAN NEFF:  I'm here to
 6     say that we are leaving it up to you to
 7     decide where the revenue comes from.
 8     That's not our --
 9               COUNCILMAN GOODE:  That wasn't
10     the question.  The question is, do you
11     have a problem with any of those revenue
12     streams?
13               CHAIRWOMAN NEFF:  I have no
14     problem with us getting the money that we
15     need to run schools.
16               COUNCILMAN GOODE:  Anyone else
17     who has a problem with it should come to
18     the table and say they have a problem
19     with it.  If not, thank you very much.
20               Thank you, Madam Chair.
21               COUNCILWOMAN BLACKWELL:  Thank
22     you.
23               Councilman Neilson.
24               COUNCILMAN NEILSON:  Thank you,
25     Madam Chair.
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2               I'm going to continue right

 3    where Councilman Goode left off, because

 4    that's an important point.  For every

 5    hundred million we invest in new money to

 6    the School District, 40 million has to be

 7    added next year; is that correct?

 8               MR. STANSKI:  Yes.

 9               COUNCILMAN NEILSON:  So we give

10    you 100, next year you're 40, the State

11    gives you -- I mean, we're asking for 264

12    million.  So that's roughly another

13    hundred million I have to come up with

14    next year.  So now we're at Council

15    President.  I mean, basic math here.  I

16    don't need a complicated answer.  How

17    much money do you spend on Community

18    College, CCP?  You told us how you invest

19    in all the kids.  How much money out of

20    your budget, operating budget, goes to

21    Community College?

22               DR. HITE:  Councilman, because

23    that's at the school level, that comes

24    out of their respective budgets.

25               COUNCILMAN NEILSON:  All right.
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      How much money does the Philadelphia

 3      School District invest in Community

 4      College?  Someone has to pay the bills.

 5      The School District pays them, not the

 6      individual school, correct?  Does the

 7      individual school have checkbooks or does

 8      the School District of Philadelphia have

 9      a checkbook?

10                DR. HITE:  Yeah, we have it.

11                COUNCILMAN NEILSON:  Okay.

12      What's that number?  Because creative

13      thinking says if I pay $100 million in

14      additional money to the School District,

15      basic math, I pick up that Community

16      College bill, say it's 100 million, it's

17      100 million you don't have, I pick that

18      up.  That does not cost me $40 million

19      next year, does it?  Because that has no

20      reimbursement strings attached to it like

21      it does the charter schools.

22                MR. STANSKI:  So to answer --

23                COUNCILMAN NEILSON:  Basic

24      math, right?

25                MR. STANSKI:  To answer your
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   question, out of the operating budget, we

 3   pay the Community College of Philadelphia

 4      $705,000 in Fiscal '14, and out of

 5   federal money we paid them an additional

 6      $136,000.

 7   COUNCILMAN NEILSON: So if I

 8   spend that money and I write that check

 9   from City Council instead of you, 40

10   percent of that doesn't go to charter

11   school reimbursement, correct?

12   MR. STANSKI: That is correct.

13   COUNCILMAN NEILSON: Okay. How

14   much money does the City of

15   Philadelphia -- we've had a lot of

16   hearings going on. I've had Health and

17   Human Services say they invest 75

18   million. I had the judicial system,

19   they're telling me they invest millions

20   in kids.

21   How much resources does the

22   City of Philadelphia, not dollars and

23   cents, of other operating budgets, how

24   much do we invest? Health and Human

25   Services told us the other day on the

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2       record that they spend almost $600,000
 3       for 103 schools per school for counseling
 4       services.  That's what they said on the
 5       record.  How much money does the City of
 6       Philadelphia, this City Council
 7       appropriate to all the departments that
 8       directly input the education of our kids?
 9               You have no idea?  That's a
10       problem.  Okay.  Let's go back.
11               Madam Chair, under your
12       testimony, you told us under your
13       testimony that for the first time in four
14       years, you will end this fiscal year with
15       a surplus.  However, your Superintendent
16       says he needs $85 million to break even.
17       Please explain.
18               CHAIRWOMAN NEFF:  That's next
19       year's budget because our fixed costs are
20       going up.
21               COUNCILMAN NEILSON:  So --
22               CHAIRWOMAN NEFF:  Pension
23       costs, healthcare costs --
24               COUNCILMAN NEILSON:  How much
25       is your surplus this year going to be?
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2                    MR. STANSKI:  So we're

 3      projecting the surplus to be $6 million.

 4      The reason there is --

 5                    COUNCILMAN NEILSON:  Sixty or

 6      6?

 7                    MR. STANSKI:  Six million.

 8                    COUNCILMAN NEILSON:  Thank you.

 9                    MR. STANSKI:  The reason there

10      is a shortfall for Fiscal '16, it's

11      twofold.  First, on the revenue side, if

12      we don't get any increased funding from

13      the State or the City, we're looking at a

14      decline in revenue of $22 million because

15      of one-time revenue sources.  The $30

16      million grant that we got from the City

17      and then $20 million worth of building

18      sales are now going away on the revenue

19      side, and then we have $90 million worth

20      of increased costs that are all fixed.

21      Charter payments are going up $40

22      million.  Pension payments are going up

23      $34 million.  Healthcare costs are going

24      up almost $10 million.  And we have debt

25      costs going up about $3 million.
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   COUNCILMAN NEILSON: In your --

 3   MR. STANSKI: Slide 6 through 8

 4   in the deck that we gave you, in the

 5   presentation, outlines why the shortfall

 6   is where it is.

 7   COUNCILMAN NEILSON: In your

 8   budget, have you made any dollars

 9   available to provide for any unsettled

10   labor contracts and increases to the

11   School District employees?

12   MR. STANSKI: We have not. In

13   the proposed Fiscal '16 budget, there is

14   no savings from labor from unsettled --

15   for bargaining units that we have not

16   reached agreement with.

17   COUNCILMAN NEILSON: How long

18   has the teachers' contracts been expired?

19   MR. STANSKI: It's been expired

20   since August 31st of 2013.

21   COUNCILMAN NEILSON: You don't

22   expect to give a raise or anything? No

23   expectations or nothing, so you don't

24   even budget for that?

25   MR. STANSKI: I mean, in our

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2       Five Year Plan, if we got the full $300

 3       million, we did have money set aside for

 4       compensation improvements, but in the

 5       Fiscal '16 budget, there is no

 6       compensation increases planned at this

 7       time.

 8                 COUNCILMAN NEILSON:  Is most of

 9       your budget dependent upon how the

10       Governor passes his budget?

11                 MR. STANSKI:  I mean, 54

12       percent of our revenue comes from the

13       state.  And so whether we get 159 million

14       from that proposal or zero, right.  That

15       is -- that's a big gap.  And our City

16       request too.  So the 264, the District

17       looks a lot different with 264 million

18       than it does without it.

19                 COUNCILMAN NEILSON:  Last

20       question.  The SRC has debt service and

21       has been borrowing money for years.  How

22       much debt service is the School District

23       carrying?  How much debt do we owe since

24       the State takeover?  The State took over

25       and has borrowed money on what they say
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   is, I think --

3   MR. STANSKI: I can't tell you

4   since 2000, but I can tell in principal

5   and interest we have $3 billion of

6   outstanding debt. We have budgeted $274

7   million worth of debt payments on

8   principal and interest this year. We

9   have not gone to the market for school

10   construction financing in almost four

11   years. We did do a deficit financing in

12   Fiscal '13 and we did a small general

13   obligation borrowing, 50 million, in

14   conjunction with a refunding that we did

15   in April.

16   COUNCILMAN NEILSON: Thank you,

17   Mr. President. I'll wait my turn and

18   come back. Thank you.

19   COUNCIL PRESIDENT CLARKE:

20   Thank you, Councilman.

21   The Chair recognizes

22   Councilwoman Reynolds Brown.

23   COUNCILWOMAN BROWN: Thank you,

24   Mr. President.

25   Good morning.

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2              (Good morning.)

 3              COUNCILWOMAN BROWN:  Welcome,

 4    Chairman Neff, to these proceedings.

 5              I want to recircle back to a

 6    number of questions raised, started out

 7    by, kicked off by President Clarke, and

 8    try to get a more specific answer around

 9    the why for the ask in terms of detail.

10              When was the last time the

11    School District of Philadelphia was

12    comprehensively audited?

13              MR. STANSKI:  We're audited

14    every year by the City Controller Office,

15    and we are currently going through a

16    performance audit with the Pennsylvania

17    Auditor General, which happens every five

18    years.

19              COUNCILWOMAN BROWN:  Presuming

20    you do receive recommendations, do you

21    not, from --

22              MR. STANSKI:  From the City

23    Controller?  Absolutely.

24              COUNCILWOMAN BROWN:  So

25    specifically from the last report, what
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 1            5/26/15 - WHOLE - BILL 150162, etc.
 2      one, two or three items did you learn
 3      specifically from the last audit?
 4                MR. STANSKI:  I would say, one,
 5      we've improved our accounting of our
 6      student activity funds.  It's not where
 7      it needs to be.  It's still a comment.
 8                Two --
 9                COUNCILWOMAN BROWN:  Student
10      activities fund?
11                MR. STANSKI:  Student activity
12      funds.  This is like the field trip money
13      that schools collect and spend.
14                The second is, two years ago we
15      were -- we actually had a major finding
16      around our ability to actually operate.
17      We haven't had that finding, which is
18      good.  That's a big step in the right
19      direction for us.
20                And then I would say the third
21      one and while we continue to need
22      improvement on is, we have better
23      internal controls over vendor payments
24      and things of that nature.  I can
25      honestly say that the last audit report
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   we got from the City Controller, while

 3   there are issues that needed to be

 4   addressed, it was the first time since

 5   2008 we didn't get what is deemed in the

 6   audit world a material weakness or a

 7   significant deficiency. So it's been --

 8   so six years. And so while there were

 9   comments made around areas of improvement

10   needed, and we obviously recognized those

11   and continue to work on those, there was

12   nothing of major concern to the point

13   where they had to identify it as a

14   significant weakness -- or a significant

15   deficiency or material weakness.

16   COUNCILWOMAN BROWN: Okay. Not

17   in this round and maybe not today I have

18   some specific questions around school

19   maintenance-related items, what the

20   protocols are for that which triggers the

21   need for that department to deal with

22   school maintenance-related issues.

23   I also want to go on the record

24   and say in capital letters with

25   exclamation points cursive writing should

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   be mandatory. Children need to sign

 3   their name. We need to be able to read

 4   signatures. And I need to hear

 5   specifically what does integrated into

 6   the curriculum mean. So if we could

 7   invite back the professional that dealt

 8   with that issue, I need specifics. What

 9   does -- is he here? Could we please

10   invite the professional back up to the

11   table.

12   DR. HITE: He's still here,

13   Dr. Dickey.

14   (Witness approached witness

15   table.)

16   COUNCILWOMAN BROWN: Please

17   talk in greater detail about what does

18   integrated into the curriculum mean.

19   DR. DICKEY: Yes. So in the

20   early grades, primarily grades K through

21   5, students are responsible -- teachers

22   are responsible for teaching students the

23   foundational skills, and the foundational

24   skills include phonics. So learning that

25   letter combinations make sounds. And

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   then students are also responsible for --

 3   teachers are responsible for teaching

 4   students phonetic awareness, that single

 5   letters make sounds. So that eventually

 6   kids can recognize small words, type

 7   words, they can develop their vocabulary,

 8   all for the purpose of being able to read

 9   fluently and comprehend what they've

10   read. And so the other half of that is

11   students being able to demonstrate

12   knowledge of what they read through

13   writing, and that's done two ways.

14   That's done through writing in print

15   and/or speaking. And print would include

16   printing letters versus writing the

17   letters in cursive. And so right now

18   you'd be hard-pressed to find a K-5

19   classroom wherein students do not have

20   the opportunity to write in cursive.

21   Now, is there a curriculum that

22   says as explicit as it is in the Common

23   Core that students in a particular grade

24   have to learn a particular skill at a

25   particular time of the school year, it's

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      not that explicit, but we are not opposed
 3      to it being that explicit.  It currently
 4      is not.
 5              COUNCILWOMAN BROWN:  So if
 6      you're not opposed -- well, let me ask a
 7      different question.  Are children graded
 8      on their cursive writing like they're
 9      graded on math and English, et cetera?
10              DR. DICKEY:  So some of our
11      teachers may give kids a handwriting
12      grade.  They may give kids a spelling --
13      much like they might give kids a spelling
14      grade, but those courses are typically
15      not -- cursive writing or spelling are
16      not typically taught as a stand-alone
17      course, which is why I used the term
18      "integrated."  It's integrated into their
19      early literacy experience.
20              COUNCILWOMAN BROWN:  So then to
21      underscore Chairwoman Blackwell's ask, by
22      the end of these budget proceedings, we
23      want to know affirmatively what the
24      expectations will be of teachers to
25      require that young people receive a grade
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      so that they know that it matters to us
 3      as students moving on to middle school.
 4      And you'll figure out how you can work
 5      that out within your institution over
 6      there.
 7                DR. DICKEY:  Yes, ma'am.
 8                COUNCILWOMAN BROWN:  But we
 9      need to know for all of what research
10      tells us and when we consider the fact
11      that our students too often end up
12      shortchanged anyway because they're
13      coming from environments that may not
14      foster academics in the way that we would
15      like, then from where we sit as
16      members -- and this has nothing to do
17      with cost.  So it's doable.  And so the
18      ask and the expectation is that you
19      reassure us by the end of these
20      proceedings what the new protocols will
21      be where being graded for writing is an
22      expectation and in no way -- because you
23      used the word "may" be graded.  So we
24      want "will" be graded going forward.
25                DR. DICKEY:  If I could submit
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   to you -- yes, ma'am. We'll do that.

 3   We'll figure that out. And if I could

 4   submit to you that there are costs

 5   associated with teaching cursive. So

 6   when something is, quote, mandated, there

 7   are professional development costs for

 8   teachers. There are consumable costs for

 9   the kids to write in cursive. So there

10   are costs associated with teaching kids

11   to write in cursive, if it's mandated.

12   COUNCILWOMAN BROWN: I went to

13   Morton McMichael School and then Girls'

14   High. It was a requirement then. We

15   need to make it a requirement now.

16   DR. DICKEY: Point taken.

17   COUNCILWOMAN BROWN: Thank you.

18   DR. DICKEY: Yes, ma'am.

19   COUNCILWOMAN BROWN: Thank you,

20   Mr. Chairman.

21   COUNCIL PRESIDENT CLARKE:

22   Thank you, Councilwoman.

23   The Chair recognizes

24   Councilwoman Bass.

25   COUNCILWOMAN BASS: Thank you,

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2       Mr. President.

 3                 Good afternoon.

 4                 (Good afternoon.)

 5                 COUNCILWOMAN BASS:  I just want

 6       to follow up on Councilwoman Brown's

 7       questions regarding cursive and also

 8       Councilwoman Blackwell earlier, and I

 9       have to say it's a little bit disturbing,

10       I would say, that it feels like we can't

11       get a straight answer on some of these

12       very important questions.  And so as an

13       example, as we were discussing sort of

14       the whole cursive and writing and the

15       gentleman said, Well, it's important, we

16       recognize that it's important, but would

17       not make a commitment to it.  And so from

18       our standpoint, if you recognize that

19       something is important for a child's

20       growth, then why are we not making a

21       commitment to it and why are we sort of

22       dancing around the subject?  That's what

23       it feels like.  And it's not just that

24       particular subject, but others as well.

25       It feels as if you can't get a straight
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2       answer on some of these questions.  And
 3       so when you look back and you think about
 4       we sold a whole bunch of School District
 5       buildings and we expected to have some
 6       revenues as a result of those sales and
 7       then we find out that they're heavy with
 8       debt, so there is no revenue to be
 9       generated from those sales that comes
10       forward, and we find out all of these
11       things just sort of along the way.  So it
12       really does feel as if information is --
13       not necessarily purposefully being
14       withheld, but nonetheless being withheld.
15       Maybe it's for a lack of having the
16       information at your fingertips or
17       whatever it may be.  It does feel as if
18       it's very, very difficult to get the sort
19       of answers that we're looking for so that
20       we can make the decisions that we need to
21       make here.
22              We want to do everything we can
23       and be helpful to you.  This is the
24       number one issue in the City of
25       Philadelphia, and everyone in this room
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   is on board with trying to help our

 3   children, but we need to have the

 4   information to be able to make educated

 5   decisions, which I'm sure you all can

 6   appreciate.

 7   Chairwoman Neff, just a couple

 8   of questions. You mentioned in your

 9   testimony about the small surplus.

10   Actually, can you go back -- and maybe

11   this is a question for your financial

12   person. Can you go back over the

13   previous budget and tell me was there --

14   was this surplus projected? Was this

15   expected?

16   MR. STANSKI: No. When we

17   adopted the budget, we expected a zero

18   balance. And so we have a slight surplus

19   of $6 million.

20   COUNCILWOMAN BASS: How did we

21   arrive at the surplus?

22   MR. STANSKI: A couple factors.

23   I would say the biggest is that our --

24   which is a good sign -- is that our cyber

25   charter costs are a little bit lower than

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   what we thought. The enrollment did not

 3   go up as it has been in prior years, and

 4   we are seeing some savings in the salary

 5   line item as well. So that's pretty much

 6   where we're getting it.

 7   COUNCILWOMAN BASS: Okay. Do

 8   you see any projected future surpluses

 9   ahead?

10   MR. STANSKI: I do not.

11   COUNCILWOMAN BASS: I mean,

12   we're always hopeful, but I'm just --

13   MR. STANSKI: Yeah. It would

14   be nice to run small surpluses every year

15   to actually have a little bit of a fund

16   balance. That would be nice.

17   COUNCILWOMAN BASS: Okay. And

18   one of the statements that was made was

19   that new dollars will be spent boldly and

20   purposefully, which, again, because I

21   think we have a lack of confidence or a

22   situation where we have a crisis in

23   confidence, I think, in terms of what's

24   being done and how it's being done,

25   because the District is just so

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      incredibly large and having systems in
 3      place to address some of the issues that
 4      we have.
 5              So, for example, one of the
 6      things that comes to mind is this school
 7      full of books in the basement of, I think
 8      it was -- what school was it where the
 9      books were found?
10              DR. HITE:  Bok.
11              COUNCILWOMAN BASS:  Was it Bok?
12      Okay.  And there was a basement filled
13      with usable materials.  And I think that
14      the response that came from the SRC or
15      from the District was that there was no
16      inventory system, so the District really
17      didn't seem to know what it had.  And so
18      when we say we'll spend new dollars
19      boldly and purposefully, again, there is
20      a situation where confidence or lack of
21      confidence that that statement is
22      accurate.  Can you address that?
23              DR. HITE:  Yeah, I can address
24      that, Councilwoman, and I want to come
25      back to your earlier point, because
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   that's a fair point on the cursive

 3   writing thing. I mean, number one --

 4   COUNCILWOMAN BASS: So that's a

 5   yes then, you're going to mandate it?

 6   DR. HITE: No. I'm not going

 7   to suggest we're going to mandate it

 8   right now. I mean, because I have two

 9   fundamental issues with it. One issue

10   is, any time you require a grade for

11   something, it allows just another point

12   for making decisions about certain

13   children because they can't do one piece

14   of a task. Cursive writing could be one

15   of those. And so I need to see a lot

16   more information about -- I know the

17   benefits of cursive writing, but I need

18   to see a lot more benefits to whether or

19   not we require that and make it mandatory

20   as a part of what children are graded on.

21   Now, understanding that

22   handwriting is graded. So that is one

23   point, but to suggest that -- not to

24   suggest that this could happen, but a

25   child could be held back simply because

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      their cursive writing is not up to par.
 3              COUNCILWOMAN BASS:  As you do
 4      the research on that, we'd like to know
 5      too if there is data that says that.
 6      Then we need to bring that information
 7      forward.  But just on the suggestion of
 8      it --
 9              DR. HITE:  Right.
10              COUNCILWOMAN BASS:  -- we don't
11      want to act on that.
12              DR. HITE:  No.  I appreciate
13      that.
14              And then the other thing is on
15      the books, so yes is the answer to your
16      point.  There were materials available.
17      There were materials available both at
18      the District basement and at Bok, because
19      the 24 facilities that were closed --
20      actually, it was 31 facilities -- all of
21      those materials went to one place.  There
22      was an opportunity for individuals to
23      come in and get those materials that were
24      usable, but upon looking at the
25      materials, they were in such disarray, it
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   was, quite frankly, overwhelming to

 3   individuals if they would go over and

 4   look at it.

 5   So there were some usable. So

 6   now we're going through a process where

 7   we actually are doing an inventory of

 8   those materials, moving those materials

 9   from Bok to 440 and discarding materials

10   that are no longer of use or no longer

11   current. So some of that stuff was

12   trash, some were usable materials, and we

13   are going through a process now to

14   identify all of those things and

15   inventory that so that we'll have a

16   system in place for educators to come in

17   and see what materials are available.

18   That is -- but when you are -- we've all

19   talked about what we've had to cut over

20   the past years, and cutting divisions

21   that were responsible for inventory and

22   thinking that our -- we have two people

23   that were in the book office. There may

24   be one now. But we had two people in the

25   book office and they were inventorying

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      all of the books we had by hand, two
 3      people.  For a district our size, that's
 4      unheard of.  So we now have created
 5      systems to begin looking at how we
 6      inventory all of those materials in
 7      addition to every other book that's in
 8      the District.  So that's a part of what
 9      we've done.
10                With respect to the property
11      sales, one of the things we were
12      attempting to do with our meetings with
13      each of you, for all of you that I've had
14      meetings with, was really to explain how
15      we arrived at the structural deficit and
16      how the implications of the one-time
17      funds then create a problem for us,
18      because the expenses are fixed.  I mean,
19      so -- but the revenues are one time, and
20      so it creates this structural deficit
21      that we have moving from year to year.
22      It's just associated with the fixed costs
23      of a district our size.
24                COUNCILWOMAN BASS:  No.  I
25      understand that.
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   One other thing -- I know I'm

 3   out of time. One real quick point just

 4   on the inventory of materials and that

 5   the system is obviously out of whack. If

 6   we've got one person responsible for all

 7   of the materials for the entire School

 8   District of Philadelphia, obviously

 9   that's a big problem, but the other thing

10   I wanted to point out is that I've been

11   in schools that have been closed and it

12   looks as if when we close a school, we

13   close the doors and that's it. Whether

14   the materials are moved or not, it's

15   optional. Whether the building is

16   secured and cleaned and items moved to

17   440 North Broad or wherever the storage

18   space is, it may happen. It seems to me

19   that in a lot of the cases it doesn't

20   happen. So I just wanted to put that on

21   the record.

22   DR. HITE: All of the materials

23   from the closed facilities -- and if

24   there are exceptions, there are reasons

25   for those exceptions in terms of what

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     materials are left in buildings, but the
 3     vast majority of those materials went to
 4     Bok.  And so that's -- and some were
 5     going to the old William Penn High
 6     School, but some materials went to those
 7     two -- most of the materials from the
 8     closed schools went to those two places.
 9              COUNCILWOMAN BASS:  Right.  I'm
10     talking about not just books but
11     furniture and other items, bookshelf and
12     the whole nine, trophies, the school's
13     history.  All of that seems to remain in
14     a lot of these schools to be open to be
15     vandalized.  So, again, I just want to be
16     on the record on that.
17              Thank you.
18              Thank you, Mr. President.
19              COUNCIL PRESIDENT CLARKE:
20     Thank you, Councilwoman.
21              Real quick question.  The SRC
22     has the ability to enact certain waivers.
23     I believe you have the ability to enact a
24     waiver on maintenance of effort; am I
25     correct?
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2                   (Chairwoman Neff nods head in
 3       affirmative.)
 4                   COUNCIL PRESIDENT CLARKE:  Are
 5       there any other waivers that you can
 6       enact or is it just maintenance of
 7       effort?
 8                   CHAIRWOMAN NEFF:  As you are
 9       aware, we're in court over some of the
10       waivers of the law that we've requested
11       around the labor contracts, but
12       maintenance of effort is the one that I'm
13       aware of, yes.
14                   COUNCIL PRESIDENT CLARKE:
15       That's the only one you're aware of?
16                   CHAIRWOMAN NEFF:  What other
17       waivers are you thinking of particularly?
18                   COUNCIL PRESIDENT CLARKE:  I'm
19       not going to tip my hat, but there are
20       issues.  It's clear there are issues with
21       respect to the structure of the SRC and
22       its governing powers as it relates to the
23       City of Philadelphia and our inability to
24       have any interaction.  But from time to
25       time, the question comes up are there
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   things that we can do if we had a little

 3   more flexibility to better accommodate

 4   the School District, and we're not able

 5   to do it because we don't have the

 6   flexibility. So the question is, beyond

 7   the waiver of the maintenance of effort,

 8   which you enacted when we did the

 9   borrowing after our sales tax got

10   hijacked by the State and SRC -- I had to

11   throw that in -- I'm just questioning

12   what else do you have the ability to do

13   as an SRC? And if you don't know right

14   now, that's fine.

15   CHAIRWOMAN NEFF: Right. And I

16   don't want to talk about legalities that

17   I don't have full grasp of.

18   COUNCIL PRESIDENT CLARKE:

19   That's fine. If you can just get that,

20   because I'm just not familiar with it.

21   That will be very helpful. Thank you.

22   The Chair recognizes Councilman

23   Oh.

24   COUNCILMAN OH: Thank you very

25   much.

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2                  COUNCIL PRESIDENT CLARKE:  I'm

 3      sorry, Councilman.

 4                  Councilwoman Tasco.

 5                  COUNCILWOMAN TASCO:  Thank you.

 6                  I have a couple of questions.

 7      I won't have time.  I'll have to come

 8      back.  But in your testimony you talked

 9      about the focus on setting ambitious

10      student learning goals and aligning

11      resources accordingly.  You talk about --

12      oh, that's not the question.  You talk

13      about the question where you mention the

14      poverty is a great challenge to you and

15      some of your neighborhood schools and

16      where you lack the staffing and the

17      resources.  In the plan are you planning

18      to develop special plans for these

19      schools to -- I know you can't address

20      the issue of poverty, but to keep those

21      young people on track, what plans do you

22      have for that?

23                  DR. HITE:  Yes, ma'am.  And

24      I'll allow Mr. Stanski to work through

25      some of the exact strategies that we're
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     taking, but principally we're looking at
 3     providing additional revenue,
 4     particularly where there are large
 5     concentrations of children from poverty
 6     who attend schools, and we can do that
 7     through Title I funding and have done
 8     that now already, but in addition, we
 9     provided more monies to schools that also
10     had higher concentrations of children in
11     poverty and some of the lower performing
12     schools with additional resources that we
13     put back into those schools last fall.
14     And so we look at it two ways, one
15     through grants and then one through
16     operating to address some of the things
17     that many of the principals have
18     requested.  In addition, we were
19     fortunate this year to have 40 additional
20     reading specialists.  Those reading
21     specialists were then assigned to schools
22     with higher numbers of children who were
23     not reading at grade level and based on
24     concentrations of poverty.
25             So those are a couple of
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2       examples.  In addition, we're working

 3       with some of the -- with DHS or DBH on

 4       how their resources will come into those

 5       communities as a part of either the

 6       community umbrella agency or individuals

 7       who are working in schools themselves.

 8                MR. STANSKI:  We get our Title

 9       I grant, which is a federal grant that

10       specifically addresses students who come

11       from circumstances of poverty.  The

12       District has taken the stance that we are

13       going to funnel more of those dollars

14       into schools that have very high

15       concentrations.  It's difficult in

16       Philadelphia because all of our schools

17       deal with poverty, but we've made a

18       conscious choice to really in schools

19       that have, I would say, 65 percent of

20       their students to 100 percent of their

21       students coming from circumstances of

22       poverty, we have given them from the

23       Title I budget anywhere from $500 to

24       almost $700 per student to meet the needs

25       of those children.  And as Dr. Hite
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   alluded to also, schools that are also

 3   struggling academically, we've taken

 4   Title I dollars and put additional

 5   resources into those schools as well.

 6   COUNCILWOMAN TASCO: I also

 7   notice that one of the questions that I'm

 8   going to ask about the charter school

 9   expansion. So if you have a number of

10   schools in a neighborhood where children

11   are really struggling because of the

12   poverty, what consideration would you

13   give to allowing a charter school to come

14   into that area? Would you think maybe

15   all those resources that will go to a

16   charter school should go to the school in

17   the neighborhood? I'm not against

18   charter schools.

19   CHAIRWOMAN NEFF: Well, I think

20   that that's certainly the issue that we

21   have been struggling with as a district,

22   because it's a zero sum gain. There's

23   no -- it's -- the system of funding, in

24   essence, ends up pitting the regular

25   public schools against the charter

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2     schools, which is unfortunate because we
 3     do have charter schools that are
 4     performing well and providing a good
 5     education for children.  I think the way
 6     that we've tried to approach it in the
 7     past two years is to -- well, in the past
 8     year, as we approved charters or
 9     identified charters for approval and
10     through the application process, we
11     attempted to identify neighborhoods that
12     needed more options for children in those
13     schools.
14              But you raise an important
15     point.  Always we're concerned about what
16     the increasing charter population is
17     doing because of the funding, and we are
18     hoping that and working towards with the
19     State Legislature changing the funding
20     formula so that it doesn't disadvantage
21     either.  We don't want charter schools to
22     get less, but we don't want our -- as
23     Mr. Stanski pointed out, if we are
24     fortunate enough to get the funds that we
25     need to really move our District forward
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     this year, it will have consequences for
 3     us next year because of the charter
 4     funding formula.
 5              COUNCILWOMAN TASCO:  Thank you.
 6              COUNCILWOMAN BLACKWELL:  Thank
 7     you, Councilwoman.
 8              Before I call on Councilman
 9     O'Brien, I would note, back to this issue
10     of cursive writing, that I've never heard
11     of a student left behind because of bad
12     handwriting.  In fact, one of our
13     staffers here for the President notes
14     that cursive writing has also been linked
15     to improved spelling and understanding of
16     phonics.  But nobody gets left down
17     because of it.  We are concerned as to
18     what happens now.  I understand -- and
19     I'm sure Councilman O'Brien will speak.
20     We understand children who have medical
21     issues or children who have autism or
22     many issues and conditions that may
23     prevent them from being judged in this
24     way, but we believe that it just doesn't
25     make sense to even fight the issue of
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   cursive writing. It just doesn't make

 3   sense.

 4   I want to ask another question

 5   and, that is, when we talk about --

 6   COUNCILWOMAN BROWN: Chair

 7   Lady, point of information.

 8   COUNCILWOMAN BLACKWELL: Point

 9   of order?

10   COUNCILWOMAN BROWN: Yes, on

11   the cursive writing.

12   COUNCILWOMAN BLACKWELL: Please

13   put her mike on.

14   COUNCILWOMAN BROWN: Just a

15   point of information and clarification.

16   In no way do I want to appear

17   unreasonable, and the notion or

18   inclination that a young person would be

19   left back because their cursive writing

20   is unacceptable makes my heart ache. So

21   I don't want to suggest that at all, but

22   what I do know as a former teacher is

23   that there are different learning styles

24   for sure and there are different ways to

25   convey to a student whether a subject

1   5/26/15 - WHOLE - BILL 150162, etc.

2   area and/or conduct is acceptable or

3   unacceptable.

4   So the notion of leaving back a

5   student, please take that off the plate

6   for me. That's not where I'm at. I'm of

7   the view that there needs to be some

8   level of expectation conveyed to a

9   student that cursive writing is an

10   important academic pursuit, and be it

11   outstanding, satisfactory, above

12   satisfactory or unsatisfactory, my hope

13   is that you develop some level of

14   expectation that conveys to a student

15   that we need you to have understandable

16   cursive writing to operate and function

17   in tomorrow's world. Am I making my

18   point?

19   DR. HITE: Yes.

20   COUNCILWOMAN BROWN: Okay. All

21   right, then.

22   Thank you, Madam Chairwoman.

23   COUNCILWOMAN BLACKWELL: Thank

24   you.

25   We're going to find an article

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2       that talks about how cursive writing
 3       affects development even in the brain,
 4       but we'll find that article and make sure
 5       you all get it.
 6                 Let me ask one question, and
 7       then Oh and O'Brien.  For children who --
 8       my issue for many, many, many years, I
 9       guess since the '80s, has been Ritalin
10       and behavior-altering drugs.  It's added
11       to it by autism and many other
12       conditions.  But given our shortage of
13       nurses and, as you know, Penn and Drexel,
14       we've been talking to them about creating
15       a special program, nurses first and
16       counselors second.  How does one keep up
17       with children who -- Councilman O'Brien
18       was talking about children who have to
19       take pills during the day so that they're
20       ready after school even to do homework.
21       How since we have a shortage of nurses
22       and they're spread all over the City and
23       they may cover three, four, five schools,
24       how do you keep up with medication and
25       for those who have medical issues and
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   other issues? How do we deal with that

 3   for our students?

 4   DR. HITE: This is how we are

 5   currently dealing with it, Madam

 6   Co-Chair. The large staffing cuts, as

 7   you indicated, over the past several

 8   years, they've reduced our health

 9   services staff from 283 to 183 today. So

10   it was 283 in 2011. Today it's 183. And

11   they're spread among 331 schools, and

12   those are 218 District schools and 113

13   private and parochial schools, and they

14   educate roughly 170,000 children, so to

15   your point. Our nurse-to-student ratio,

16   although they're not in every school

17   every day, is about 1 to 929. That is

18   well below the state limit. And we're

19   not suggesting that's good, but it's well

20   below the state limit of 1 to 1,500.

21   COUNCILWOMAN BLACKWELL: State

22   that again. One to?

23   DR. HITE: One to 929. The

24   state limit is 1 to 1,500. The national

25   average is 1 to 1,150. But we allocate

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   staff to ensure the ratio stays constant

 3   and as low as possible in our District

 4   schools, and unfortunately we're unable

 5   to provide a professional school nurse --

 6   I mean a nurse in every school every day.

 7   On that grounds, that means that more

 8   than 90 schools have a full-time health

 9   service provider and more than one in

10   high disability schools. And to your

11   point earlier, children that have

12   specific needs have -- in some cases we

13   have more than one nurse in those

14   schools. So it could be a full-time

15   nurse plus a half-time or plus someone

16   just for that child. But many other

17   schools, I would add, usually smaller

18   schools, share staff and have some health

19   services staff on site only one day a

20   week. And so that's where we run into

21   many of the difficulties. And this means

22   that it is -- that health service

23   providers are not around when students

24   need them the most, because if they get

25   sick on a Tuesday but the nurse is only

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   there on Wednesday, it presents a

 3   problem, and the challenge at those

 4   schools is that it becomes either the

 5   principal's responsibility or some other

 6   adult's responsibility in the school or

 7   the schools call 911 as a result of that.

 8   And so that's how we are

 9   dealing with that. And so what we -- so

10   you know that we've recently issued an

11   RFP to determine whether high-quality

12   healthcare provided models or services

13   can help us in these situations, and this

14   was a speculative request, because we

15   don't know what's actually out there and

16   what could be made available, and the

17   point of the RFP was to find out and

18   inform the decisions about how we could

19   get more healthcare professionals into

20   schools to support the work that many of

21   our school nurses are doing.

22   And so that's how we're looking

23   at it moving forward. We don't know what

24   models exist out there that would be

25   helpful. We would love to be able to use

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     more individuals like the two teaching

 3     hospitals that -- the teaching

 4     universities that you just described.

 5              So that's kind of where we are

 6     and how we're looking at this issue to

 7     provide more cost-effective ways to

 8     expand coverages in schools.

 9              COUNCILWOMAN BLACKWELL:  So is

10     this RFP still out there, you're waiting

11     to hear back, or are you evaluating?

12              DR. HITE:  No.  We're just

13     waiting to see what's going to come in on

14     that.  There's been no action on it other

15     than just to see what's out there and

16     available.

17              COUNCILWOMAN BLACKWELL:  Thank

18     you.  Will you keep us informed?

19              DR. HITE:  Will do, yes.

20              COUNCILWOMAN BLACKWELL:  Thank

21     you.

22              Councilman Oh.

23              COUNCILMAN OH:  Thank you very

24     much, Chairwoman.

25              Good afternoon.  So I myself
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      believe that one of the critical problems
 3      of the School District is poor
 4      management, and poor management because
 5      of poor organization, and not because of
 6      poor people, just poor management.  The
 7      SRC is a temporary organization.  It is
 8      not a very logical or intelligent
 9      organization.  It was just created by
10      politicians to stop gap something, and
11      it's been around for 14 years.
12                So could I ask, do you have a
13      transition plan in place, anybody, to
14      transition from the current SRC to a more
15      intelligent, best practices governance
16      structure, management model so that
17      you're not bottlenecked or overwhelmed or
18      unable to look at the details?  Is
19      that -- do you have a five-year plan,
20      eight-year plan, ten-year plan of some
21      sorts?
22                CHAIRWOMAN NEFF:  If you're
23      referring to the SRC, we certainly would
24      engage in a transition plan once we know
25      that a decision has been made as to what
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   we are transitioning to. If we're

3   returning to local control, is that going

4   to be what presently exists, which is a

5   school board appointed by the Mayor, or

6   is there -- there's been a lot of

7   conversation out there about different

8   options.

9   But we're ready and willing to

10   develop a plan since we were a temporary

11   creation, but we need to know what we're

12   transitioning to. Certainly our most

13   important priority is making sure that we

14   continue to provide the financial

15   oversight and the governance that's

16   required of us until such time as those

17   elected officials who have that

18   decision-making power come forth with

19   what the plan may be.

20   COUNCILMAN OH: So I have done

21   a Charter change bill that the former

22   Chairman, Bill Green, and I reviewed

23   after doing a couple years of hearings,

24   along with Chairwoman Blackwell, around

25   best practices. Now, the reason I did it

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2      is because somebody else didn't do it,

 3      and I figure you guys are the smartest

 4      people to do it.  But if you don't do it,

 5      then somebody like me will have to do it,

 6      and I just think the School District,

 7      probably the folks in the School District

 8      are probably the best people to do it.

 9      And I don't think it's a good idea to

10      wait for the politicians to come up with

11      an alternative.  I think it is a better

12      idea that the people who have the

13      expertise in operating schools and

14      educating kids come up with the best

15      possible plan.  I don't think you have to

16      wait for people in Harrisburg or the City

17      of Philadelphia.  I think you yourselves

18      can begin a transition to an entity that

19      you put in place that you oversee that

20      will have better management and

21      governance, better expertise in the

22      classroom, better management of the

23      administration, things like that.  I

24      think you can do it, because I think the

25      problem is when you try to get money and
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   support but you haven't made a

 3   fundamental change in the problems of

 4   educating kids, teaching them to get a

 5   job, and ensuring that there are

 6   appropriate resources in the classroom

 7   such as this conversation, it becomes

 8   difficult to throw good money after bad

 9   or an unknown amount of money after

10   another unknown amount of money. I don't

11   know that we can continue to come up with

12      $100 million, $40 million, $70 million in

13   addition to the money that we came up the

14   year before if nobody sees that an expert

15   or some entity with expertise has begun

16   the process of transitioning to a better

17   management model, better governance

18   model, more efficient model.

19   So I do think that although you

20   can take the attitude -- not you

21   personally, but anybody -- that you don't

22   care where the money comes from as long

23   as we come up with the money, I think

24   it's a lot easier if your staff worked

25   out beforehand where the money might come

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2        from.  Just a suggestion.  And one of the

 3        problems that I have is that they lack

 4        the creativity in figuring out where the

 5        money is going to come from in these

 6        amounts that we're talking about year

 7        after year.  So it doesn't seem to be a

 8        sustainable model the way it's going.

 9                  The bell has rung, but I'm

10        going to make a couple of suggestions

11        just to say.  For example, I have talked

12        about the fact that apparently I think

13        the Governor and the Mayor and the

14        Administration have already kind of

15        locked in on the continuation of the PICA

16        wage tax, which is 1.54 percent of the

17        wage tax that's currently paid that is

18        due to expire in 2023.  I don't know why

19        that is.  It's supposed to expire.  I

20        don't know what they're talking about

21        when they talk about a budget hole, but I

22        will find out about that.  But I would

23        like to suggest that we talk about money

24        that Philadelphia sends to the State and

25        keeping more of it.  So I would be more
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   than happy if we talked about -- and you

 3   have probably more access to the Governor

 4   than I have -- about taking a portion of

 5   the PICA wage tax, say half, which is

 6   about $75 million per year, and

 7   dedicating that to the schools and

 8   extending out the PICA wage tax portion,

 9   transitioning it to a school tax. That

10   would be money that is paid for by people

11   who work in and outside of Philadelphia.

12   It would not hurt folks in our

13   neighborhood with a property tax increase

14   they can't afford.

15   I would talk about red light

16   cameras, what portion of it goes to the

17   State and back to us. Can we legislate

18   that $50 off of every hundred go to the

19   schools? I mean, we don't -- I don't

20   know how much money of that we see, but

21   all I'm saying is, we should start

22   looking at the money we send to

23   Harrisburg that we're not getting back,

24   because we are one of the most taxed

25   cities in America. I don't think we

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   could deal with more taxes, but I'd like

 3   to keep more of our money since it's not

 4   coming here anyway. And there are some

 5   new things that we're doing, energy hub,

 6   LNG, Southport. We could negotiate for

 7   more money for Philadelphia schools.

 8   This is not new money. It's new money

 9   coming in. But you may be in a better

10   position than us to work with us in the

11   State to get a new funding stream into

12   the schools.

13   Thank you.

14   CHAIRWOMAN NEFF: May I just --

15   COUNCILMAN OH: Please.

16   CHAIRWOMAN NEFF: I just wanted

17   to respond to the issue of governance and

18   management. We have -- the SRC doesn't

19   manage the School District. We govern.

20   We have an excellent team under Dr.

21   Hite's leadership that manages the School

22   District, makes the educational

23   decisions, but I am looking forward to

24   seeing what suggestions you have about

25   the governance aspect of it. Right now

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   what exists is the SRC and legally there

 3   is the school board appointed by the

 4   Mayor. Any other type of organization

 5   would take legislation that we don't

 6   control.

 7   COUNCILMAN OH: I lost my

 8   microphone. Thank you very much. I will

 9   come and see you. I appreciate that, but

10   I will say that there are other

11   governance models and I think all of them

12   are quite successful historically, and I

13   think any of them are better than what we

14   have right now, and I would love to see

15   that we begin a plan of transitioning to

16   a better model.

17   Thank you.

18   COUNCILWOMAN BLACKWELL: Thank

19   you.

20   DR. HITE: May I just --

21   COUNCILWOMAN BLACKWELL: Of

22   course.

23   DR. HITE: -- Madam Chair.

24   Councilman Oh, I just want to

25   be -- I know you were talking about

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   governance, but I heard poor management

 3   in there, so I feel like I need to

 4   respond to that point. And I think it's

 5   really important to understand that over

 6   the past three years, this is the first

 7   year that we did not cut from the

 8   previous year. And so the last two years

 9   of the first two years, everyone will

10   remember unfortunately two years ago what

11   our schools and our teachers and our

12   principals and our families and the

13   students had to begin school with. It

14   was teachers and a principal primarily.

15   In addition to that, we had

16   unfortunate -- we had to unfortunately

17   close schools and we had to relocate

18   children. But I want to add to the point

19   about management, because we do have now

20   systems and processes in place that gives

21   us information about how well we are

22   doing against some of the metrics. And

23   back to Councilman Jones' questions

24   earlier, those are all metrics that we

25   have available. And during the time when

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2        we were also cutting, we now have
 3        situations where all of our salaries are
 4        online for anyone to see.  All of our
 5        contracts are online for anyone to see.
 6        We are looking at investing in new IT
 7        systems that will provide for the
 8        inventory and management of some of the
 9        resources that we talked about.
10                  But I want to add, this is the
11        first year that we've been able to talk
12        about investments, and the investments --
13        this is the first year I'm not here
14        saying if we don't get this, we're going
15        to have to cut X, Y, and Z.  And that's a
16        nice place to be, and it's thanks to the
17        work that Council has been doing over the
18        past several years, but, I mean, but it's
19        still the need.  If I go to a
20        neighborhood suburb or neighboring school
21        district, I see things in those schools
22        that I want to see in our schools in
23        Philadelphia.  I want all of our children
24        to have access to a computer or language
25        or technology or art or music, and that
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2       should not be based on what principal is
 3       able to offer that.  We should be
 4       providing it for every single student,
 5       and that's what these investments are
 6       for.  And we're delighted that we
 7       haven't -- we did not go backwards this
 8       year because of the work of City Council,
 9       but by the same token, we're doing
10       everything to manage what we have and
11       what we're spending and how we operate in
12       those systems so that we can make these
13       critical investments to the classroom.
14                 COUNCILMAN OH:  Let me clarify,
15       and I wanted to let you just continue on
16       because whatever I said, I don't want to
17       be misinterpreted.  I'm not saying that
18       you have managed poorly.  I'm saying that
19       the structure is a structure that does
20       not allow for the best management, and I
21       believe that you have gone as fast and as
22       far as you can on your bicycle, but we
23       need to give you a better vehicle, and if
24       you had a better vehicle, I think you
25       could do much better.
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   So as I said, I don't have a

3   problem with the people, but the

4   structure that you're in I think should

5   be better to allow you to be more

6   successful. So I hope that clarifies

7   that.

8   DR. HITE: Thank you.

9   COUNCILMAN OH: Thank you.

10   COUNCILWOMAN BLACKWELL: Thank

11   you very much.

12   What percentage of employees

13   live outside of the City?

14   DR. HITE: We don't know the

15   answer to that, Madam Chair. We can get

16   that for you.

17   COUNCILWOMAN BLACKWELL: Thank

18   you very much.

19   Councilman O'Brien.

20   COUNCILMAN O'BRIEN: Thank you,

21   Madam Chair.

22   I believe that, as my

23   colleagues do, that cursive should be

24   mandatory. Everyone should at least know

25   the basics of how to read it and sign

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   their names in cursive, but sometimes

 3   cursive is faster and easier than

 4   printing because it saves the step from

 5   lifting the pencil. Although I'd like to

 6   emphasize that for some, I don't think

 7   they should have to turn in handwritten

 8   papers. If technological options exist,

 9   that becomes punitive, and grading those

10   that are not amenable to cursive would

11   be, I think, a big misstep.

12   The second issue is -- and I

13   don't expect an answer here. I will

14   state that over the last several years,

15   we have 11 percent of the kids. I've

16   said this numerous times. We were cut 30

17   percent. It used to be when I was in

18   Harrisburg for every dollar we put up,

19   they'd give us two. This is the first

20   time in my long years of service that for

21   every dollar we put up, they take two

22   away. I have a particular interest, as

23   everyone knows, in kids that learn

24   differently, those with ADHD, dyslexia,

25   language-processing issues, and autism.

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2        Both populations are exploding.  They're
 3        underserved.  It's not been something
 4        that has been realistic to expand those
 5        services, but I would like in writing, as
 6        some of the other Councilpeople have
 7        requested, specific plans as to how we're
 8        going to move this ball forward.  It's
 9        unacceptable that we're going to leave
10        these kids behind, because in our
11        traditional educational system, you're
12        supposed to learn to read and read to
13        learn, and these kids will never have a
14        shot and will end up over in Family Court
15        in juvy hall.
16                The other thing that I can't
17        help myself sometimes -- and I rarely do
18        this -- I watch the House debate in
19        Harrisburg, and only once in a while do I
20        feel like interjecting myself in that
21        debate, very rarely, but I'd rather use
22        this forum here as a Councilman at-large
23        to articulate the issues that I think
24        they have to be better at.  But I can't
25        help but recognize that we have former
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Councilman Bill Green in the room, and I

 3   can empathize that if my name were

 4   mentioned specific to the governance of

 5   the School District, that he'd be

 6   probably jumping out of his skin. So I'm

 7   anxious to hear if he has any comments on

 8   the school governance issue.

 9   (Witness approached witness

10   table.)

11   COUNCILMAN O'BRIEN: Did I do

12   that under three minutes? I'll wait for

13   round two.

14   COMMISSIONER GREEN: Thank you,

15   Councilman.

16   COUNCILMAN NEILSON: Will he

17   please state his name for the record.

18   COMMISSIONER GREEN: Madam

19   Co-Chair, I'm Bill Green, Commissioner on

20   the School Reform Commission.

21   I think the most important

22   thing to remember about governance is

23   that we have a very unusual situation

24   that no matter who, whether it's a local

25   school board appointed by the Mayor or

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      any other form of local school board or
 3      some different combination of state and
 4      local school board, et cetera, as long as
 5      the District doesn't control its revenue,
 6      it really has a governance problem.  That
 7      is fundamentally the governance problem
 8      in the School District.  If the SRC -- if
 9      a local school board is relying on other
10      parties - the State, the City - to get an
11      allowance to allow it to succeed, it
12      can't succeed.  We can't do five-year
13      plans with any -- although Bill has
14      written Action Plan 3.0 with the thought
15      and detail that needs to be included --
16      I'm sorry.  That's not true.  Action Plan
17      3.0 has all the thought and detail we
18      need.  We need to know what we're going
19      to get next year and the year after next
20      and the year after next and the year
21      after next, and as long as we don't have
22      the ability to control that revenue, we
23      can't make the investments next year that
24      would come into -- that would help
25      students two years from now, and we can't
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     make the investments two years from now

 3     and planning for those investments

 4     without knowing we're going to have the

 5     revenue that we need three years from

 6     now.  That's the fundamental flaw in the

 7     governance of the School District of

 8     Philadelphia.  It's the fact that it has

 9     to rely on other parties for its revenue.

10              We have great governance.  We

11     have a terrific Superintendent.  Our job

12     is to provide oversight of that

13     Superintendent and his team, not to run

14     the schools, as Chair Neff said.

15              So if you can provide a

16     governance system that gives the ability

17     to do medium and long-term planning, Bill

18     Hite and his team can succeed.  If every

19     year he doesn't know what's coming next

20     year, how can we make investments this

21     year that depend on having additional

22     dollars next year?  That's the kind of

23     change in governance that the School

24     District needs.

25              Thank you.  Thank you,
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Councilman.

 3   COUNCILWOMAN BLACKWELL: Thank

 4   you. Thank you very much.

 5   COUNCILMAN O'BRIEN: Can I just

 6   offer one other observation.

 7   COUNCILWOMAN BLACKWELL:

 8   Councilman O'Brien.

 9   COUNCILMAN O'BRIEN: I would

10   just like to submit for the record that

11   Eli Levy is sitting behind me and he's

12   writing up very, very pointed questions

13   for me to ask you.

14   CHAIRWOMAN NEFF: And what you

15   didn't point out is that Eli is a

16   Masterman graduate, and we're very proud

17   of him.

18   COUNCILWOMAN BLACKWELL: Thank

19   you very much.

20   We're on our second round.

21   Councilman Jones.

22   COUNCILMAN JONES: Thank you

23   very much, Madam Chair.

24   On May 20th, the District,

25   Mayor Nutter presented Project U-Turn: A

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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2      Promise Worth Keeping, a report on high

 3      school graduation rates and making

 4      marginal but yet, I think, noteworthy

 5      increases in graduation rates.  The

 6      question came to my mind was that there

 7      are diplomas and then certificates of

 8      completion.  Can you describe the

 9      difference between the two?

10              DR. HITE:  So you said there

11      were diplomas and then certificates of

12      completion?

13              COUNCILMAN JONES:  The School

14      District issues not diplomas but a second

15      category called certificate of

16      completion.

17              DR. HITE:  I'll have Dr. Dickey

18      come up and talk about the certificate

19      part.

20              (Witness approached witness

21      table.)

22              COUNCILMAN JONES:  And I was

23      wondering what the difference is.  Are

24      you aware of that?

25              DR. DICKEY:  Yes.  In the State
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      of Maryland, probably consistent with the
 3      State of Pennsylvania, certificates of
 4      completion are given to students who are
 5      not on a graduation track to receive a
 6      Pennsylvania state-certified diploma for
 7      high school graduation.  So typically
 8      students who are special needs might
 9      qualify for an alternative path to
10      graduation or high school completion.
11              COUNCILMAN JONES:  And what
12      percentage of certificates of completion
13      versus diplomas do we give out annually?
14              DR. DICKEY:  I'm not certain,
15      Mr. Councilman, that the State of
16      Pennsylvania or the School District of
17      Philadelphia gives out those
18      certificates.  I do know other states do.
19              COUNCILMAN JONES:  Other states
20      do.
21              DR. DICKEY:  I don't believe
22      Pennsylvania does.
23              COUNCILMAN JONES:  So that's a
24      question.  Do we?
25              DR. HITE:  I'm looking at Kim
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     Caputo, who is in -- so before you come
 3     up, the reason I was looking perplexed,
 4     Councilman Jones, is I don't think -- I,
 5     like Dr. Dickey, understand and know
 6     Maryland's approach and Virginia's
 7     approach.  I thought here in Pennsylvania
 8     certificates were done away with some
 9     time ago that are no longer a part of
10     what children would have as a graduation
11     requirement.  So I may be -- I may stand
12     corrected, but I was under the impression
13     that we were no longer doing that here in
14     Pennsylvania.
15               (Witness approached witness
16     table.)
17               MS. CAPUTO:  That is correct.
18               COUNCILMAN JONES:  Say your
19     name.
20               MS. CAPUTO:  I'm sorry.
21     Kimberly Caputo.  I'm the Deputy for the
22     Office of Specialized Services for the
23     School District.
24               With respect to special needs
25     students, all special needs students in
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      the School District of Philadelphia as

 3      well as in the Commonwealth receive a

 4      high school-issued diploma consistent

 5      with their non-disabled peers.  They do,

 6      however, have the right to garner that

 7      diploma through alternative means,

 8      meaning they may accumulate credits.

 9      However, they may also attain the age of

10      21, in which case their educational

11      secondary experience legally comes to an

12      end.

13              The third way that a student

14      with special needs in Philadelphia would

15      garner a high school diploma is because

16      he or she has attained her IEP goals.

17              COUNCILMAN JONES:  So question

18      again, what percentage of the students

19      that find their way completing the public

20      school experience have certificates

21      versus full diplomas?  Do we still give

22      them out?

23              DR. HITE:  All will have

24      diplomas now.

25              COUNCILMAN JONES:  All right.
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      Okay.

 3                DR. HITE:  Now, the

 4      certificates that Mr. Kipphut was talking

 5      about earlier, those are certifications

 6      in career and technical education fields.

 7                COUNCILMAN JONES:  I'm familiar

 8      with those.

 9                DR. HITE:  Okay.

10                COUNCILMAN JONES:  Just a

11      separate category.

12                And so the question becomes --

13      my colleagues, not one but several, fight

14      aggressively for special needs students.

15      Define special needs as you relate to --

16      I know how they define them.  How do you

17      categorize students as special needs

18      within your school system, and what is

19      the range or spectrum of special needs?

20                MS. CAPUTO:  Thank you for that

21      question.  A student with special needs

22      in the Philadelphia School District is a

23      student who is eligible as having one of

24      a series of disabilities that are

25      federally and state defined as well as --
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   and it's a two-prong analysis -- they

3   must, as a result of that disability,

4   require specially designed instruction,

5   which is instruction through a special

6   education teacher. The disabilities, as

7   your colleagues have accurately expressed

8   to you, range dramatically. Students can

9   be in need of speech language support,

10   for example. They may have no cognitive

11   impairment. They may have no emotional

12   impairment. However, that continuum is

13   quite large, and students who are more

14   involved include students with

15   intellectual disability, cognitive

16   impairment, as well as students with

17   significant behavioral compromises or

18   challenges in regulating behavior and

19   autism. In the School District of

20   Philadelphia, our largest percentage of

21   students with disabilities are those

22   students identified as a specific

23   learning disability.

24   COUNCILMAN JONES: So what is

25   the percentage of the population of

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     students that are classified as special

 3     needs?

 4              MS. CAPUTO:  Right now our

 5     official child count hovers close to 14

 6     percent or approximately 19,000 students.

 7              COUNCILMAN JONES:  And does

 8     that special needs population vary from

 9     school to school?

10              MS. CAPUTO:  Yes, it does, sir.

11     Ranges in percentage can be as low as 3

12     to 4 percent and in certain schools,

13     generally comprehensive high schools,

14     because the feeder patterns shrink down

15     from multiple elementary schools,

16     multiple middle schools oftentimes into

17     one comprehensive high school, those

18     schools may be responsible for

19     programming upwards of 20 to 25 percent.

20              COUNCILMAN JONES:  So what

21     would you consider a low end of the

22     spectrum of population in a school?  What

23     is the medium and then what is high?

24              MS. CAPUTO:  The national

25     and -- well, across the Commonwealth, the
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      average population in the District is
 3      between 12 and 14 percent.  So
 4      Philadelphia is definitely in that range.
 5      Schools -- frankly, it depends.  It's not
 6      really a question of the percentage of
 7      students with disabilities.  It's more
 8      what are the needs and the programming
 9      requirements for that child.  So a
10      population of students with significant
11      cognitive delays may be much more in need
12      of services than a population of students
13      with only speech language delays.  So the
14      disability breakdown and the programming
15      needs breakdown is something that we are
16      looking and we continue to look very
17      strategically at, because that drives the
18      support and resources.  Percentage is
19      important, but peeling back the onion,
20      the programming type is really what you
21      have to focus on.
22            COUNCILMAN JONES:  So a school
23      that has a, quote, high percentage of
24      special needs, are they evaluated
25      differently based on that particular
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   population and them addressing their

 3   needs or is it just across the board no

 4   matter whether it's a low percentage or

 5   high percentage, one size fits all?

 6   DR. HITE: No. We look at the

 7   number of students that are in those

 8   categories, Councilman, and all of those

 9   things are taken into consideration. So

10   it's based on -- how we evaluate schools

11   are based on several factors. One is

12   growth, how much have students moved from

13   where they started. Another is climate.

14   That includes attendance and some of the

15   other factors, like satisfaction.

16   Another one is equity and really looking

17   at who is the lowest performing and how

18   much they move. And then in some of our

19   high schools, it's actually college.

20   College preparedness and college

21   persistence are part of those. So it's

22   the absolute achievement and it's the

23   growth and achievement that we look at.

24   And then most of our -- most of the way

25   we evaluate is based on growth. That's

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   the highest factor.

 3   COUNCILMAN JONES: What is the

 4   range of reimbursement from the

 5   Commonwealth for special needs students?

 6   Is there a range by way of or is it -- so

 7   if a school applies for money, is the

 8   percentage of the budget based on an

 9   individual student that is classified as

10   special needs by way of monetary

11   resources to the schools?

12   MS. CAPUTO: Yes.

13   CHAIRWOMAN NEFF: But are you

14   asking whether the disability factors

15   into that --

16   COUNCILMAN JONES: Yes.

17   CHAIRWOMAN NEFF: -- amount of

18   money? No, it does not. It's a flat

19   amount of money, per-pupil allocation

20   regardless of the disability, and that

21   has been one of our -- from the State.

22   COUNCILMAN JONES: So my

23   question is, does the State reimburse

24   differently for non-special needs

25   students versus special needs students?

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   That's my question.

 3   MS. CAPUTO: We are required,

 4   as is every district in the Commonwealth,

 5   to undertake what is called an official

 6   child count, and we do that. That count

 7   is, are you disabled, are you eligible

 8   under IDEA only. There is no further

 9   analysis, regrettably in my opinion, as

10   to the nature of the disability. So

11   there is only a per student --

12   COUNCILMAN JONES: So if three

13   students are in a room, one has special

14   needs, the other does not, do they get

15   the same amount of appropriation from the

16   State, is my question.

17   MS. CAPUTO: That special

18   education student is counted separately.

19   COUNCILMAN JONES: So how much

20   do we receive for special needs students

21   versus --

22   MR. STANSKI: So we spend

23   nearly $300 million a year on special

24   needs students. We only get from the

25   State about $139 million in --

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   COUNCILMAN JONES: Versus?

 3   MR. STANSKI: Versus -- yes.

 4   And then to be clear on the basic

 5   education side, one of the issues with

 6   State funding is, they don't fund us per

 7   student. It's a block grant.

 8   COUNCILMAN JONES: It's a

 9   formula.

10   MR. STANSKI: No. It's not

11   even a formula. It's a block grant based

12   on what you got the prior year and either

13   add it or take it away.

14   COUNCILMAN JONES: So based on

15   the percentage up or down, they factor

16   that in a block grant?

17   MR. STANSKI: Yeah. Correct.

18   They don't factor enrollment in the block

19   grant, period, for general education

20   students. For special ed, they do, on

21   the number of students for special ed,

22   but on the general ed side, it is a block

23   grant. So for a district, let's say,

24   like Pittsburgh that has lost enrollment

25   over the last four or five years, they

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   have benefited tremendously from how the

 3   state funds schools. A school district

 4   like Philadelphia --

 5   COUNCILMAN JONES: So the

 6   formula needs to be tweaked to

 7   acknowledge the special needs population.

 8   MR. STANSKI: And all

 9   different -- well, one, a formula needs

10   to exist and, two, yes, it needs to take

11   into account special needs, poverty, ELL,

12   all these factors that the Basic Ed

13   Commission is going through right now.

14   COUNCILMAN JONES: I'm going to

15   hold, Madam Chair, and pray that the

16   State creates a formula for us that makes

17   sense that adequately reimbursed for the

18   amount of expenditures that we're doing

19   for special needs. And not just special

20   needs, but children that have issues

21   related to poverty that are particularly

22   daunting. And so we're hoping that a

23   fair formula actually comes from Governor

24   Wolf's administration and the respective

25   legislatures.

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   Thank you, Madam Chair.

 3   COUNCILWOMAN BLACKWELL: Thank

 4   you.

 5   Councilman Neilson.

 6   COUNCILMAN NEILSON: Thank you,

 7   Madam Chair.

 8   And thank you, Dr. Hite and

 9   Madam Chair, for sticking around. I know

10   it's a tough one.

11   Yes or no, are you planning on

12   closing any Philadelphia public schools

13   this year?

14   DR. HITE: No. Closing any

15   Philadelphia public schools this year?

16   COUNCILMAN NEILSON: That's

17   correct.

18   DR. HITE: No.

19   COUNCILMAN NEILSON: And in the

20   next fiscal year?

21   DR. HITE: There is a merger of

22   two schools that are in one building. So

23   it's Kensington Urban and Kensington

24   Business. So those two populations will

25   come together as one school. So that

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     officially counts as a closure, but those

 3     students will still remain in the schools

 4     as well as the staff.

 5               COUNCILMAN NEILSON:  No

 6     additional closures?

 7               DR. HITE:  No, sir.

 8               COUNCILMAN NEILSON:  Can you

 9     tell me the difference between a child

10     and the resources spent on that child,

11     the difference between a child going to

12     Masterman, Dobbins or Lincoln High

13     School.

14               Here's where I'm coming from,

15     Dr. Hite.  Lincoln High School is my alma

16     mater, as you know.  We've had plenty of

17     conversations on it.  And in your slide

18     show presentation, you talked about

19     resources and enrollment and how much is

20     spent on that investment, and you used

21     some examples.  You used examples like

22     Saul, who has 502 students in it, and

23     then Dobbins has 604, but yet Saul gets

24     more resources, more money than Dobbins

25     does.
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   No child in the City is more

 3   special than another. So if we spend

 4     $30,000 per child, shouldn't that school

 5   get allotted if that kid goes -- if it's

 6     $30,000 -- I understand you have special

 7   needs and more resources, but I also know

 8   that every child doesn't get to go to

 9   Masterman, Madam Chair, as you know. I'm

10   going to venture to say since Masterman

11   has been created, there's been one or two

12   children accepted to Masterman High

13   School that didn't go through all through

14   grade school. That's a pretty fair

15   statement?

16   CHAIRWOMAN NEFF: Yes.

17   COUNCILMAN NEILSON: Whether

18   they were qualified, more qualified than

19   those within, they didn't get that

20   opportunity. So Masterman isn't an

21   opportunity.

22   We talk about investment in

23   more AP courses in here. Masterman kids

24   aren't more special than my five kids or

25   anybody else's kids. Budget allocation

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      per child, is there a per child set
 3      allocation that we can mark inside
 4      Council?  Because I'm seeing Saul is not
 5      being treated -- or Dobbins isn't getting
 6      treated as good as Saul is.  I mean, the
 7      information that you provided to us today
 8      state that in a fact.  I mean, Saul gets
 9      more money, less teachers, more money,
10      less teachers, less aides, less
11      everything.  I mean, this is what you
12      provided us.  Saul gets $455,000 a year,
13      where Dobbins only gets 421, except
14      Dobbins has 102 more students.  I don't
15      understand how this happens and I'd like
16      you to explain to this Council and to the
17      public today what makes one kid more
18      important than another kid where you
19      can't invest equal dollars across the
20      board for each child in this Commonwealth
21      and in this City.
22              (Applause.)
23              MR. STANSKI:  I'll address how
24      we allocate overall, but it does --
25      there's varying factors depending on the
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      population that those schools are
 3      serving.  So you've mentioned some
 4      special education and, again, depending
 5      on the poverty of the school, they could
 6      receive a lot more Title I dollars than,
 7      let's say, another school.  Also, it also
 8      depends on the type of programming that
 9      those schools offer or that the District
10      funds.
11              COUNCILMAN NEILSON:  I'm going
12      to stop you right there for a sec,
13      because when I went to public school -- I
14      went to Lincoln High School -- I could
15      take auto mechanics, I could take wood
16      shop, I could take electrical shop, which
17      I did.  I became an electrician and now
18      the Councilperson.  That was all
19      available.  That stuff is not available.
20      If you cut resources -- you don't even
21      have music in our schools available to
22      everybody.  Okay?
23              So what makes one kid more
24      important?  I understand the special
25      needs end.  This isn't what's reflected
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2       in here.  How much per child do we spend

 3       on a regular normal everyday kid and are

 4       those schools allocated those dollars?

 5       Take the Title I money out of it.  Take

 6       the Title I money out of it because

 7       that's special needs.  That's special,

 8       that's poverty, and that's what they get,

 9       because we talked about the Title I money

10       in my office the other day.  Dr. Hite was

11       very good on his explanation.  I

12       understand that.  Take that Title I money

13       out of it.  If every kid -- is it 10,000

14       a kid, is it 20,000 a kid?  What's that

15       number, and do those schools have the

16       resources by the amount of kids they

17       have?  Because I'm going to venture to

18       say just by what you presented here today

19       that's not the case, and it's not fair.

20       Our kids, no matter what neighborhood

21       they live in, they deserve an education.

22       It's their right.

23                 (Applause.)

24                 DR. HITE:  Yes.  And I couldn't

25       agree with you more, Councilman.  And I
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   would also add that we'll talk -- we

 3   spend on average about 8,000 per child.

 4   So that's number one.

 5   So you mentioned two specific

 6   programs, and I think it's really

 7   important here to talk about the program

 8   distinctions at these two schools. So

 9   you know that both our -- one is an

10   agriculture school. One is a CTE school.

11   They're both technically CTE schools, but

12   the cost of the programs at Saul because

13   of the type of school it is and they

14   create dairy products, they milk cows,

15   they do all types of things --

16   COUNCILMAN NEILSON:

17   Understood, Dr. Hite. Maybe I used a bad

18   example. So I'll use a different example

19   that you gave us. Let's talk about

20   Swenson Arts and Technology and Dobbins,

21   which are pretty close, right? Would you

22   agree with that statement?

23   DR. HITE: Yes.

24   COUNCILMAN NEILSON: So there's

25   still the difference. I don't get it.

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      Dobbins has 604 kids and Swenson, they
 3      only go 10th, 11th, and 12th, right?  We
 4      know that.  And they have 681, according
 5      to your numbers.  There's still $100,000
 6      difference in spending and the same
 7      programming, same everything.  It's just
 8      showing me -- what I'm seeing here is an
 9      unbalanced, unfair formula that's placed
10      on our children an unfair burden and each
11      kid is not getting treated fairly.
12                 DR. HITE:  And, Councilman,
13      I'll just add that we would have to break
14      this out further by programs so that you
15      would see the distinctions in the
16      programs at these two schools.  You're
17      right, Swenson and Dobbins are closer in
18      terms of the programs they offer, but
19      once again, there's automotive at Swenson
20      that's pretty significant and then the
21      other programs are the same at those two
22      schools, like both have culinary arts.  I
23      think fashion is at both.  But the big
24      distinction with the two that you just
25      described was, Swenson has a gigantic
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      automotive program that does auto body,

 3      auto mechanics, and the costs associated

 4      with those programs are very different in

 5      terms of where children -- the costs

 6      associated with that program and, let's

 7      say, a fashion or culinary arts program

 8      are pretty extraordinary.

 9              COUNCILMAN NEILSON:  All right.

10      In your testimony you've asked for

11      additional dollars for AP courses to make

12      them accessible to 100 percent of

13      students.  What percentage of students in

14      Philadelphia do not have the

15      accessibility to take AP courses in high

16      school?  We're talking about educating

17      our kids and you need more money to do

18      that.  How many don't have any access to

19      that?

20              DR. HITE:  Yeah.  There's a

21      whole other data set that provides that.

22      It's a couple of things that we will have

23      to do to get up to making sure all

24      children have AP.  First is the PSAT.  So

25      having all children take the PSAT is
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2       extremely important.  From the PSAT,

 3       college board identifies children with AP

 4       potential.  And right now we have

 5       children in 19 schools that have AP

 6       potential, but those schools no longer

 7       offer an AP class because those classes

 8       were much smaller.  So we would have at

 9       least at those 19, additional 19 schools

10       at least, some AP classes.  And so I'd

11       have to get you the exact percentages,

12       but now it's designed by school.  And we

13       have children who have potential from

14       taking the PSAT, although every child

15       didn't take the PSAT, but who are sitting

16       in comprehensive high schools without

17       access to an AP class.

18                 COUNCILMAN NEILSON:  So as an

19       administration, what are you doing to

20       correct that?  Instead of throwing more

21       funding at it, if I had a kid in

22       Frankford High School that was more

23       qualified to go to Masterman High School

24       than some of the kids in there, would you

25       not replace that kid and put that kid and
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      give that kid that opportunity?
 3              DR. HITE:  Yeah.  I mean, what
 4      we want is to provide all children with
 5      opportunities where they are in school.
 6      I mean, and if in fact that's why we
 7      should have AP classes at every high
 8      school, and it is a -- it does become a
 9      resource, because when we declined in
10      revenue, it's when many of these schools
11      cut their AP class simply because there
12      were smaller numbers.  I think Masterman
13      used to have quite a few and went down to
14      one or two.
15              CHAIRWOMAN NEFF:  No.  What
16      Masterman did was, the optimum size for
17      an advanced placement class is 17
18      students.  Many of the Masterman classes,
19      AP classes, presently are running at 30
20      students in a class and sometimes 33.
21      Those teachers willing to take on that
22      responsibility in order to make sure --
23      and, yes, Masterman did cut any AP class
24      where there weren't enough students to be
25      able to warrant the expense.  We had to
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 1         5/26/15 - WHOLE - BILL 150162, etc.

 2    cut.

 3              DR. HITE:  And, Councilman --

 4              CHAIRWOMAN NEFF:  And there's

 5    no extra money given in school budgets

 6    for advanced placement classes.

 7              DR. HITE:  Councilman, I want

 8    to respond to the last part of your

 9    question, what is the administration

10    doing.  One of the things that we did at

11    the last SRC meeting was approve a

12    resolution to look for blended learning

13    opportunities that include AP so that if

14    children have AP potential from five

15    different high schools, they have a way

16    to connect with a professional teacher

17    and that teacher can walk those children

18    through that content.  So that's one of

19    the things that we're planning to do next

20    year.

21              COUNCILMAN NEILSON:  Thank you.

22    And last question, if I can, Madam Chair,

23    and then I'll be done for the day, I

24    think, depending upon how they answer

25    everybody else's question.
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2                   In your testimony you talked

 3      about a positive school climate program,

 4      that you need money for that.  Can you

 5      tell us what that is?  I've never heard

 6      of a positive school climate program.

 7      It's in your testimony that you need more

 8      money for that, and then I'll end with

 9      this one.

10                   DR. HITE:  A couple of things.

11      I'll name three examples, and one is a

12      program that is used in many of the

13      elementary schools.  It's called Positive

14      Behavior and Intervention, PBIS.  It's a

15      program that does -- it's around conflict

16      resolution.  There is also a high school

17      equivalent to that program.  It's called

18      Restorative Practices.  That is a program

19      where individuals come in, work with

20      staff, work with the students, and the

21      Restorative Practices then create

22      different types of climates in the

23      school.

24                   And so those programs have

25      costs associated with them and putting
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   them in more schools would require

 3   additional revenue.

 4   In addition, though, I will

 5   add -- and this goes back to the earlier

 6   question, I think, from Councilman

 7   Jones -- while we were talking about

 8   children with special needs, there's

 9   another whole category of children who

10   are dealing with dramatic situations that

11   also need some support. And so those are

12   programs that we would like -- like the

13   recognition of trauma in classes and

14   teaching individuals to recognize so they

15   can match children up to services becomes

16   really important.

17   COUNCILMAN NEILSON: Yes. Most

18   of that comes from the state and federal

19   government, correct?

20   DR. HITE: Correct.

21   COUNCILMAN NEILSON: That's

22   part of that $75 million that Behavioral

23   Health and all invest in the schools? So

24   those services already should be

25   provided?

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   MR. STANSKI: In-kind, not

 3   cash.

 4   COUNCILMAN NEILSON: In their

 5   budget, 75 million, which was $600,000 a

 6   school. I mean, it is what it is.

 7   That's what they say they do for you.

 8   They invest $75 million for those

 9   services in each school. So just on

10   average, that's $600,000, and that's

11   where that money comes from. So you're

12   asking for additional services to do

13   that? Is that from them or from us? I

14   mean, the positive school climate

15   program, much of that has to do with

16   Behavioral Health and stuff like that,

17   and they spend $600,000 a year per school

18   on average, 103 schools. It's about

19   583,000. Don't they provide that service

20   to the --

21   DR. HITE: No, sir.

22   Councilman, the positive behavior

23   intervention is a stand-alone program

24   where individuals at the school are

25   trained on how they do that from the

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2    entity called by PBIS.  That's not --
 3              COUNCILMAN NEILSON:  Nothing to
 4    do with that?
 5              DR. HITE:  That's not DHS.
 6    DHS, though, do offer services through
 7    some of the social work support that is
 8    in many of our schools.  All schools are
 9    assigned to a community umbrella agency.
10    And so they all -- and they plan together
11    actually so that they can get services to
12    those children and to their families.
13    That's how those monies come to the
14    District.  We don't -- that's not a
15    budget item that we recognize, simply
16    because it's an in-kind service.
17              COUNCILMAN NEILSON:  In-kind.
18    Thank you.  Thank you, Madam Chairman,
19    and thank you, Dr. Hite and Madam Chair,
20    for your testimony today.
21              COUNCIL PRESIDENT CLARKE:
22    Thank you, Councilman.
23              The Chair recognizes Councilman
24    Goode.
25              COUNCILMAN GOODE:  Thank you,
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     Mr. President.

 3              Good afternoon.  We talked

 4     about some of the tools in the PCCY

 5     toolbox because we realize that every

 6     year we'll need not just more money but a

 7     whole lot more money.  One of the things

 8     that was not discussed within there is

 9     tax increment financing, and we are about

10     to consider the Gallery TIF project.

11     Without getting into a debate about TIFs

12     as an economic development tool or

13     whether the School District should ever

14     approve of a TIF, the first question is

15     simply how much money is going to that

16     project rather than going to schools?

17              MR. STANSKI:  It's about $35

18     million in, I would say, deferred revenue

19     collections.

20              COUNCILMAN GOODE:  And who

21     makes the decision of whether to give

22     that money up and how is that decision

23     made?

24              MR. STANSKI:  The SRC votes on

25     it.
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2               COUNCILMAN GOODE:  Is it based
 3      upon a staff recommendation?  I mean,
 4      someone drafts a resolution, so who makes
 5      the decision?
 6               MR. STANSKI:  The SRC makes the
 7      decision.  The resolution is drafted by
 8      the Administration.
 9               COUNCILMAN GOODE:  So who made
10      the decision?
11               MR. STANSKI:  The SRC voted to
12      make the decision.
13               COUNCILMAN GOODE:  I understand
14      that.  Who made the decision to recommend
15      it?
16               MR. STANSKI:  Oh,
17      Administration.
18               COUNCILMAN GOODE:  So how much
19      money is going to be made off the project
20      in terms of profit?
21               MR. STANSKI:  Did not discuss
22      profit margins.
23               COUNCILMAN GOODE:  You did not
24      discuss how much money is going to be
25      made by the --
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   MR. STANSKI: What we discussed

 3   is how much increase in use and occupancy

 4   tax and liquor tax we would get from the

 5   project, and balancing that against real

 6   estate revenue that would be deferred for

 7   20 years, we made a decision to recommend

 8   approval and the SRC voted to approve it.

 9   COUNCILMAN GOODE: So, one, you

10   don't know how much profit is coming from

11   the project, which I'm not overly

12   concerned with. Did you ask for any of

13   the profit?

14   MR. STANSKI: Did I ask -- I'm

15   sorry. What?

16   COUNCILMAN GOODE: Did you ask

17   for any of the profit? Did you ask for

18   any money? Let's say we forgive the

19   taxes. Did you ask for any money?

20   MR. STANSKI: Yeah. Well, the

21   original proposal had us giving up both

22   real estate and use and occupancy taxes.

23   We pushed back on the City, and the City

24   came back with just -- the TIF portion

25   just being the real estate, and the

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   District could begin collecting the new

 3   use and occupancy taxes once that

 4   development was --

 5   COUNCILMAN GOODE: So how much

 6   money did you get from pushing back?

 7   MR. STANSKI: We're looking to

 8   get 126 million over the 20 years in new

 9   revenue.

10   COUNCILMAN GOODE: Okay. And

11   so what else was put on the table in

12   terms of negotiation, or you simply asked

13   for that and you got it?

14   MR. STANSKI: That's what we

15   asked for and yeah. So liquor tax is

16   going to be new. It's not in the TIF.

17   The U&O is not in the TIF. Obviously we

18   asked could it be done without any School

19   District taxes in it. The City

20   Administration's recommendation was it

21   could not.

22   COUNCILMAN GOODE: That's the

23   next question, is how can all the sudden

24   they require that in the form of a TIF to

25   pay for the project, then you push back

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2    and then they don't need it?
 3                MR. STANSKI:  We pushed back.
 4    They came back with an alternate
 5    recommendation, but the recommendation
 6    was they could not move forward with the
 7    project without at least the real estate
 8    portion.
 9                COUNCILMAN GOODE:  That's what
10    they said with the original proposal;
11    isn't that correct?
12                MR. STANSKI:  No, that's not
13    what they said in the original proposal.
14                COUNCILMAN GOODE:  So you
15    didn't push back?
16                MR. STANSKI:  No.  The original
17    proposal had both the U&O and real
18    estate.
19                COUNCILMAN GOODE:  And they
20    said they couldn't pay for the project
21    without --
22                MR. STANSKI:  They couldn't pay
23    for the project without a TIF, period.
24    What was in the TIF or out of the TIF we
25    discussed, we pushed back.  We were able
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   to get the U&O out of the TIF.

 3   COUNCILMAN GOODE: Did you get

 4   something extra out of it or not?

 5   Explain to me how you did. Because the

 6   point I'm trying to make is simply

 7   that --

 8   MR. STANSKI: We are going to

 9   recognize liquor taxes and use and

10   occupancy taxes that we would not have

11   over the next 20 years.

12   COUNCILMAN GOODE: And is that

13   the original proposal that was given to

14   you?

15   MR. STANSKI: No. The original

16   proposal that was given to us had --

17   COUNCILMAN GOODE: So they

18   didn't need that to pay for the project.

19   MR. STANSKI: They went back

20   and looked at the financing. You'd have

21   to talk to the folks at the Redevelopment

22   Authority specifically. They went back,

23   talked to the developers. They came back

24   with an alternate proposal that had real

25   estate only in the TIF.

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2               COUNCILMAN GOODE:  I mean, I'll
 3     accept it, but obviously if they didn't
 4     need all of the tax revenue to pay for
 5     the project, I'm not going to say whether
 6     you got a good deal or didn't get a good
 7     deal, but you should have a TIF policy
 8     that's probably better than the one you
 9     have right now.
10               Thank you, Mr. Chairman.
11               COUNCIL PRESIDENT CLARKE:
12     Thank you, Councilman.
13               The Chair recognizes
14     Councilwoman Brown.
15               COUNCILWOMAN BROWN:  Back to
16     the issue of students with disabilities.
17     I want to know how many times does a
18     student have to have an IEP before the
19     District makes the decision that we
20     cannot service this child and we need to
21     in fact refer this child or recommend
22     that this child be moved to sometimes in
23     City, sometimes in an out-of-City
24     educational institution that can better
25     serve that child?
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2                (Witnesses approached witness
 3     table.)
 4                DR. HITE:  Yeah.  And having
 5     Kim and Donyall come up, but before they
 6     respond, in the child's IEP there are
 7     objectives, learning objectives and
 8     behavior objectives, that the child will
 9     either meet or not meet, and then we
10     do -- if they're meeting them, that's
11     great.  If they're not meeting the goals,
12     then we will adjust the IEP so that we
13     either get the right staff, the right
14     support or the right placement for that
15     young person.  But I'll have Kim and
16     Donyall talk specifically about how many
17     times before.
18                COUNCILWOMAN BROWN:  Okay.
19     Hold up.  Because I want to get to a
20     student that I brought to the attention
21     of the District now for three years
22     and -- I'm struggling to put this on the
23     record because it's clear to me that
24     there was a shift or a change in
25     professionals that deal with the office
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     of children with special needs, and we
 3     know always when that happens, the
 4     child's circumstance gets delayed again.
 5     This is an African American boy who has
 6     been in the system.  I was trying to get
 7     a handle on the grade he's in, but he's
 8     had at least a dozen IEPs, and that's a
 9     mild exaggeration, but it's unacceptable
10     that I have to bring this student to the
11     attention again.  I know that Dr. Hite
12     looked into it, and there's a cog in the
13     wheel either at the District level or at
14     the school level where I myself had
15     looked at this child's homework to see
16     what's not happening in the classroom,
17     and it's wrong.  And I need to know today
18     where the District is on this particular
19     student, because the parent is at her
20     wit's end.  She does not want her child,
21     who has autism, to become a candidate for
22     jail.
23            MS. CAPUTO:  I'm certainly -- I
24     will certainly take the specifics from
25     you with respect to that individual
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      student.

 3                COUNCILWOMAN BROWN:  How long

 4      have you been in your capacity?

 5                MS. CAPUTO:  I've been the

 6      Deputy since May of 2013, ma'am.

 7                COUNCILWOMAN BROWN:  Then

 8      you're well aware of this kid.  So my

 9      staff will speak to you off the record.

10                MS. CAPUTO:  That's fine.

11                COUNCILWOMAN BROWN:  And today

12      I want to know the status of this kid,

13      because another school year is over and

14      we're still grappling with the appearance

15      that the School District is not willing

16      to say we can't help this African

17      American boy who has autism, and we need

18      to follow the recommendations of others

19      who have taken a gazillion tests so that

20      this child can be placed before they go

21      to grade in September.

22                MS. CAPUTO:  I'm happy to

23      assist in any way that I can, ma'am.

24                COUNCILWOMAN BROWN:  I've heard

25      that before too.  So I'm a lot unhappy
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2        about it, because this is the third year
 3        I've put it on the record.  So my staff
 4        will speak to you off the record about
 5        who that child is so that this parent is
 6        not struggling again for another entire
 7        academic year for an African American
 8        young man who is not handled with, given
 9        the tools and skill sets that he needs,
10        will end up a candidate for jail.  It's
11        wrong.  I will say that that child is at
12        Chester A. Arthur School.
13                  If we could speak to this issue
14        of -- in the last election, voting
15        dropped to 21 percent.  In some of our
16        suburban schools, before young people can
17        graduate, they have to be at least
18        registered to vote.  And so I was struck
19        on Election Day that a number of
20        18-year-olds called my daughter to say,
21        Where do I go to vote.  So the question
22        is, what is happening in the schools
23        around civics?  Is there some process by
24        where children can indeed register by the
25        time they graduate?  Because it's clear
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   that if we don't capture their attention

 3   on the value of the civic duty before

 4   12th grade, then they're struggling with

 5   what to do once they turn 18 years old so

 6   that they can participate.

 7   So what's happening right now

 8   in the schools around civics?

 9   CHAIRWOMAN NEFF: I know that

10   as a part of the government and economics

11   course that all seniors take, that

12   teachers do make an effort in different

13   ways depending on the school to assist

14   children with registering to vote.

15   COUNCILWOMAN BROWN: So I need

16   to know what that means, teachers make an

17   effort. When I was at Girls' High, we

18   had to be registered to vote before we

19   graduated. So I need to know what

20   tangible specific directives are given to

21   students to help them understand that

22   folks died so that we can have the right

23   to vote.

24   DR. DICKEY: We're in the

25   process now, Councilwoman, of -- when I

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   came into this role as Chief of Academic

 3   Support about a year ago, I began to

 4   work -- my team, we began the work of

 5   developing the scope and sequence for all

 6   content area, including social studies

 7   where civics lies. And this school year

 8   we were very successful -- I'm giving you

 9   a bit of context to answer your question.

10   COUNCILWOMAN BROWN: Sure.

11   DR. DICKEY: This school year

12   we were very successful in, one,

13   developing and implementing, rolling out

14   to teachers K-12 a brand new scope and

15   sequence that's aligned to the PA Common

16   Core Standards for English -- reading and

17   English grades K-12. We did the same for

18   mathematics grades K through algebra 1,

19   and we have a Google Analytics tool that

20   is attached to our curriculum engine that

21   is online. Teachers can access it from

22   anywhere to help them plan their lessons

23   for the upcoming day, month, week, year.

24   And we're proud to say that between, I

25   believe, the month of January and the end

1   5/26/15 - WHOLE - BILL 150162, etc.

2   of April that we had 197,000 unique hits

3   to the curriculum engine.

4   COUNCILWOMAN BROWN: A hundred

5   and --

6   DR. DICKEY: A hundred and

7   ninety-seven thousand unique hits, which

8   means --

9   COUNCILWOMAN BROWN: Unique

10   hits?

11   DR. DICKEY: Yes, ma'am. And

12   that's technical language for 197,000

13   different times one of our teachers, one

14   or more of our teachers went to the

15   curriculum engine to access the content

16   necessary to teach the expectation of the

17   standards. So that's really good news.

18   COUNCILWOMAN BROWN: Okay.

19   DR. DICKEY: Now, from that,

20   because we couldn't do everything first,

21   from that, we learned, one, that the

22   product that we were providing to teach

23   the expectation of the PA Common Core

24   Standards is useful to the field. So

25   teachers are telling us that it is useful

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      to them in the development of their
 3      instruction.
 4              So let's say the students have
 5      to do something really complicated in 9th
 6      grade, like --and this is civics.  This
 7      ties into civics, because the English
 8      standards, they are -- they embed
 9      opportunities for students to demonstrate
10      their knowledge of civics and social
11      studies, because the expectation of the
12      Common Core is that students are exposed
13      to historical text, they're exposed to
14      scientific text, they're exposed to
15      technical text, no matter the grade
16      level.  So embedded in the English
17      standards in the Common Core are social
18      study standards.  For example, kids have
19      to analyze 18th, 19th, and 20th century
20      U.S. seminal documents of historical and
21      literary significance with a focus on
22      themes, purposes, and rhetorical
23      features.
24              COUNCILWOMAN BROWN:  Where in
25      the text does it deal with the basic
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2       civic duty of registering to vote?
 3               DR. DICKEY:  Got you.  Coming
 4       to you.  Coming to you.  So now, because
 5       we couldn't do everything first, we
 6       developed ELA, we developed reading, we
 7       developed mathematics.  So this school
 8       year, this summer in preparation for the
 9       upcoming school year, we'll be doing the
10       same to build out the science curriculum
11       and the social studies curriculum, and in
12       it will live opportunities for kids to
13       learn about civics, to learn about the
14       importance of voting and perhaps get
15       registered to vote.  So it will live
16       there.  We're just in the process of
17       developing it now.
18               COUNCILWOMAN BROWN:  So the
19       operative word used was "perhaps."
20               DR. DICKEY:  Well --
21               COUNCILWOMAN BROWN:  Hold it
22       right there.  So the ask is by next year
23       at this time -- Councilman Jones is very
24       good about reminding us what was posed
25       the year before, and in an attempt to be
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   reasonable, my ask is that next year you

 3   be able to tell us where 12th graders --

 4   9th graders, so that by 12th grade they

 5   get it, there's some level of

 6   expectation -- you define what that

 7   should look like -- that young people

 8   leaving Philadelphia public schools now

 9   have the inferred expectation that we

10   want you to exercise your civic duty and

11   register to vote.

12   DR. HITE: Councilwoman, I

13   didn't hear the beginning of this, but

14   hearing the end of the question, I think

15   I know enough about it. The other thing

16   is that there's a wonderful program that

17   we have and the program is called ACE.

18   It is a program that is in some of our --

19   many of our high schools. We want to

20   expand that to many more. It allows for

21   children to participate in the types of

22   civic activities that you talked about.

23   They even engage in debate. They talk

24   about voting rights and registering. We

25   want as many students as possible to be

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     associated with that program, because it
 3     does provide our young people with a
 4     tremendous experience.  I think we have
 5     11 of the high schools now -- 15.  I was
 6     close.  Oh, that's right.  Got the ACE
 7     professional over here.  Fifteen of the
 8     high schools now.
 9              COUNCILWOMAN BROWN:  Very good.
10     Fifteen out of how many high schools?
11              DR. HITE:  Fifteen out of 54.
12              COUNCILWOMAN BROWN:  So that's
13     about one-third of the high schools?
14              DR. HITE:  Yeah.
15              COUNCILWOMAN BROWN:  Dr. Neff?
16              CHAIRWOMAN NEFF:  I was just
17     going to say but in every high school
18     children have to have taken a government
19     course before they can graduate, and
20     typically our kids tend to take it their
21     senior year.  That's not true across the
22     District.  But I don't see why it
23     couldn't be an expected part of the
24     course that you take kids through the
25     process of getting them registered, and
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      I'm sure that I wouldn't get disagreement
 3      from the District.  I know that we
 4      required that at Masterman.  You get a
 5      little extra credit if you can show your
 6      voter's registration card.  And I think
 7      what Dr. Hite is referring to is that and
 8      Donyall has also referred to is that
 9      throughout the social studies curriculum,
10      at different grade levels civic
11      responsibility is an important component
12      that's absolutely critical regardless of
13      what the social studies curriculum is.  I
14      know in our elementary schools a number
15      of the schools are partnering with the
16      Rendell Center for Civic Engagement and
17      really getting to understand, and I know
18      a number of our high schools, Masterman
19      participated as well, do mock elections
20      during their senior year and generate
21      that interest in civic engagement.  But,
22      I mean, I'm not going to speak for the
23      District staff here, but I don't think
24      that there's any reason why we can't make
25      that one of -- we require all of our kids
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     to take the PSATs.  There's no reason why
 3     we can't require all our 18-year-old
 4     seniors to have a registration drive
 5     there or whatever we have to do to get
 6     them registered.  We can't make them go
 7     to the polls, but we can get them
 8     registered and get them interested.
 9              DR. DICKEY:  And, last, we are
10     planning to publish a document that
11     outlines each quarter of each grade level
12     for each discipline the four core areas -
13     ELA/reading, mathematics, science, and
14     social studies - so that teachers,
15     parents, and students and community can
16     know what students are learning each
17     quarter of the school year.
18              COUNCILWOMAN BROWN:  And that's
19     encouraging to hear and in no way could
20     pontificate, but the hope and expectation
21     is that that 21 can grow to 54 so that
22     all children across the board get the
23     opportunity to know that civics is
24     taught.  It has to be a learned behavior,
25     and we need to capture their attention
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   before they leave the schoolhouse door.

3   So that's my ask over the next year when

4   you sit down, you give us an update on

5   where you are with that integrated,

6   infused expectation so that we can -- the

7   democratic process can rise above 21

8   percent participation. It's just very,

9   very -- and we have a responsibility to

10   do that. Thank you.

11   Thank you, Mr. Chairman.

12   COUNCIL PRESIDENT CLARKE:

13   Thank you, Councilwoman.

14   The Chair recognizes Councilman

15   Jones.

16   COUNCILMAN JONES: Thank you,

17   Mr. President.

18   We've been here a long time, so

19   I'm going to be real brief. First I want

20   to thank your team, Dr. Hite, and the SRC

21   for some things that you were listening

22   on. We had an incident where a young

23   lady was taken from a school, abducted, a

24   couple years back, and a whole lot of

25   hearings happened. It was in

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      Councilwoman Blackwell's district.  A
 3      whole lot of hearings since then.  Talked
 4      about the dismissal policy.  I've been in
 5      every one of my 30-plus schools, and in
 6      each one of them there is a dismissal
 7      policy clearly placed at the front of the
 8      door and in most cases, not all, they
 9      asked me for photo ID, knowing doggone
10      well who I was, but they still asked me
11      anyway, which is an improvement.  That's
12      something that came out of this body as a
13      recommendation.  So I want to thank you
14      for hearing us and adjusting accordingly.
15                In addition, I want to thank
16      your staff who participated in our Safe
17      Corridor program.  7:00 a.m. I have them
18      and the principals in my area on a call
19      and we talk about climate and other
20      issues inside and outside the school to
21      try to prevent violence.  They
22      participate, and I thank them for that.
23                There are some challenges, and
24      you're working on it.  I won't point --
25      out of the 30-plus schools, I got a
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2       couple of them that need intensive care,
 3       which brings me to my point.  In one of
 4       my schools, which is doing fairly well,
 5       there is an issue of internal cameras and
 6       there are blind spots in the schools.  I
 7       will not name the schools because we're
 8       in a public hearing, but a couple of them
 9       need those kinds of repairs so that they
10       can, with fewer staff, with fewer NTAs,
11       be able to safeguard corridors inside the
12       school.  So in our camera program that
13       Councilman Clarke was the pioneer of
14       cameras in the City of Philadelphia, we
15       have now 4,000 cameras throughout the
16       City of Philadelphia connected to the
17       private sector.  So there is a good
18       network outside of the schools, but we
19       have to work on keeping the cameras
20       inside the schools repaired.
21                 And then, finally, I want to
22       thank you for a couple of other things.
23       The ACE program, which Nycole Watson is a
24       participant in, working with young people
25       teaching civics, but also Youth Courts,
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   which is now at Beeber and is expanding

 3   to Overbrook, which is a conflict

 4   resolution model, peer mediation model

 5   that I think works that create a sense of

 6   civic responsibility. You guys got

 7   behind that, and I want to thank you for

 8   that.

 9   And some of the private-public

10   partnerships are working a bit.

11   Harrisburg University has been working

12   with Overbrook High School. The first

13   year we sent a class of students up there

14   to visit this technical high school,

15   Mr. President, and 15 of the kids came

16   back from that trip with full free

17   scholarship rides to the University. The

18   second year we sent them, that number

19   increased to 30. But without you guys

20   thinking outside of the box, allowing

21   that kind of creative kind of linkages,

22   45 kids from my district would never have

23   known where Harrisburg University was or

24   how to get plugged in and how to access

25   that kind of program. Now, we got a long

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   way to go, but I think as important as

 3   talking about what does not work well and

 4   what needs improvement is things that

 5   you've heard us, listened to, and worked

 6   on. So I want to publicly thank you and

 7   your crew.

 8   DR. HITE: Thank you.

 9   COUNCILMAN JONES: Thank you,

10   Mr. President.

11   COUNCIL PRESIDENT CLARKE:

12   Thank you, Councilman.

13   The Chair recognizes

14   Councilwoman Reynolds Brown.

15   COUNCILWOMAN BROWN: Please

16   give us an update on the inventory of

17   partnerships that you enjoy with

18   universities, because this continues to

19   be a conversation, debate, inclination

20   around PILOTs, and until -- we need to

21   know what we have and what's in place

22   before we can explore what more

23   universities can or should do.

24   DR. HITE: Yes. So we have

25   a -- now we have an office. It started a

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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      year or so ago.  It's an Office of
 3      Strategic Partnerships.  It captures all
 4      of the partnerships that we have with
 5      both colleges, universities and other
 6      entities, so community organizations.  So
 7      there's several types of partnerships,
 8      and I could get some of these wrong, but,
 9      I mean, so we have some work with many of
10      the universities with, the teaching
11      universities, around attracting more
12      minorities, particularly in math and
13      science, training and developing those
14      individuals, leadership development
15      program that we're working on with a
16      couple of the larger universities.  We
17      have a partnership with Drexel that's
18      looking at a K-12 school.
19                  COUNCILWOMAN BROWN:  Is that a
20      part of the Promise work that's being
21      done?
22                  DR. HITE:  It will be.  It will
23      be part of the -- it's a part of that
24      work that's going on.
25                  COUNCILWOMAN BROWN:  Is there a
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2      prepared written list so that we can see
 3      visually what universities are engaged?
 4                DR. HITE:  Sure.
 5                COUNCILWOMAN BROWN:  What the
 6      program renderings are?
 7                DR. HITE:  Yes.
 8                COUNCILWOMAN BROWN:  Because
 9      then that helps us determine more
10      accurately what we believe more
11      universities can do given the needs of
12      kids in the system.
13                DR. HITE:  We can provide that
14      for you.
15                COUNCILWOMAN BROWN:  That will
16      be very helpful.
17                Almost done, Mr. President.
18                Is the outsourcing of nurses --
19                DR. HITE:  Including the
20      Community College?
21                COUNCILWOMAN BROWN:  Yes,
22      please.
23                DR. HITE:  Okay.  Thank you.
24                COUNCILWOMAN BROWN:  Is there
25      any outsourcing of nurses done in the
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   District?

 3   DR. HITE: Yes. For children

 4   with special needs, yes.

 5   COUNCILWOMAN BROWN: Okay. So

 6   in listening to the number of the City

 7   departments over the last number of

 8   years, there -- I want to frame this

 9   properly. There's dissatisfaction with

10   what they're trying to do on behalf of

11   our children and sometimes the

12   impediments that they face when trying to

13   seek support, partnership with the School

14   District, and of course no examples I

15   have here right now. In fact, we're now

16   working together on a human trafficking

17   task force, of which one of your esteemed

18   professionals are sitting on that task

19   force, and we talked about that a little

20   bit.

21   So I guess speak to what

22   measures you've undertaken

23   administratively to break down what some

24   view still as some of the silos that

25   exist between the School District and DHS

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 1           5/26/15 - WHOLE - BILL 150162, etc.

 2      or the School District and the District

 3      Attorney's Office.

 4                DR. HITE:  We have a couple of

 5      things that we started to do.  Number one

 6      is the -- I'll start with the District

 7      Attorney's Office and I'll allow

 8      Ms. Lynch to chime in where I may miss

 9      something.

10                With the District Attorney's

11      Office, the District Attorney is helping

12      us pretty significantly on issues

13      associated with attendance.

14                COUNCILWOMAN BROWN:  Yes.

15                DR. HITE:  And particularly

16      with the notification to families.  Not

17      with a view of bringing people in, but

18      just getting their attention and drawing

19      the attention to the issue we think is

20      really important.  So we've begun to

21      coordinate with the District Attorney's

22      Office around that.  They've seen some

23      success in the charter school community

24      in terms of what they capture.

25                COUNCILWOMAN BROWN:  So that's
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   progress compared to a year ago, in my

 3   view, based on what I heard last year and

 4   what I'm hearing now.

 5   DR. HITE: Right. Well, I

 6   mean, that's one example. I mean, and

 7   then there are a couple of examples with

 8   DHS and DBH, and I'll let Karyn talk

 9   about those.

10   COUNCILWOMAN BROWN: Okay.

11   Good afternoon, Karyn.

12   MS. LYNCH: Good afternoon.

13   Thank you. Karyn Lynch, Chief of Student

14   Support Services.

15   So I would say over the last

16   two or three years, we have developed a

17   strong working relationship with DHS.

18   You know that they are co-locating in the

19   School District. At various levels of

20   the organization, there's ongoing,

21   constant communication. If there are

22   specific issues that we can speak to,

23   we'd be more than willing to do that. I

24   think last year when we came before you

25   we talked about the fact that because we

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   were depleted in staffing and DHS was

 3   interested, they were eager to assist

 4   with truancy work and attendance that

 5   they let contracts to hire case managers

 6   to work in our schools and help identify

 7   the issues and concerns that exist with

 8   families when truancy is in fact an

 9   issue. So that service started in

10   February. I think the best way to

11   describe it is that it is gaining ground

12   and developing as we are working very,

13   very closely with contractors to look at

14   some of the issues of implementation.

15   We've had ongoing meetings in order to

16   ensure that the service works well. I

17   think it will probably be in full speed

18   by the start of the next school year and

19   most helpful to our schools.

20   But there are a variety of

21   programs and services and initiatives.

22   I'm more than willing to outline even

23   more. I could probably talk for another

24   20 minutes about the working relationship

25   between the School District and the

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      Department of Human Services.  I could
 3      talk about other City agencies as well.
 4              COUNCILWOMAN BROWN:  Well,
 5      progress is good.  It's just important to
 6      put on the record that progress is
 7      happening and that some break-throughs
 8      are happening so that we can discontinue
 9      hearing from other departments that we
10      continue to run into impediments.  So
11      where there is progress, it should be
12      noted for the record.
13              MS. LYNCH:  Thank you.
14              DR. HITE:  So, Councilwoman,
15      I'll also add that I have a
16      representative out of my office working
17      with the Council President's office on
18      the School-Based Family Service Centers,
19      because we want to determine how those --
20      number one, what they are and how they
21      could be coordinated and how we could get
22      those into schools as quickly as
23      possible.
24              COUNCILWOMAN BROWN:  Okay.  All
25      right, then.
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   Thank you, Mr. President. The

3   bell rang.

4   COUNCIL PRESIDENT CLARKE:

5   You're welcome, Councilwoman.

6   The Chair recognizes Councilman

7   Jones.

8   COUNCILMAN JONES: Last

9   questions, Mr. President.

10   COUNCIL PRESIDENT CLARKE:

11   Absolutely.

12   COUNCILMAN JONES: Three quick

13   ones and I'm out.

14   Number one, earlier you guys

15   mentioned that -- well, the SRC. How

16   much is their budget a year, the SRC, and

17   what was it last year?

18   MR. STANSKI: The office

19   budget?

20   COUNCILMAN JONES: Yes.

21   MR. STANSKI: So for context,

22   the Charter School Office reports through

23   the SRC. So just the SRC alone, it's

24   probably 750 to a million dollars.

25   COUNCILMAN JONES: Did you guys

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   put in for a million dollar increase?

 3   MR. STANSKI: We did not put in

 4   for a million dollar increase. That

 5   increase is a result of the Charter

 6   School Office reporting -- the reporting

 7   structure used to be in the

 8   Superintendent's office, Charter School

 9   Office, which is about a million dollars.

10   COUNCILMAN JONES: So it's a

11   shift?

12   MR. STANSKI: It's a shift from

13   the Superintendent's budget to the SRC

14   budget.

15   COUNCILMAN JONES: Just

16   checking. I know those charter school

17   people. Sophie is formerly with City

18   Council. I had to keep an eye on her.

19   The second question is, the

20   Constitution High School and Science

21   Leadership Academy, they are paying rents

22   at this point?

23   MR. STANSKI: Correct. Yes.

24   COUNCILMAN JONES: How much are

25   those rents?

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2               MR. STANSKI:  A little over $2

 3     million annually.

 4               COUNCILMAN JONES:  When do

 5     they -- so we're paying $2 million a year

 6     for those two schools.  And when are

 7     those leases -- when do they expire?

 8               MR. STANSKI:  I'm going to let

 9     Fran Burns, our Chief Operating Officer,

10     come and address this issue.

11               (Witness approached witness

12     table.)

13               COUNCILMAN JONES:  Hi, Fran.

14     How are you?

15               MS. BURNS:  Hello.  Fran Burns,

16     Chief Operating Officer.

17               The leases expire June 30th,

18     2016, and within both lease agreements

19     there are two ten-year options to renew.

20               COUNCILMAN JONES:  Neither one

21     of those schools are neighborhood

22     schools.  They are catchment schools

23     citywide?

24               MS. BURNS:  Citywide, yes.

25               COUNCILMAN JONES:  So is there
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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2       a reason why we chose those two
 3       locations?  I mean, you don't have to
 4       answer that now.
 5               MS. BURNS:  Sure.
 6               COUNCILMAN JONES:  I'm just
 7       saying, that's $2 million in rent when we
 8       could be using that money to own and/or
 9       there are a number of schools that are
10       under-occupied that -- for example, what
11       is it, 27th and Chalmers?  Rhodes, for
12       example, was built as a high school.  It
13       is like half vacant.  I mean, those kinds
14       of synergies in schools that are citywide
15       as opposed to neighborhood schools might
16       be something to look at.  All right?
17               DR. HITE:  And I will just add,
18       Councilman, we're actively seeking to get
19       out of those -- once those leases are up,
20       to get those schools into other
21       properties that the District maintains.
22               COUNCILMAN JONES:  I would
23       imagine.  That's $2 million.  All right.
24               Thank you, Mr. Chairman.
25               COUNCIL PRESIDENT CLARKE:  The
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2    Chair recognizes Councilwoman Brown.
 3            COUNCILWOMAN BROWN:  Yes.
 4            Two final questions.  If Fran
 5    Burns could remain seated.  Tell us what
 6    the process or protocols are for schools
 7    that are in need of maintenance,
 8    maintenance to the point where the safety
 9    of young people may be at risk.  What
10    triggers you assigning your staff to deal
11    with major maintenance issues?
12            MS. BURNS:  Okay.  There's a
13    few things.  One, the cleaning staff and
14    the building engineer who is in charge of
15    the building have daily responsibilities
16    and assignments in terms of checking for
17    the safety of the building and making
18    sure the building is safe for occupants.
19    In addition to that, our building
20    engineers report not only through the
21    maintenance supervisor, but also to the
22    principal.  So they get direct requests
23    as well from principals every day.  And
24    our stronger building engineers are those
25    that actually have very strong
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   communication with the principal.

 3   We also have a daily -- I mean,

 4   an annual process for school opening and

 5   school transition where we document all

 6   of the needs for a building and

 7   particularly from a facility perspective

 8   what those needs are. In addition, we

 9   have a work order management system where

10   we document outstanding needs for the

11   building, and we are in the process of

12   upgrading our system to allow for,

13   frankly, better management and

14   accountability in our work order

15   responses.

16   COUNCILWOMAN BROWN: On the

17   topic of work orders, where is there a

18   provision to ensure that -- is that an

19   RFP process when it comes to a remedy for

20   those types of maintenance matters?

21   MS. BURNS: Well, we have

22   prioritized -- we have priorities across

23   kind of the level of need at a building

24   and how long and how much time it takes

25   to respond to different needs. For

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   instance, if a fire alarm system is out

 3   of order for the day when we check it,

 4   which doesn't happen often, but we would

 5   put in an emergency fire watch at the

 6   school and we would immediately fix that.

 7   COUNCILWOMAN BROWN: Okay.

 8   MS. BURNS: So there are

 9   obviously different levels of response

10   depending on the situation.

11   And I do want to add that we

12   do -- two times a year we provide a

13   third-party environmental inspection of

14   the building that looks for mold, leaks,

15   water intrusion, and overall air quality

16   to the students, in addition to asbestos.

17   COUNCILWOMAN BROWN: What

18   expectations are placed on ensuring that

19   those who handle maintenance, all of

20   which you just spoke of, are Philadelphia

21   residents and consideration for women and

22   people of color for those jobs?

23   MS. BURNS: Sixty-six percent

24   of the workforce is African American --

25   COUNCILWOMAN BROWN: I'm

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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2     talking about those that are outsourced,

 3     when you have to bring in subs to take

 4     care of matters.

 5               MS. BURNS:  I'll have to get

 6     back to you on that answer.

 7               COUNCILWOMAN BROWN:  How soon?

 8               MS. BURNS:  I can provide it --

 9               COUNCILWOMAN BROWN:  By the end

10     of the week?

11               MS. BURNS:  Certainly.

12               COUNCILWOMAN BROWN:  All right,

13     then.

14               The last question, if Council

15     appropriates the additional funding

16     requested, what will the School District

17     do?  Will certified school nurses be

18     returned, counselors, librarians be

19     restored?

20               DR. HITE:  I'm sorry.  Can you

21     repeat the question?  I was having a

22     sidebar here.

23               COUNCILWOMAN BROWN:  No

24     problem.  We do that all the time.

25               DR. HITE:  I'm sorry.
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 1          5/26/15 - WHOLE - BILL 150162, etc.
 2               COUNCILWOMAN BROWN:  No
 3      problem.
 4               If Council is able to
 5      appropriate the funding request that you
 6      put forth, how will those dollars be
 7      used?  For example, will certified school
 8      nurses be restored, counselors and/or
 9      librarians for the schools?
10               DR. HITE:  We have detail in
11      the budget book, Councilwoman, the exact
12      positions that would go back to schools,
13      and they've been a result of requests
14      that schools have made with respect to
15      these.  And so in the front of the budget
16      book, I think it's a summary of all of
17      the positions by categories.  And so you
18      said counselors?
19               COUNCILWOMAN BROWN:  Yes.
20               DR. HITE:  So in the book, it's
21      59 and a half, and 37 nurse/health
22      technicians, but it's in those types of
23      categories.
24               COUNCILWOMAN BROWN:  So of the
25      counselors, will they be primarily for
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   the high schools? I'm most interested in

 3   juniors and seniors who need what they

 4   need so that they can pursue the college

 5   admissions process without one counselor

 6   to 2,500 kids.

 7   MR. STANSKI: So a couple

 8   things. One, so we left it up to schools

 9   to determine how to use the potential new

10   money, but on the counselor front, yes,

11   majority of it is high schools and then

12   it was actually small elementary schools

13   who right now only get a halftime

14   counselor. A lot of them chose to then

15   purchase that other half to get a full

16   time.

17   But I do want to be clear that

18   these numbers assume both the City money

19   comes and the State money. So, remember,

20   we have a shortfall of $85 million next

21   year. So if it's just the City money and

22   the State doesn't come through, those

23   positions we outlined, we would not be

24   able to fund those, so --

25   COUNCILWOMAN BROWN: All of

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2      that may be adjusted depending upon yield
 3      from --
 4              MR. STANSKI:  From both the
 5      City and the State.
 6              COUNCILWOMAN BROWN:  Okay,
 7      then.  That begs my last question --
 8              DR. HITE:  Chairwoman Brown, if
 9      I could also add on the counselor front,
10      we also now have a new system in place
11      that allows children access to resources
12      about colleges and universities.  They
13      can fill out a financial aid form and
14      it's uploaded automatically.  They can
15      submit applications to multiple schools
16      and it has the SAT prep.  It's a system
17      called Naviance that's going to be in all
18      of our high schools next year and, in
19      addition, many of our middle schools.  So
20      that it begins to allow children access
21      to that type of information, and they
22      have modules on it like how to write a
23      letter or a college letter to include
24      with an application.  So we will also
25      have that system in place next year, and
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2       we're training our professional school
 3       counselors on the use of that tool right
 4       now.
 5                 COUNCILWOMAN BROWN:  Okay.  How
 6       old is that?
 7                 DR. HITE:  That's brand new.
 8                 COUNCILWOMAN BROWN:  So because
 9       then what I'll be curious to know next
10       year is X number of students went to
11       college this year based on the old
12       system.  What is the yield as a result of
13       this infusion of new dollars for this new
14       program, what are the numbers now.  Has
15       there been an increase in the number of
16       children using it, students using it, and
17       therefore going on to college so we can
18       really measure the utility but also the
19       effectiveness of it.  Because it's great
20       to have it, but if counselors are not
21       doing not a good job but a great job to
22       make sure students are using it, it's all
23       for naught.
24                 DR. HITE:  And I'll also add
25       with that, the number of children
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   completing our FASFA form, all of those

 3   types of things that are indications or

 4   measures for children getting into

 5   college.

 6   COUNCILWOMAN BROWN: So let me

 7   say now to include that in the testimony

 8   next year. If we want to continue to see

 9   graduation rates go up, that's great, but

10   we also want to see more young people

11   accessing and going on to college so that

12   they can come back and be contributing

13   citizens. Thank you.

14   Thank you, Mr. President. I'm

15   done.

16   COUNCIL PRESIDENT CLARKE:

17   Thank you, Councilwoman.

18   A couple of questions. With

19   respect to outsourcing, to follow up on

20   Councilwoman Brown's conversation about

21   outsourcing, we give you the money, the

22   State gives you the money. Is there

23   anything that precludes you from

24   outsourcing the services as it relates to

25   employees, be it counselors, be it

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2      healthcare professionals?  Can you just

 3      do that with the money that we give you,

 4      probably with the belief that it will

 5      hire traditional employees; i.e., PFT

 6      members?

 7                DR. HITE:  Yeah.  I don't think

 8      there's anything that precludes that in

 9      any of the language now, Council

10      President.  And in addition to that, I

11      would add that we have some nurses for

12      special ed children, for children with

13      special needs who are outsourced at the

14      moment.  We are also looking at the

15      health services field.  But I don't think

16      there's anything that precludes that.  I

17      would have to look at our general

18      counsel.  But the SRC would have to take

19      an action to make that so.

20                COUNCIL PRESIDENT CLARKE:

21      Well, history has shown that the SRC kind

22      of goes along with the staff.  Just like

23      me, I kind of go along with my staff

24      recommendations.  So the bottom line is,

25      because of our limited ability to have
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2    jurisdiction over anything you all do, we
 3    can both give you 100 million, you go do
 4    what you do and you outsource every last
 5    one of these new positions.
 6              DR. HITE:  That's not what
 7    we're intending to do.
 8              COUNCIL PRESIDENT CLARKE:  I
 9    hear what --
10              DR. HITE:  That's not what
11    we're intending to do.
12              COUNCIL PRESIDENT CLARKE:  I'm
13    saying you have the authority to do that.
14    If you don't intend to do that, are you
15    prepared to --
16              DR. HITE:  And we didn't do it
17    last year when we added back positions.
18              COUNCIL PRESIDENT CLARKE:
19    Well, whatever.  Are you prepared to have
20    language to that effect?  And I know
21    we're not supposed to have strings
22    attached with the money that we provide
23    to you.
24              DR. HITE:  Language to the
25    effect of not outsourcing?
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2              COUNCIL PRESIDENT CLARKE:
 3     Correct.
 4              DR. HITE:  Yeah.  No.  I mean,
 5     one of the reasons we have the RFP out is
 6     to determine if there are other models
 7     that we can use in schools and if we have
 8     the ability to expand services.
 9              COUNCIL PRESIDENT CLARKE:
10     Short answer is, no, you're not prepared
11     to --
12              DR. HITE:  No.
13              COUNCIL PRESIDENT CLARKE:  --
14     give us that language?
15              DR. HITE:  No.
16              COUNCIL PRESIDENT CLARKE:
17     Okay.  Thank you.
18              The waiver issue, how soon can
19     you get that information?  Because that
20     is very important to us.
21              DR. HITE:  We can get that from
22     our general counsel probably within the
23     week.  Do you need it sooner?
24              COUNCIL PRESIDENT CLARKE:
25     Well, you know --
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 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   DR. HITE: By the end of this

 3   week? Would that be helpful?

 4   COUNCIL PRESIDENT CLARKE: I

 5   mean, it's just a simple matter of, I'm

 6   assuming, reading the document. Can we

 7   get it like tomorrow?

 8   DR. HITE: We'll do our best.

 9   We'll --

10   COUNCIL PRESIDENT CLARKE: I

11   mean, we're being asked to vote on

12   another significant expenditure for the

13   School District and I'd like to be able

14   to have the information.

15   CHAIRWOMAN NEFF: Council

16   President, can we get specific language

17   from your staff about exactly what kinds

18   of things --

19   COUNCIL PRESIDENT CLARKE: I

20   just want to know what you can and cannot

21   do. I'm assuming that there are waiver

22   provisions within the language. Like

23   last year, I'll be honest with you, I

24   didn't know that you guys can waive the

25   maintenance of effort in terms of to

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      accommodate the short-term borrowing.  It
 3      probably created a better environment for
 4      us to provide that money because we
 5      weren't going to be locked into that.
 6              CHAIRWOMAN NEFF:  Okay.
 7              COUNCIL PRESIDENT CLARKE:  I
 8      mean, what else can you do?
 9              I just want to get a little
10      clarity.  On the sales tax, as I
11      referenced it, the hijacking of the
12      City's Pension Fund money, I know the SRC
13      supported the State provision that
14      allowed the 120 to go to the School
15      District.  Was that also the staff's
16      recommendation, to support the 120 sales
17      tax extension go to schools and not
18      pensions?
19              DR. HITE:  I'd be in support of
20      anything that brings us additional
21      revenue, so, yes.  Yes, Mr. President.
22              COUNCIL PRESIDENT CLARKE:
23      Okay.  I just want to get all this stuff
24      on the record.
25              I'm going to give you an easy
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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2     one, and I'm asking this for Councilman

 3     Squilla and myself.  Tried to be

 4     supportive of schools in communities,

 5     wherever possible.  From time to time

 6     Councilmembers have offered to put money

 7     on the table to provide capital

 8     improvement to schools, playgrounds, all

 9     the other equipment that makes it a more

10     comprehensive approach to children's

11     outcome.  Is there like a legal provision

12     on the School District side that

13     prohibits us?  Because every time we try

14     to put money on the table --

15              DR. HITE:  It's not -- thank

16     you for asking this question, Council

17     President.  This is not the School

18     District's issue.  This is a City Law

19     Department issue.

20              COUNCIL PRESIDENT CLARKE:  Is

21     this new?

22              DR. HITE:  This is how the

23     capital monies can be used for properties

24     that are not, quote/unquote, City

25     properties.  I mean, this is -- we're all
```

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   raring to go if we can with this issue,

 3   but this, I understand, is a problem that

 4   is coming out of the City Law Department

 5   with respect to our properties and the

 6   City providing capital improvements for

 7   those properties.

 8   COUNCIL PRESIDENT CLARKE: So

 9   can you give me that in writing? Because

10   when I ask the City, they tell me that

11   the fault lies within the School District

12   and their unwillingness to sign

13   authorization to build on their property.

14   DR. HITE: Yeah, we can get

15   that to you in writing.

16   COUNCIL PRESIDENT CLARKE:

17   Because somewhere --

18   DR. HITE: Yeah, we can get

19   that to you in writing.

20   COUNCIL PRESIDENT CLARKE: --

21   they said, Oh, we're ready to go, 11th

22   and Venango, and I know Councilman

23   Squilla has a number of them. It's

24   like --

25   DR. HITE: You had a school

1   5/26/15 - WHOLE - BILL 150162, etc.

2   too.

3   COUNCIL PRESIDENT CLARKE: I

4   have a bunch of them. I had Adaire.

5   DR. HITE: Right, Adaire is the

6   one that comes to mind.

7   COUNCIL PRESIDENT CLARKE: 11th

8   and Venango. Now Hartranft Playground.

9   All right. So if you can get

10   me that in writing so when I go to the

11   Law Department, I can finally get to the

12   bottom of this.

13   A little clarity on the

14   one-time funding. You referenced it in

15   your conversation, I believe, with

16   Councilman Oh, school building sales.

17   First, how much did we eliminate as a

18   result of the school building sales?

19   MR. STANSKI: So for this

20   fiscal year, it was 20 million and then

21   the prior fiscal year, it was around 27

22   million. So overall we netted after

23   defeasance about 47 million over the two

24   years.

25   COUNCIL PRESIDENT CLARKE: In

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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     addition to the elimination of how much
 3     debt?
 4               MR. STANSKI:  Annual debt
 5     service, about close to a million dollars
 6     in debt service annually.
 7               COUNCIL PRESIDENT CLARKE:  No,
 8     not annually.  Total.
 9               MR. STANSKI:  Oh, okay.  Yeah.
10     So 20 to 30 million in debt.
11               COUNCIL PRESIDENT CLARKE:  Are
12     you sure?
13               MR. STANSKI:  I can get you a
14     firm number, but in that range.
15               COUNCIL PRESIDENT CLARKE:  So
16     it was basically more than 75 million.
17     It was $2 million in carrying costs, I
18     believe?
19               MR. STANSKI:  Right.  The
20     carrying costs, yes, to operate those
21     excess buildings.
22               COUNCIL PRESIDENT CLARKE:  All
23     right.  And that request for funding was
24     one time, the $50 million, that Dr. Hite
25     suggested that schools wouldn't open.
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1   5/26/15 - WHOLE - BILL 150162, etc.

2   Remember when you came in at the last

3   minute, you said we're going to put the

4   50 million up, and we came up with the

5   school building sale proposal. Was that

6   in the middle of the fiscal year?

7   Because the suggestion is that we -- I

8   mean, that kind of caught us -- came out

9   of the blue.

10   MR. STANSKI: The $50 million

11   came from the Mayor in the July, August

12   2013 timeframe, and then the discussion

13   was how to pay for the 50 million

14   happened all throughout the fall.

15   COUNCIL PRESIDENT CLARKE: When

16   you say it came from the Mayor, is that

17   the Mayor? It wasn't initiated at the

18   School District that there was $50

19   million required?

20   MR. STANSKI: No, no, no.

21   Well, the District, we definitely needed

22   the $50 million.

23   COUNCIL PRESIDENT CLARKE: So

24   the request came from the School

25   District?

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 1        5/26/15 - WHOLE - BILL 150162, etc.

 2              DR. HITE:  Yes.  Yes.

 3              COUNCIL PRESIDENT CLARKE:  You

 4     said came from the Mayor.

 5              MR. STANSKI:  I would say the

 6     start of go ahead and spend $50 million

 7     came from the Mayor in that July, August

 8     timeframe.

 9              COUNCIL PRESIDENT CLARKE:  But

10     the request came from the School

11     District, $50 million, emergency funding,

12     or however we want to characterize it,

13     was that --

14              MR. STANSKI:  Our total request

15     was 105 and then we had 133 from the

16     State -- or 160 from the State and then

17     133 from labor.

18              COUNCIL PRESIDENT CLARKE:  All

19     right.  Was that in the beginning of the

20     fiscal year?

21              MR. STANSKI:  Yeah.  In March

22     of 2013 when we proposed the budget, we

23     had a $300 million shortfall.  We had

24     labor, City and State, and then by the

25     end of June, we didn't have any really
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2      dollars from anywhere --
 3                COUNCIL PRESIDENT CLARKE:  So
 4      it wasn't in --
 5                MR. STANSKI:  And then the
 6      50 -- yeah.
 7                COUNCIL PRESIDENT CLARKE:  It
 8      was in the middle of the fiscal year.
 9                MR. STANSKI:  So starting the
10      fiscal year, we said we needed the money,
11      at least 50 to open schools.  We got the
12      commitment.
13                COUNCIL PRESIDENT CLARKE:  What
14      I'm trying to understand is that we
15      passed the budget.  We passed an
16      increase, a tax increase again, for that
17      fiscal year, and somehow between -- we
18      didn't give you more money?
19                MR. STANSKI:  In Fiscal '14 the
20      commitment was additional efforts around
21      collections.  There was not a rate
22      increase.
23                COUNCIL PRESIDENT CLARKE:
24      There was a rate increase.  There was a
25      rate increase.
```

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   MR. STANSKI: In Fiscal '14?

 3   COUNCIL PRESIDENT CLARKE:

 4   Absolutely.

 5   MR. STANSKI: Real estate?

 6   COUNCIL PRESIDENT CLARKE:

 7   Absolutely.

 8   MR. STANSKI: Okay. I don't

 9   recall that, but --

10   COUNCIL PRESIDENT CLARKE: I

11   mean, you just get the money. You don't,

12   like you say, you don't care where it

13   comes from. So there actually was a rate

14   increase. Okay. But we accommodated

15   your request for funding. I'm just

16   trying to get to this point, you

17   characterize this one-time funding as if

18   this was not somehow an emergency

19   request. It was based on an emergency

20   request from you guys. It wasn't a part

21   of our shortfall in terms of providing

22   what you asked for the prior years. City

23   Council put on the table, every year

24   asked, more than the two-thirds/one-third

25   ratio of funding for the School District.

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 1         5/26/15 - WHOLE - BILL 150162, etc.
 2       I'll just take your blank stares to be --
 3               DR. HITE:  No, no, no.  So I'm
 4       trying to think, Council President.  So
 5       I'm remembering '13 we unfortunately had
 6       to reduce our workforce.  We laid off
 7       thousands of people that summer, if you
 8       recall.  Those people were still laid off
 9       in July and in August and we didn't have
10       sufficient staff to open schools, and
11       that's where the 50 request.  I mean, we
12       said we need at least this much to get
13       these resources back into schools.
14               COUNCIL PRESIDENT CLARKE:
15       Right.  But it was after the passage of
16       additional revenues by the City Council
17       of Philadelphia.  So it wasn't as if
18       somehow in '13 there was no increase in
19       revenue going to the School District.
20               DR. HITE:  Yeah, but we still
21       had a pretty significant deficit.
22               COUNCIL PRESIDENT CLARKE:  I
23       understand that.  We just gave you what
24       you asked for.  That's all I'm saying.
25       We gave you what you asked for and then
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 1          5/26/15 - WHOLE - BILL 150162, etc.

 2      you had a shortfall, which we did

 3      accommodate, both in terms of proceeds

 4      from building sales and a borrowing that

 5      created two years of non-revenue for the

 6      Pension Fund to the City of Philadelphia

 7      based on that, as both the Mayor and

 8      myself said, bad deal that was done up at

 9      the state level.  But, you know what, I'm

10      not going to -- we can talk about that.

11      I'm not going to burden everyone in this

12      room with the levels of that detail.

13                I think I have -- there's one

14      other question.  I don't quite

15      understand, and maybe it's just the

16      language.  On Page 8 of the budget book,

17      you said, you quote, The District's

18      budget assumes that it will save 105

19      million in new funding proposed by the

20      Mayor of Philadelphia.  If this funding

21      is not approved, significant cuts will

22      need to be made to bring expenditures in

23      line with revenues.

24                Do you mean by that a

25      combination of funding to accommodate the
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 1        5/26/15 - WHOLE - BILL 150162, etc.
 2     $80 million deficit?
 3               MR. STANSKI:  If we don't get
 4     at least 85 million, right.
 5               COUNCIL PRESIDENT CLARKE:
 6     That's for the deficit?  Because it
 7     implies, when you talk about additional
 8     cuts, it implies that if you don't get
 9     the 105 and the State money, there will
10     be cuts.  The bottom line is, you need
11     80 --
12               MR. STANSKI:  To prevents cuts.
13               COUNCIL PRESIDENT CLARKE:  --
14     to prevent any additional cuts.  All
15     right.  I just want to clarify that.
16               Okay.  Thank you.  Can we
17     reserve you, the possibility for
18     callbacks?  Because I anticipate that
19     there will be.
20               DR. HITE:  Sure.
21               COUNCIL PRESIDENT CLARKE:  Is
22     that okay?
23               DR. HITE:  Yeah.  There was one
24     question that Councilwoman Blackwell
25     asked.  I do have the response, if I
```

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   could -- if you want me to put it on the

 3   record.

 4   COUNCIL PRESIDENT CLARKE:

 5   Absolutely.

 6   DR. HITE: The Councilwoman

 7   asked about the current number of active

 8   employees that live in the City and

 9   outside of the City. We have 18,794

10   current active employees. Of these

11   employees, 12,660 live in Philadelphia.

12   That's about 67.3 percent. Six thousand

13   one hundred and thirty-four live outside

14   of Philadelphia.

15   COUNCIL PRESIDENT CLARKE:

16   Thank you.

17   DR. HITE: Thank you.

18   COUNCIL PRESIDENT CLARKE:

19   Thank you for your testimony today.

20   We'll be in touch. Thank you.

21   The Committee will stand in

22   recess until Wednesday, May 27th, 2015 at

23   10:00 a.m., at which time we will

24   reconvene in Room 400.

25   Thank you.

 1   5/26/15 - WHOLE - BILL 150162, etc.

 2   (Committee of the Whole

 3   adjourned at 2:15 p.m.)

 4   - - -

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1

2   CERTIFICATE

3   I HEREBY CERTIFY that the

4   proceedings, evidence and objections are

5   contained fully and accurately in the

6   stenographic notes taken by me upon the

7   foregoing matter, and that this is a true and

8   correct transcript of same.

9

10

11

12

13   --------------------

14   MICHELE L. MURPHY

15   RPR-Notary Public

16

17

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21   of the same by any means, unless under the

22   direct control and/or supervision of the

23   certifying reporter.)

24

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City of Philadelphia

Recessed Hearing Notice

The **Committee of the Whole** of the Council of the City of Philadelphia held a Public Hearing on **Thursday, May 21, 2015,** and recessed the public hearing until **Tuesday, May 26, 2015** at **10:00 AM,** in **Room 400, City Hall,** to hear further testimony on the following:

150162	An Ordinance to adopt a Capital Program for the six Fiscal Years 2016-2021 inclusive.
150163	An Ordinance to adopt a Fiscal 2016 Capital Budget.
150164	An Ordinance adopting the Operating Budget for Fiscal Year 2016.
150165	An Ordinance amending Section 19-1801 of The Philadelphia Code, entitled "Authorization of Tax," to further authorize the Board of Education of the School District of Philadelphia to impose a tax on real estate within the City of Philadelphia, to provide for an increase in the tax, and making technical changes, all under certain terms and conditions.
150166	An Ordinance amending Section 19-1806 of The Philadelphia Code, entitled "Authorization of Realty Use and Occupancy Tax," to further authorize the Board of Education of the School District of Philadelphia to impose a tax on the use or occupancy of real estate within the School District of Philadelphia, under certain terms and conditions.
150167	An Ordinance amending Chapter 19-1500 of The Philadelphia Code, entitled "Wage and Net Profits Tax," by revising certain tax rates, under certain terms and conditions.
150438	An Ordinance amending Section 19-1806 of The Philadelphia Code, entitled "Authorization of Realty Use and Occupancy Tax," to further authorize the Board of Education of the School District of Philadelphia to impose a tax on the use or occupancy of real estate within the School District of Philadelphia and to set the rate for such tax, and making technical changes; all under certain terms and conditions.
150179	Resolution providing for the approval by the Council of the City of Philadelphia of a Revised Five Year Financial Plan for the City of Philadelphia covering Fiscal Years 2016 through 2020, and incorporating proposed changes with respect to Fiscal Year 2015, which is to be submitted by the Mayor to the Pennsylvania Intergovernmental Cooperation Authority (the "Authority") pursuant to the Intergovernmental Cooperation Agreement, authorized by an ordinance of this Council approved by the Mayor on January 3, 1992 (Bill No. 1563-A), by and between the City and the Authority.

City of Philadelphia

Recessed Hearing Notice

Immediately following the public hearing, a meeting of the Committee of the Whole, open to the public, will be held to consider the action to be taken on the above listed items.

Copies of the foregoing items are available in the Office of the Chief Clerk of the Council, Room 402, City Hall.

Michael Decker
Chief Clerk

City Council Budget Hearing

May 26, 2015

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  - Progress over the past year
  - Overview of 3.0

- SDP Financial Situation
  - FY15 end-of-year projection
  - FY16 current projection
  - Proposed investments
  - Investments by Council District

- Appendix
  - Funding reform priorities
  - Demographic information
  - Per pupil comparison
  - Charter cost projections

Steady progress this past year

High-quality instruction

- Alignment with PA Core Standards

- Launch of curriculum engine

- Improved instructional practices

- Creation of School Progress Report

- Design/launch of System of Great Schools

- 100% site selection

- Improved school climate

Early literacy efforts

- Intensive training and support from literacy specialists for K-3 teachers

- 120-min. literacy block for K-3 students

- Early-literacy-focused partnerships, including citywide Read! by 4th campaign

New opportunities for students and families

- Opening of new high schools

- Expansion of high-quality programs

- Launch of School Redesign Initiative

- Debut of online school application process

- Formation of new School Advisory Councils and "Friends of" groups

Resources and fiscal management

- $200m+ in recurring revenue

- Multi-year contract with UNITE HERE Local 634, including 21st Century Living Wage, benefits savings, and work rule reforms

- Administrative spend <3%

- Clean federal and City Controller audits

Action Plan 3.0 themes

Equity

Stability

Evidence

School

Action Plan 3.0 highlights

- An **equitable system of schools**, including neighborhood, turnaround, opportunity, and innovation networks of schools and charter schools

- A **diverse provider** approach to school turnaround (in-District, contract, Renaissance charter, etc.)

- **100% autonomy** (i.e., per-student budget allocation and charter-like flexibilities) for select schools

- **Shared services** model for central office support (i.e., provide best-in-class service, including to non-SDP schools, or use third-party providers)

- Selective and purposeful **charter expansion** focused on areas of need (geographic, special student populations, programmatic, etc.)

- Multi-pronged approach to achieve **structural budget solutions** (e.g., weighted student funding formula; revisions to charter per pupil formula; additional state and local revenue; pension reform; labor savings)

Our expenditure allocation has shifted dramatically over the past five years, with significant reductions in the percent of spend for central administration and District-run schools and significant increases in charter, pension, and debt spend.

FY11 and FY15 Projected Expenditures by Function

District Enrollment: 154,482
Charter Enrollment: 44,301

District Enrollment: 133,569
Charter Enrollment: 68,812

FY11

Administration, 4.4%	
Out-of-District, 4.4%	
Debt Service, 8.9%	
Charter Schools, 18.0%	
District Operated Schools, 64.4%	

FY15 Projected

Administration, 2.9%	
Out-of-District, 4.2%	
Debt Service, 10.6%	
Charter Schools, 29.1%	
District Operated Schools, 53.2%	

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Notes: Undistributed budgetary adjustments are distributed for the purpose of the chart; FY11 debt service assumes that all of the proceeds from the bond refunding went to reduce debt service expenses.

To maintain similar levels of service next year, we anticipate an operating budget shortfall of ($91.6M) in FY16. The FY15 surplus will be used to reduce the projected FY16 operating shortfall from ($91.6M) to ($84.7M).

Revenues, Expenditures, and Fund Balance
FY15 and FY16 *(Natural Growth)*

	FY15			FY16		
Revenues	$2,615.1					
Expenditures	$2,608.2 / $14.8 / $2,593.4					
Fund Balance		$6.9				
Revenues				$2,592.4		
Expenditures				$2,684.0		
Operating Shortfall				($91.6)		
Fund Balance with FY15 Surplus				$6.9 / ($84.7)		

$ (in millions)

$2,700
$2,680
$2,660
$2,640
$2,620
$2,600
$2,580
$2,560
$2,540
$2,520
$2,500
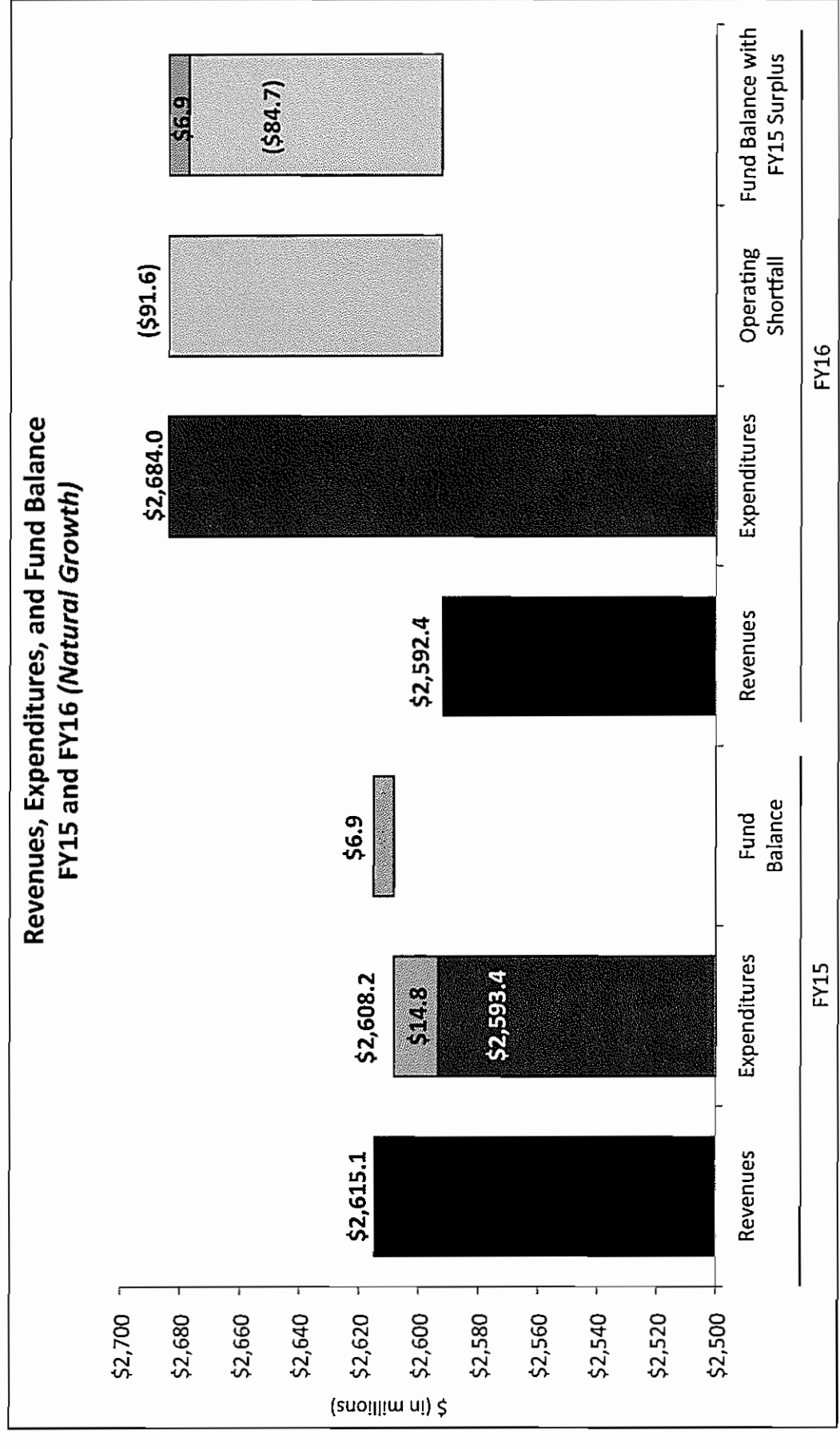
The primary drivers of the projected FY16 "natural growth" shortfall are reduced revenues and growth in healthcare, pensions, charter, and debt service costs.

- Baseline revenues are projected to decrease by $22.6M between FY15 and FY16 due to:
  - Loss of one-time revenues from sale of property ($20.4M) and one-time City grant ($29.9M)
  - 1.1% net growth in all other State, City, and federal funding

- Approximately $87.9M – or 97% – of the District's $90.7M expenditure growth between FY15 and FY16 can be attributed to four categories:
  - Charter schools
  - Pension
  - Healthcare
  - Debt
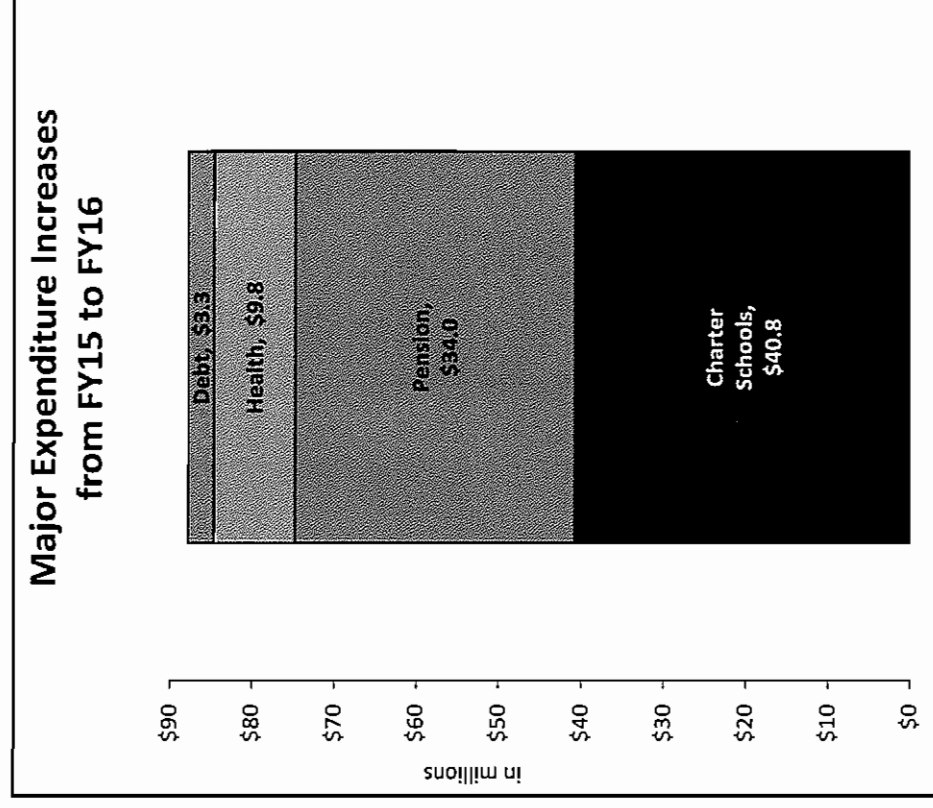
- The District's mandated PSERS contributions increased from 5.6% of salary in FY11 to over 21% in FY15, and are rising to 26% in FY16.

Major Expenditure Increases from FY15 to FY16

Chart (in millions):
- Debt, $3.3
- Health, $9.8
- Pension, $34.0
- Charter Schools, $40.8

Y-axis: $0, $10, $20, $30, $40, $50, $60, $70, $80, $90

The Governor and Mayor have proposed $264.7M in new funding for Philadelphia public schools, which would enable needed reinvestment in our schools and students.

Revenues, Expenditures, and Fund Balance
FY16 Natural Growth and FY16 Additional Funding

FY16 – Natural Growth

FY16 – Additional Funding

Revenues	$2,592.4
Expenditures	$2,684.0
Operating Shortfall	($91.6)
Fund Balance with FY15 Surplus	$6.9 / ($84.7)
Funding Proposals	City Proposal $105.3 / State Proposal $159.4
Investments	Investments $180.0 / Projected Shortfall $84.7

$ (in millions)
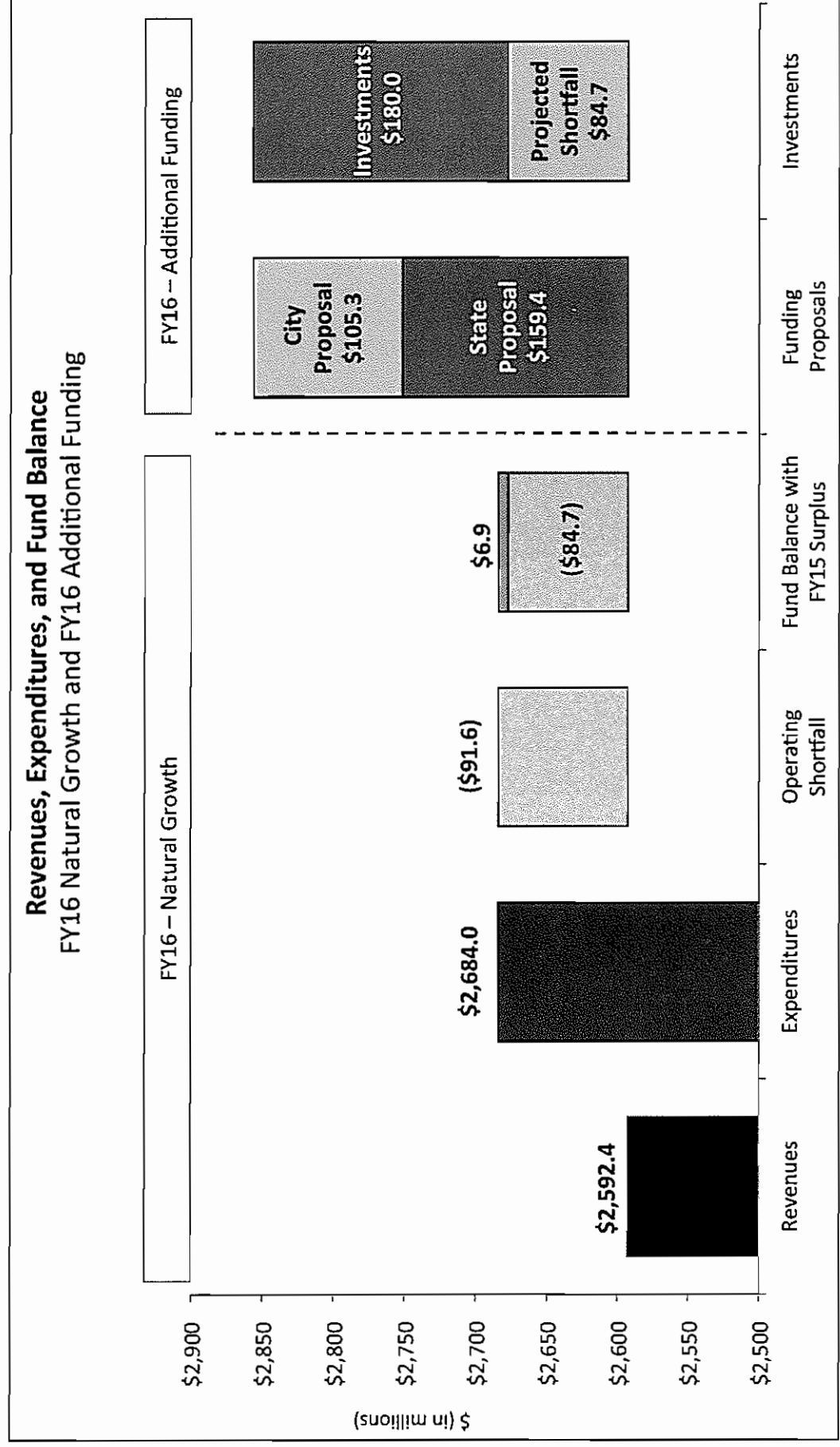
These additional resources will improve the educational opportunities, services, and supports provided to students. Principals and their teams will be able to decide how best to use the vast majority of the resources.

FY16: Additional Resource Allocation*
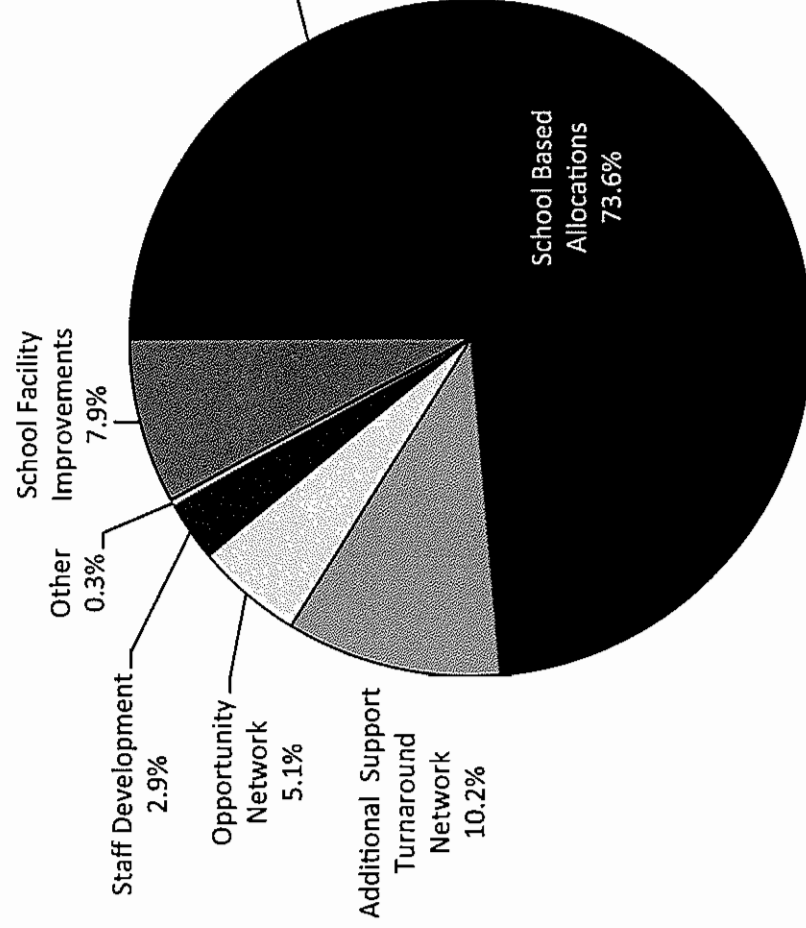
Principals and their staffs will be empowered to determine which programs and practices best meet the academic and social emotional needs of the students they serve, including:

- AP courses
- Credit recovery
- Differentiated instruction (e.g., small group pull out)
- Counseling support
- Social-emotional support for students
- School climate and safety support
- Student health services
- Tutoring and/or Saturday programs to help students pass the Keystone Exams
- Integrated arts and music programming
- Coaching in literacy and math instruction for teachers to better support English language learners and special education students
- Inclusion opportunities for special education students

School Based Allocations 73.6%

School Facility Improvements 7.9%

Other 0.3%

Staff Development 2.9%

Opportunity Network 5.1%

Additional Support Turnaround Network 10.2%

*These resources exclude the $84.7M allocated to support existing programs and expenditures to ensure that schools receive a similar level of service in FY16 to what they received in FY15.

Additional School-Based Resources
1st Councilmanic District

Personnel Resources: $ 7,071,810 (105.9 FTEs)
Non-Personnel Resources: $ 2,742,810
Total Resources: **$ 9,814,620**
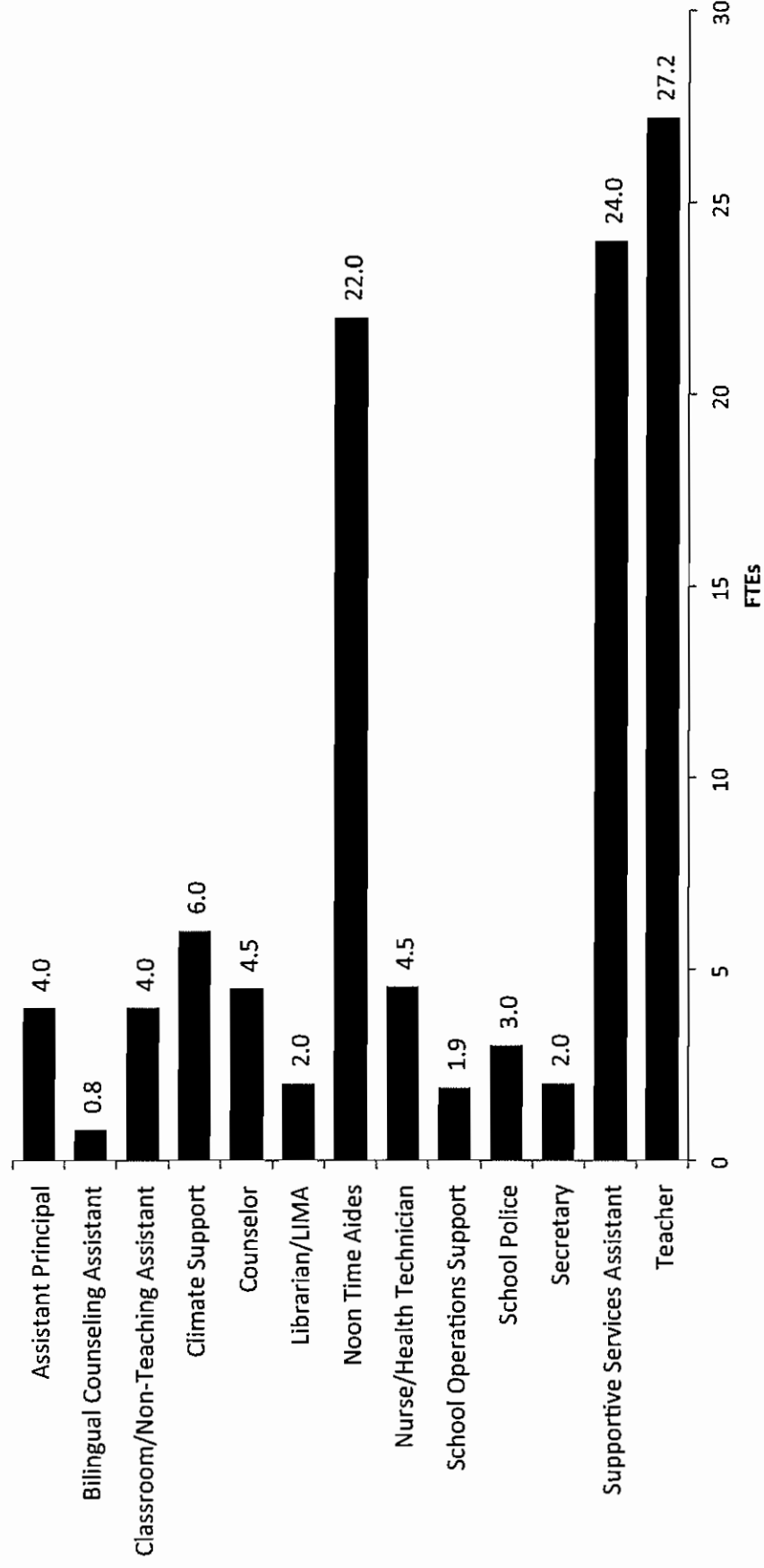
Category	FTEs
Assistant Principal	4.0
Bilingual Counseling Assistant	0.8
Classroom/Non-Teaching Assistant	4.0
Climate Support	6.0
Counselor	4.5
Librarian/LIMA	2.0
Noon Time Aides	22.0
Nurse/Health Technician	4.5
School Operations Support	1.9
School Police	3.0
Secretary	2.0
Supportive Services Assistant	24.0
Teacher	27.2

FTEs

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Webster Elementary School
Enrollment: 838
SPR: Intervene
Total Additional Investments:
$696,900
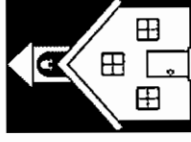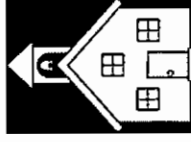
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	2	2	0
Teachers	53	56	3
Counselor / Student Adv. / Social Service Liaisons	3.4	3.4	0
Noon-time Aides	8	10	2
Nurse	1	1	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	10.1	14.1	4
Supportive Services Assistant	5	7	2
Other*	14.2	14.2	0
Total FTE	**97.7**	**108.7**	**11**
Books/Supplies/Technology	$105,248	$168,548	$63,300

Teachers (3) will support our new ELA literacy block schedule so that each grade is better supported to implement small-group instruction using recently purchased Chromebooks. Small groups will be identified based upon needs and remediation will be implemented according to those needs by pullout teachers.

The additional NTA positions will provide more oversight and supervision during a historically chaotic time (lunch/recess) and add to the overall safety of our students.

SSAs, classroom assistants, and a non-teaching assistant will help with small group breakouts to support differentiated learning.

We will also purchase 10 Smart-boards to add to our current collection to enhance instructional strategies and further increase engagement.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

H.A. Brown Elementary
Enrollment: 555
SPR: Watch
Total Additional Investments:
$465,660
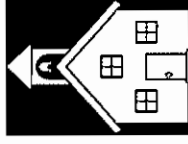
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1.0	1.0	0
Teachers	38.4	38.4	0
Counselor / Student Adv. / Social Service Liaisons	1.4	1.4	0
Noon-time Aides	5.0	6.0	1
Nurse	.4	1.0	.6
Secretary	1.0	1.0	0
Classroom Assistants/ Teacher Asst	10.0	10.0	0
Support Services Assistant	0.0	3.0	3
Other*	4.0	7.8	3.8
Total FTE	**61.2**	**69.6**	**8.4**
Books/Supplies/Technology	$333,529	$343,149	$9,620

To maintain safety and our socialized recess program, we will add an additional aide who will support student safety and a positive playing atmosphere.

To support student safety and climate on a daily basis, we would like to have a nurse for five days a week for our K-8 students.

SSAs will offer small group intervention support in literacy or math skills to identified students in K-2 classrooms.

A full-time librarian will support our library. We are currently working to update the texts and technology to support the research component of the literacy curriculum.

The SISL and the BCA will offer parental support in the areas of academics and attendance for all students, as well as community agency connections.

We are surrounded by three high schools; the additional support from another SPO ensures our students travel safely home and supports consistent supervision and monitoring of the school and perimeter.
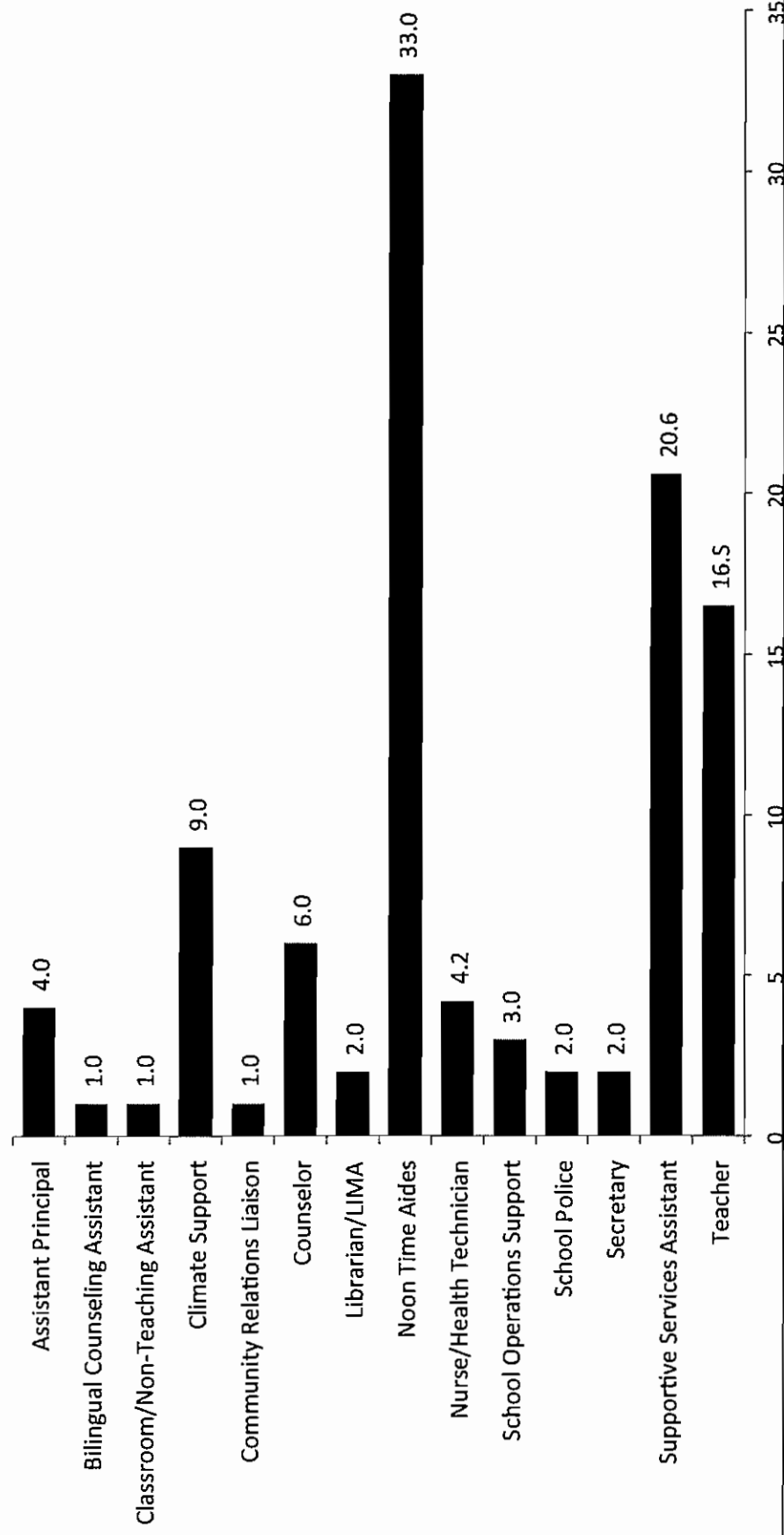
Additional School-Based Resources
2nd Councilmanic District

Personnel Resources: $ 6,136,870 (89.2 FTEs)
Non-Personnel Resources: $ 1,668,430
Total Resources: **$ 7,805,300**
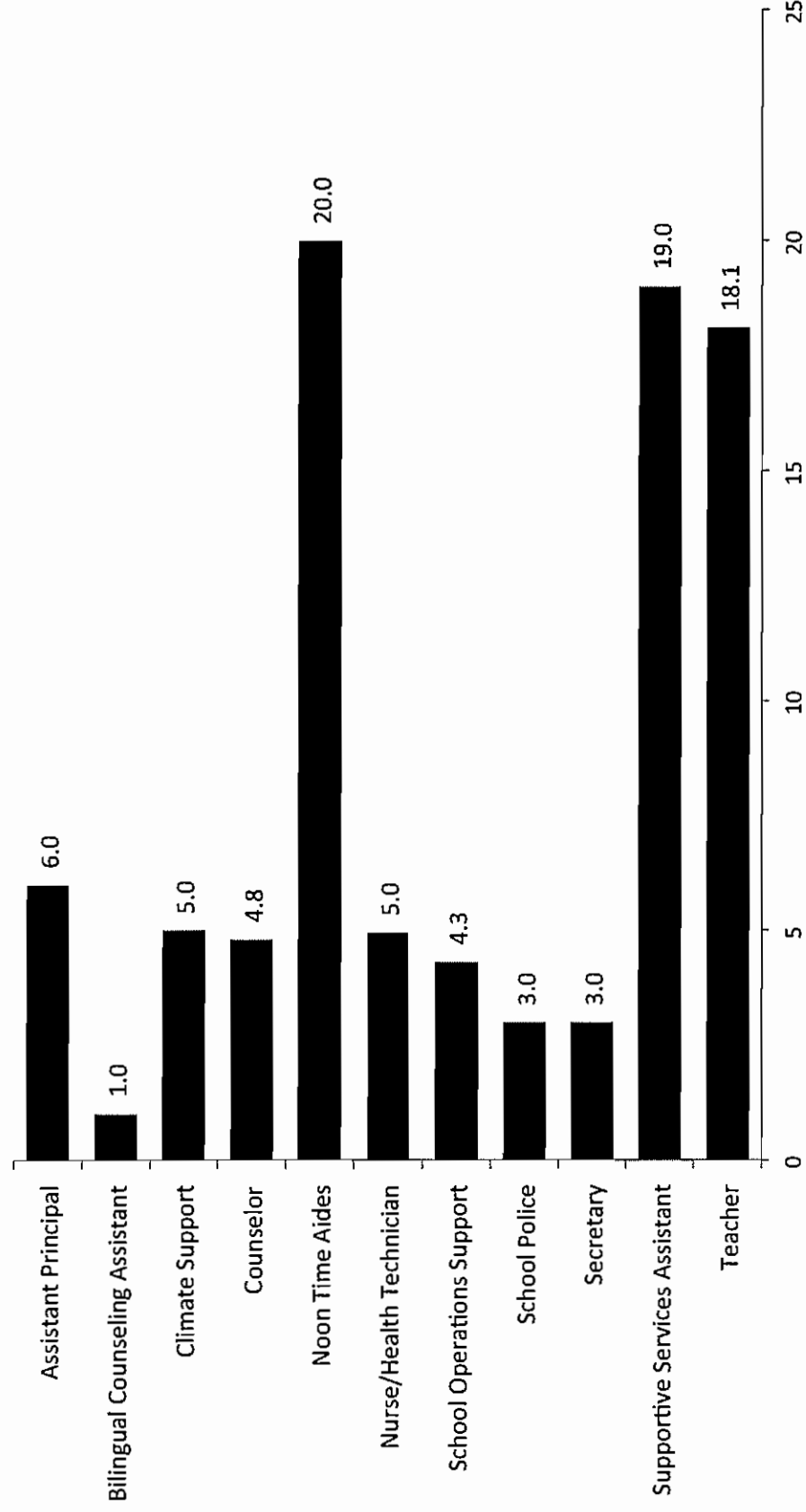
Category	FTEs
Assistant Principal	6.0
Bilingual Counseling Assistant	1.0
Climate Support	5.0
Counselor	4.8
Noon Time Aides	20.0
Nurse/Health Technician	5.0
School Operations Support	4.3
School Police	3.0
Secretary	3.0
Supportive Services Assistant	19.0
Teacher	18.1

FTEs

The School District of Philadelphia

14

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Bartram High School
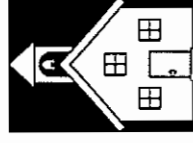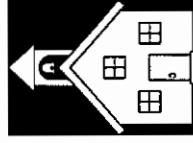Enrollment: 665
SPR: Intervene
Total Additional Investments:
$545,300
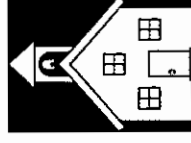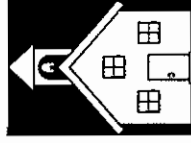
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	49	49	0
Counselor / Student Adv. / Social Service Liaisons	4.2	5.2	1
Noon-time Aides	4	8	4
Nurse	1.2	1.2	0
Secretary	1	2	1
Classroom Assistants/Teacher Asst	9	9	0
Other*	16.4	16.6	0.2
Total FTE	**85.8**	**92**	**6.2**
Books/Supplies/Technology	$208,093	$479,053	$270,960

To support and improve school climate, including implementation of Restorative Practices.

To improve customer service by assisting and addressing family concerns.

To manage financial transactions and to manage our personal property inventory.

Would provide afterschool tutoring and Keystone preparation; establish Saturday school for academic & behavioral interventions; support training for teachers; provide textbooks for science department; and buy supplemental materials for all core subjects.

The additional resources will allow us to further support and accelerate our student's learning and staff development.

Chester Arthur Elementary School
Enrollment: 262
SPR: Intervene
Total Additional Investments:
$227,040
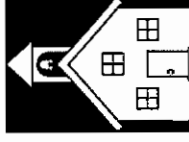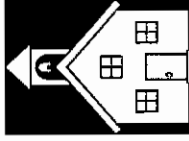
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments*	Difference
Principal / Assistant Principal	1	1	0
Teachers	24.6	24.6	0
Counselor / Student Adv. / Social Service Liaisons	1	2	1
Noon-time Aides	2	2	0
Nurse	0.4	0.4	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	4.0	4.0	0
Other*	9.0	9.0	0
Total FTE	**43.0**	**44.0**	**1**
Books/Supplies/Technology	$47,609	$156,649	$109,040

A school climate manager will support and monitor the implementation of our Positive Behavioral and Intervention Supports (PBIS) program.

These investments will provide for: technology to facilitate blended learning in all grades and professional development for teachers on inquiry- and project-based learning in all content areas.

*Note: These investments were adjusted post school-by-school budget book release as the school was able to secure a community support specialist through the help of Chester Arthur's community.

The School District of Philadelphia   16

Additional School-Based Resources
3rd Councilmanic District

Personnel Resources:	$ 6,298,270 (105.3 FTEs)
Non-Personnel Resources:	$ 2,964,250
Total Resources:	**$ 9,262,520**

Assistant Principal — 4.0
Bilingual Counseling Assistant — 1.0
Classroom/Non-Teaching Assistant — 1.0
Climate Support — 9.0
Community Relations Liaison — 1.0
Counselor — 6.0
Librarian/LIMA — 2.0
Noon Time Aides — 33.0
Nurse/Health Technician — 4.2
School Operations Support — 3.0
School Police — 2.0
Secretary — 2.0
Supportive Services Assistant — 20.6
Teacher — 16.5

FTEs

The School District of Philadelphia

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

The Workshop School
Enrollment: 208
SPR: N/A
Total Additional Investments: $170,560
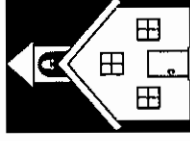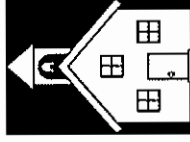
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	13	14	1
Counselor / Student Adv. / Social Service Liaisons	1	1	0
Noon-time Aides	2	2	0
Nurse	0	0	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	0	0	0
Support Services Assistants	1	1	0
Other*	2	2	0
Total FTE	**21**	**22**	**1**
Books/Supplies/Technology	$60664	$93824	$33160

A teaching position will be used as a pre-plan and allow the Principal to be freed from teaching one math and one science class. Additionally, this position will allow common prep for grade group teachers.

Contract services will provide college classes at CCP for our 11th and 12th grade students. Technology will be spent on a much needed multi-media computer lab to supplement our Chromebooks.

We will purchase 11th grade math books, which are also much needed.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

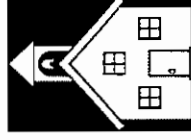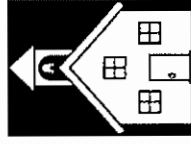**West Philadelphia High School**
Enrollment: 665
SPR: Intervene
Total Additional Investments:
$545,300

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	37.2	39.2	2.0
Counselor / Student Adv. / Social Service Liaisons	3.0	4.0	1.0
Noon-time Aides	5.0	5.0	0
Nurse	1.0	1.0	0
Secretary	1.0	1.0	0
Classroom Assistants/Teacher Asst	11.0	11.0	0
Support Services Assistant	1.0	1.0	0
Other*	13.0	13.0	0
Total FTE	**73.2**	**76.2**	**3.0**
Books/Supplies/Technology	$98,150	$110,250	$12,100

To provide for additional Career and Technical Education programming for students.

The climate manager will be used to help improve school climate and enable the Principal to spend additional time in the classroom supporting teacher instruction and student learning.

To support credit recovery programs for students.

Additional School-Based Resources
4th Councilmanic District

Personnel Resources: $ 4,577,150 (78.1 FTEs)
Non-Personnel Resources: $ 2,535,250

Total Resources: **$ 7,112,400**
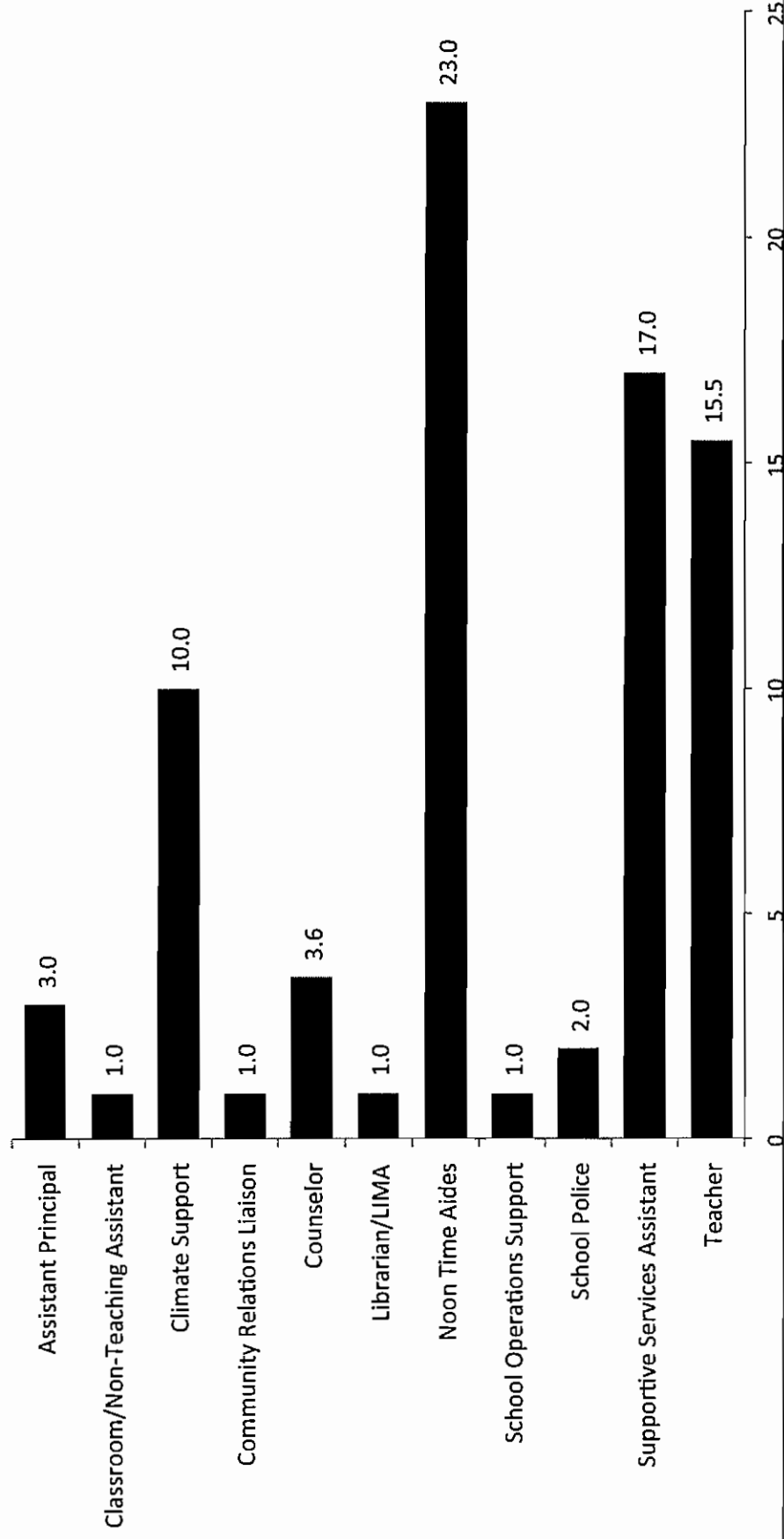
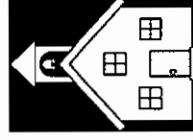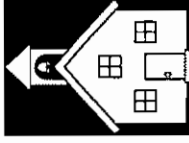| Category	FTEs
Assistant Principal	3.0
Classroom/Non-Teaching Assistant	1.0
Climate Support	10.0
Community Relations Liaison	1.0
Counselor	3.6
Librarian/LIMA	1.0
Noon Time Aides	23.0
School Operations Support	1.0
School Police	2.0
Supportive Services Assistant	17.0
Teacher	15.5

FTEs

The School District of Philadelphia

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Saul High School
Enrollment: 502
SPR: Watch
Total Additional Investments:
$455,100
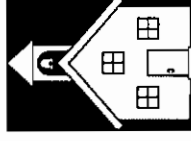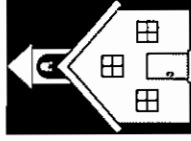
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	2	1
Teachers	30.0	31.0	1
Counselor / Student Adv. / Social Service Liaisons	1.0	1.0	0
Noon-time Aides	3.0	3.0	0
Nurse	1.0	1.0	0
Secretary	1.0	1.0	0
Classroom Assistants/Teacher Asst	0.0	0.0	0
Support Services Assistant	2.0	5.0	3.0
Other*	12.0	12.4	0.4
Total FTE	**51.0**	**56.4**	**5.4**
Books/Supplies/Technology	$133,168	$202,988	$69,820

Saul is a campus with more than 7 buildings, 3 of which are used daily for students' classrooms. An Assistant Principal will support the overall management of the school and as well as academic instruction for our CTE programs.

An additional math teacher will help support the academic needs of our students, including students who require additional support to pass their Keystone Algebra I exams.

The 3 SSAs would help support small group instruction in our math and biology classes.

The 2-day a week School Operations Officer would help manage financial matters. Money exchanges hands due to the various fundraisers and farming expenses (for example, we run a dairy farm with 19 milking cows; our milk goes to Land o' Lakes).

These funds would assist us in providing credit recovery and programs to aid in Response to Intervention and Instruction (RTII).

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

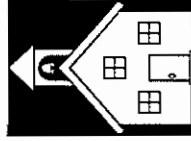**Thomas Mifflin Elementary**
Enrollment: 303
SPR: Watch
Total Additional Investments:
$259,020

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1.0	1.0	0
Teachers	19.2	19.2	0
Counselor / Student Adv. / Social Service Liaisons	0.5	1.5	1
Noon-time Aides	2.0	3.0	1
Nurse	1.0	1.0	0
Secretary	1.0	1.0	0
Classroom Assistants/Teacher Asst	0.0	0.0	0
Support Services Assistant	0.0	0.0	0
Other*	5.0	5.0	0
Total FTE	**29.7**	**31.7**	**2.0**
Books/Supplies/Technology	$60,633	$191,753	$131,120

A School Climate Manager will be responsible for school safety, climate, and discipline, thereby allowing the principal to focus on instructional leadership.

The addition of a Noon Time Aide would increase student safety in the cafeteria and at recess.

These funds would allow for Saturday School as well as targeted afterschool tutoring.

We will also provide professional development on text-based analysis to increase teacher ability to help students read on grade level.

We will use funds to provide parents with instructional workshops to assist their children academically.

These funds would also allow for the purchase of a laptop cart and desktop computers for grades K-4 for RTII centers and increase classroom libraries for all teachers.

Additional School-Based Resources
5th Councilmanic District

Personnel Resources: $ 8,981,950 (128.9 FTEs)
Non-Personnel Resources: $ 4,115,070
Total Resources: **$ 13,097,020**
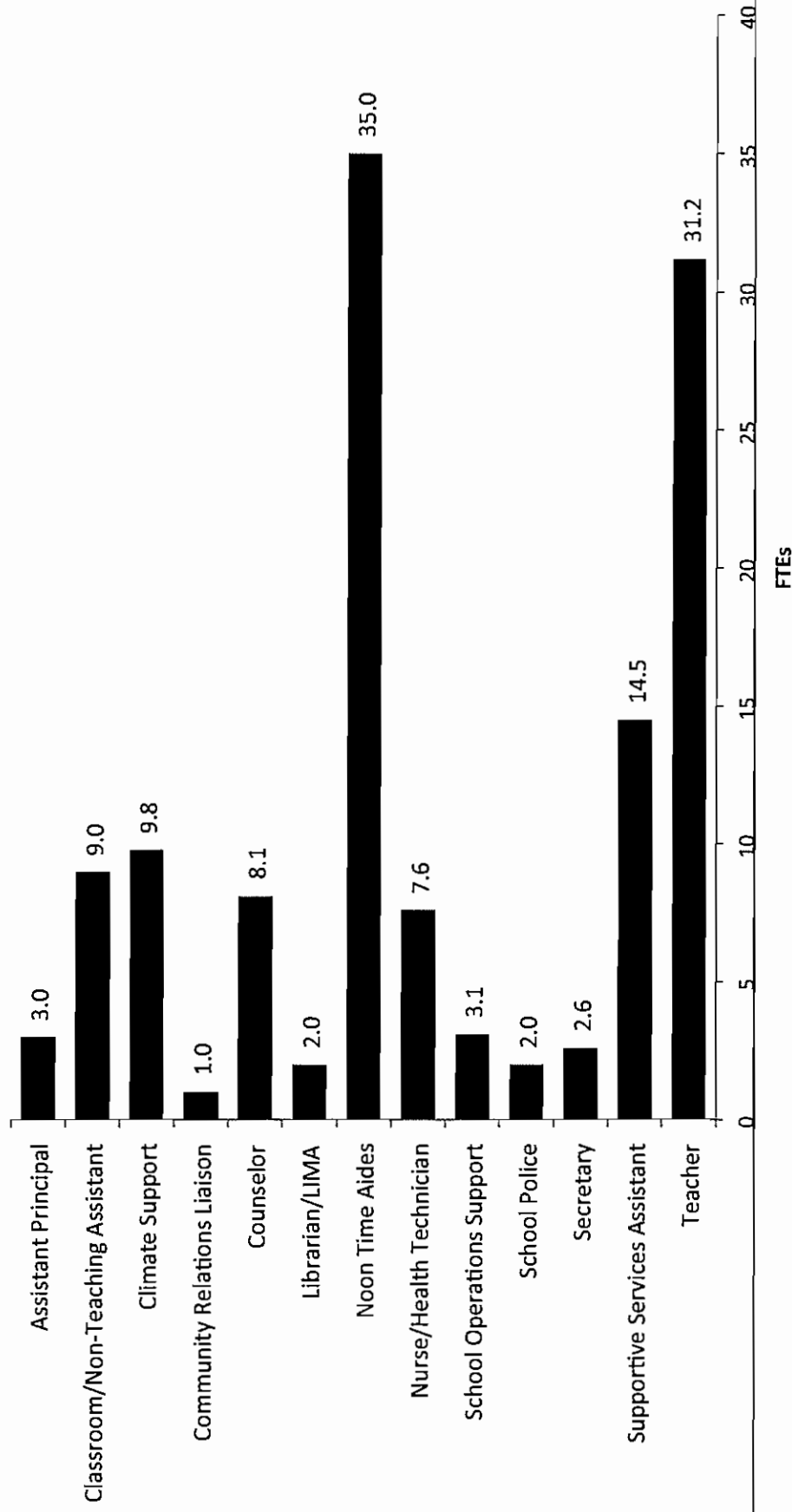
Category	FTEs
Assistant Principal	3.0
Classroom/Non-Teaching Assistant	9.0
Climate Support	9.8
Community Relations Liaison	1.0
Counselor	8.1
Librarian/LIMA	2.0
Noon Time Aides	35.0
Nurse/Health Technician	7.6
School Operations Support	3.1
School Police	2.0
Secretary	2.6
Supportive Services Assistant	14.5
Teacher	31.2

FTEs

The School District of Philadelphia

23

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Spring Garden Elementary School
Enrollment: 272
SPR: Watch
Total Additional Investments: $233,600

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	18.8	19.2	0.4
Counselor / Student Adv. / Social Service Liaisons	1.7	1.7	0
Noon-time Aides	2	2	0
Nurse	.2	.2	0
Secretary	1	1	0
Classroom Assistants / Teacher Asst	0	0	0
Supportive Services Assistant	5	8	3
Other*	6.2	6.2	0
Total FTE	**35.9**	**39.3**	**3.4**
Books/Supplies/Technology	$144,156	$228,499	$84,343

We would like to add a (.4) teaching position to pair it with an existing (.6) Title I Librarian position to create a full-time librarian.

We would like to add (3) SSAs to provide AM/PM instructional support in our grade K/1 classes and K-3 intervention lab.

Funds will be used to pay for professional development sessions after school and on Saturday. Resources will be dedicated to technology purchases, including new laptops for teachers in grades 6-8, and student laptops. We will also replace our K-8 science textbooks and lab materials.

We would like to bring back Playworks for our students, which provides socialized recess, intramurals, and student leadership programs. The second contract would be allocated for staff training in Positive Behavior Interventions and Support (PBIS).

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Dobbins High School
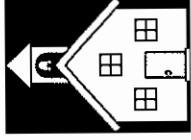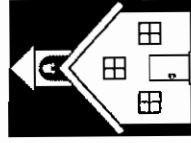Enrollment: 604
SPR: Intervene
Total Additional Investments:
$421,480

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	37.0	37.8	0.8
Counselor / Student Adv. / Social Service Liaisons	2.0	3.0	1.0
Noon-time Aides	2.0	2.0	0
Nurse	0.6	0.6	0
Secretary	1.0	1.0	0
Classroom Assistants/Teacher Asst	0.0	0.0	0
Support Services Assistant	0.0	0.0	0
Other*	17.6	17.6	0
Total FTE	**61.2**	**63.0**	**1.8**
Books/Supplies/Technology	$205,060	$414,620	$209,560

Callouts:

- To provide for additional instruction in Keystone subjects, we will match the .8 with a .2 to have full-time teacher.

- The climate manager will be used to help with the school's climate. We have reduced our suspensions and serious incidents rate by nearly 50% and, given the large incoming class, we would like to have someone ready and available to support new students and families.

- To provide upgraded Smartboards for classrooms and a Chromebook cart for student laptop use in classrooms.

- We are adding summer reading for new students and will use funding to purchase novels and other books for students.

- EC funding will be used to help with Keystones and SAT / ACT.

Additional School-Based Resources
6th Councilmanic District

Personnel Resources:	$ 7,271,230	(124.3 FTEs)
Non-Personnel Resources:	$ 2,938,870	
Total Resources:	**$ 10,210,100**	
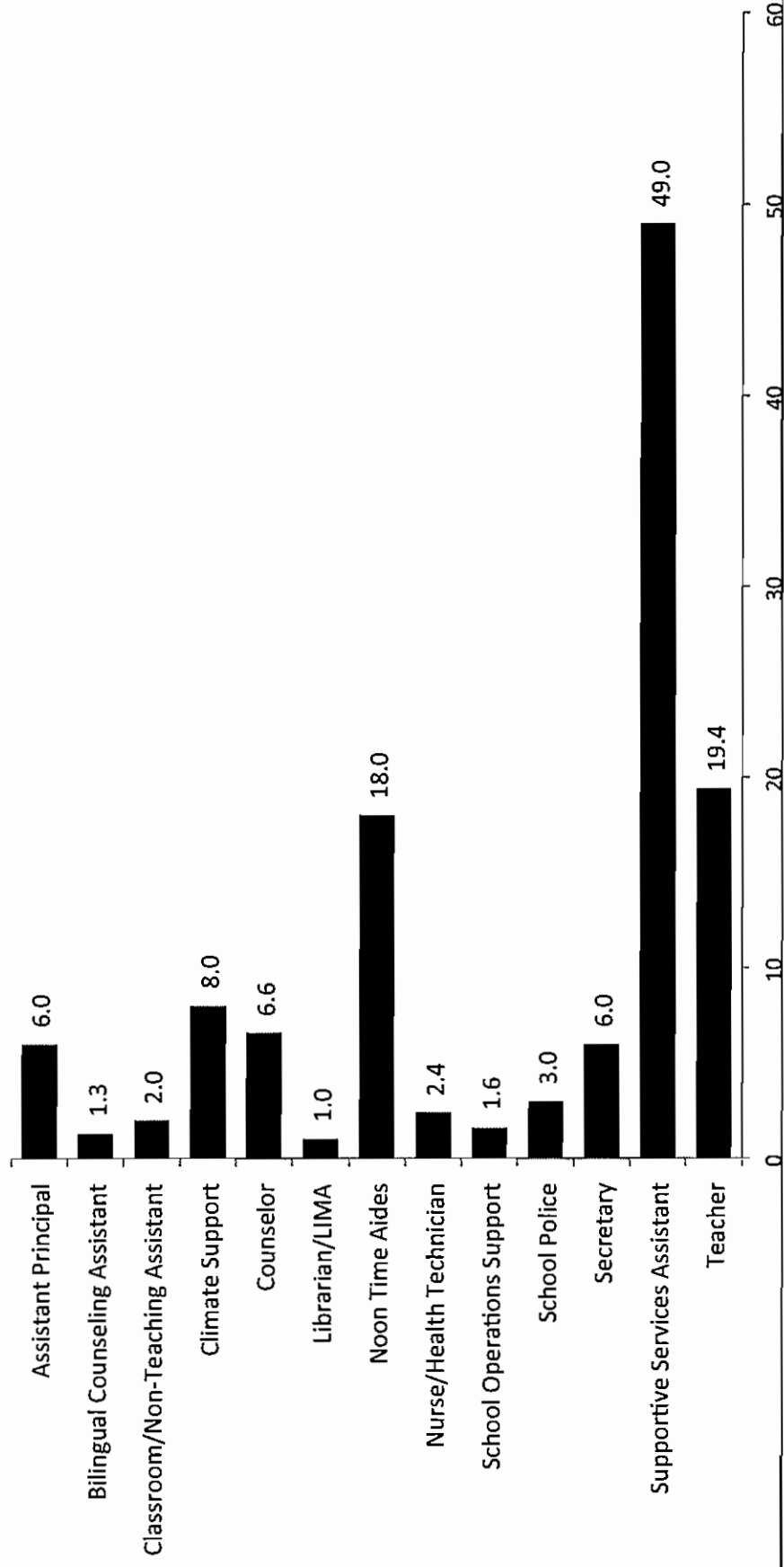
Assistant Principal: 6.0
Bilingual Counseling Assistant: 1.3
Classroom/Non-Teaching Assistant: 2.0
Climate Support: 8.0
Counselor: 6.6
Librarian/LIMA: 1.0
Noon Time Aides: 18.0
Nurse/Health Technician: 2.4
School Operations Support: 1.6
School Police: 3.0
Secretary: 6.0
Supportive Services Assistant: 49.0
Teacher: 19.4

FTEs

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Joseph H. Brown Elementary School
Enrollment: 566
SPR: Reinforce
Total Additional Investments:
$475,500

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	31.4	32.4	1
Counselor / Student Adv. / Social Service Liaisons	1	2	1
Noon-time Aides	4	4	0
Nurse	1	1	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	4	4	0
Supportive Services Assistant	3	5	2
Other*	6	7	1
Total FTE	**52.4**	**57.4**	**5**
Books/Supplies/Technology	$58,153	$157,240	$99,087

We would like to purchase a K-6 teacher to facilitate level 3 interventions for Response to Instruction and Interventions (RTII).

A Climate Support Specialist will coordinate our Positive Behavior Interventions and Support (PBIS) program.

Two additional SSAs will support teachers in providing small-group instruction.

The LIMA will allow us to reopen our library as a center that encourages reading and research.

We will purchases services from CLI and interventions such as Odyssey Math. These resources will assist in providing differentiated learning to intensive and strategic learners. Our technology purchase of smartboards and desktop computers will give students the opportunity to become more interactive learners.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Ethan Allen Elementary
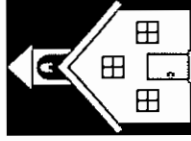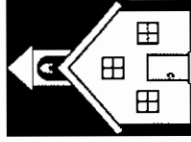Enrollment: 865
SPR: Watch
Total Additional Investments:
$719,860
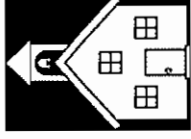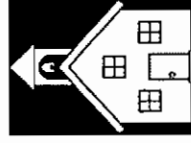
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1.0	1.0	0
Teachers	50.2	51.2	1.0
Counselor / Student Adv. / Social Service Liaisons	2.0	3.0	1.0
Noon-time Aides	8.0	8.0	0.0
Nurse	1.0	1.0	0.0
Secretary	1.0	2.0	1.0
Classroom Assistants/Teacher Asst	3.0	5.0	2.0
Supportive Services Assistant	9.0	11.0	2.0
Other*	7.0	7.4	0.4
Total FTE	**82.2**	**89.6**	**7.4**
Books/Supplies/Technology	$115,086	$296,086	$181,000

A teacher would be used to provide targeted support and interventions for our most struggling students.

The School Climate Manager would serve to ensure that RTII is fully implemented across all grade levels and provide school staff with information to better help them support the whole child.

The additional secretary will help manage all functions of the front office.

The Classroom Assistants will help support classroom instruction for our special needs population, who are fully included in our school. 100% of all Life Skills and Emotional Support students are fully included within the regular education setting.

The SSAs will be able to provide additional small group instruction, scripted reading and math programs, and our pull-out programs.

Additional School-Based Resources
7th Councilmanic District

Personnel Resources: $ 12,021,350 (213.3 FTEs)
Non-Personnel Resources: $ 5,248,570
Total Resources: **$ 17,269,920**
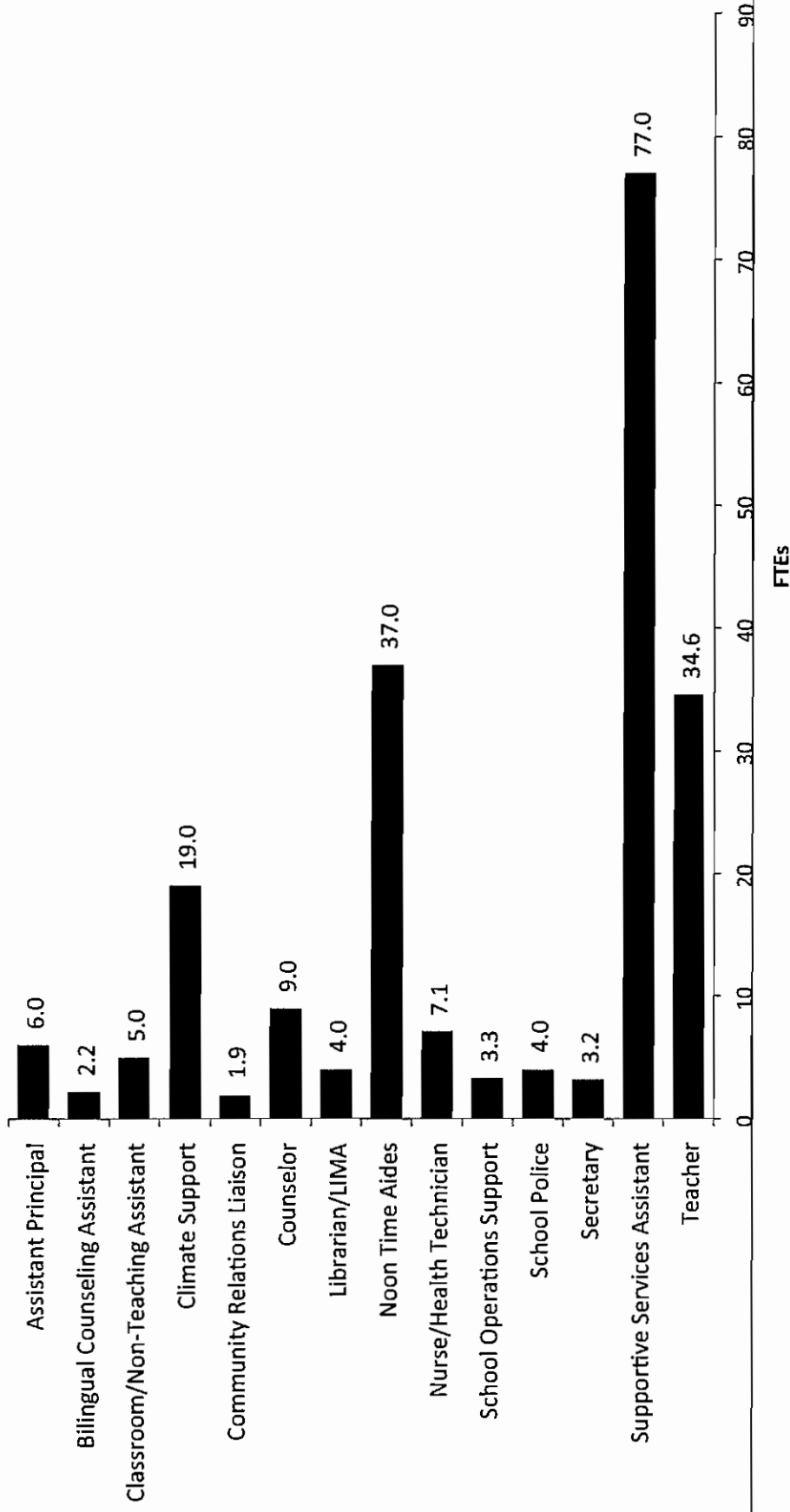
Category	FTEs
Assistant Principal	6.0
Bilingual Counseling Assistant	2.2
Classroom/Non-Teaching Assistant	5.0
Climate Support	19.0
Community Relations Liaison	1.9
Counselor	9.0
Librarian/LIMA	4.0
Noon Time Aides	37.0
Nurse/Health Technician	7.1
School Operations Support	3.3
School Police	4.0
Secretary	3.2
Supportive Services Assistant	77.0
Teacher	34.6

FTEs

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

**John Moffet Elementary School**
Enrollment: 380
SPR: Watch
Total Additional Investments:
$321,340

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference	
Principal / Assistant Principal	1	1	0	
Teachers	22.4	22.4	0	
Counselor / Student Adv. / Social Service Liaisons	1.7	2.2	0.5	Additional resources will be provided to ensure that the school has a full-time counselor.
Noon-time Aides	5.0	7.0	2.0	Noontime Aides will be used to staff the lunchroom to ensure student safety.
Nurse	1	1	0	
Secretary	1.0	1.0	0	
Classroom Assistants/Teacher Asst	2.0	2.0	0	The Support Services Assistants will be used in the first grade classroom for small group instruction with the students in need of intensive intervention.
Support Services Assistant	2.0	5.0	3.0	
Other*	6.0	6.2	0.2	
Total FTE	**42.1**	**47.8**	**5.7**	
Books/Supplies/Technology	$78,020	$245,120	$167,100	The funds budgeted in technology will be used to purchase 5 iPads for each classroom for small group instruction. Funds will also be used to purchase books for guided reading as well as supplies (construction paper, line paper, chart paper, pencils, markers etc.) for the classroom.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

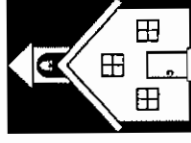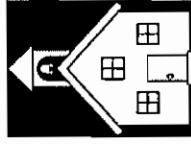**Allen M. Stearne Elementary School**
Enrollment: 557
SPR: Watch
Total Additional Investments:
$467,300
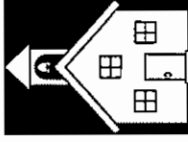
	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	37.2	37.2	0
Counselor / Student Adv. / Social Service Liaisons	2.2	2.2	0
Noon-time Aides	4	4	0
Nurse	0.4	1	0.6
Secretary	1	1	0
Classroom Assistants / Teacher Asst	5	5	0
Supportive Services Assistant	8	12	4
Other*	6	8.6	2.6
Total FTE	**64.8**	**72**	**7.2**
Books/Supplies/Technology	$213,971	$332,731	$118,760

Purchasing the full-time nurse will eliminate the need for the principal and other key staff members to devote time to nursing duties, enabling the principal to better support instruction.

Being able to place an SSA in each classroom that is K-3 and/or oversized will increase the level of small group, individualized instruction needed to improve student outcomes.

A fulltime BCA position will support Spanish-speaking students and families with attendance and behavior, as well as counseling, on a regular basis. In an effort to reach our goal of 95% daily attendance, the SISL will manage student attendance and provide assistance to families. The SPO position will build our climate and help reduce serious incidents.

Purchase Smartboards for 11 rooms and Dell laptop carts for five rooms.

Additional School-Based Resources
8th Councilmanic District

Personnel Resources: $ 9,237,020 (126.4 FTEs)
Non-Personnel Resources: $ 2,672,780
Total Resources: **$ 11,909,800**
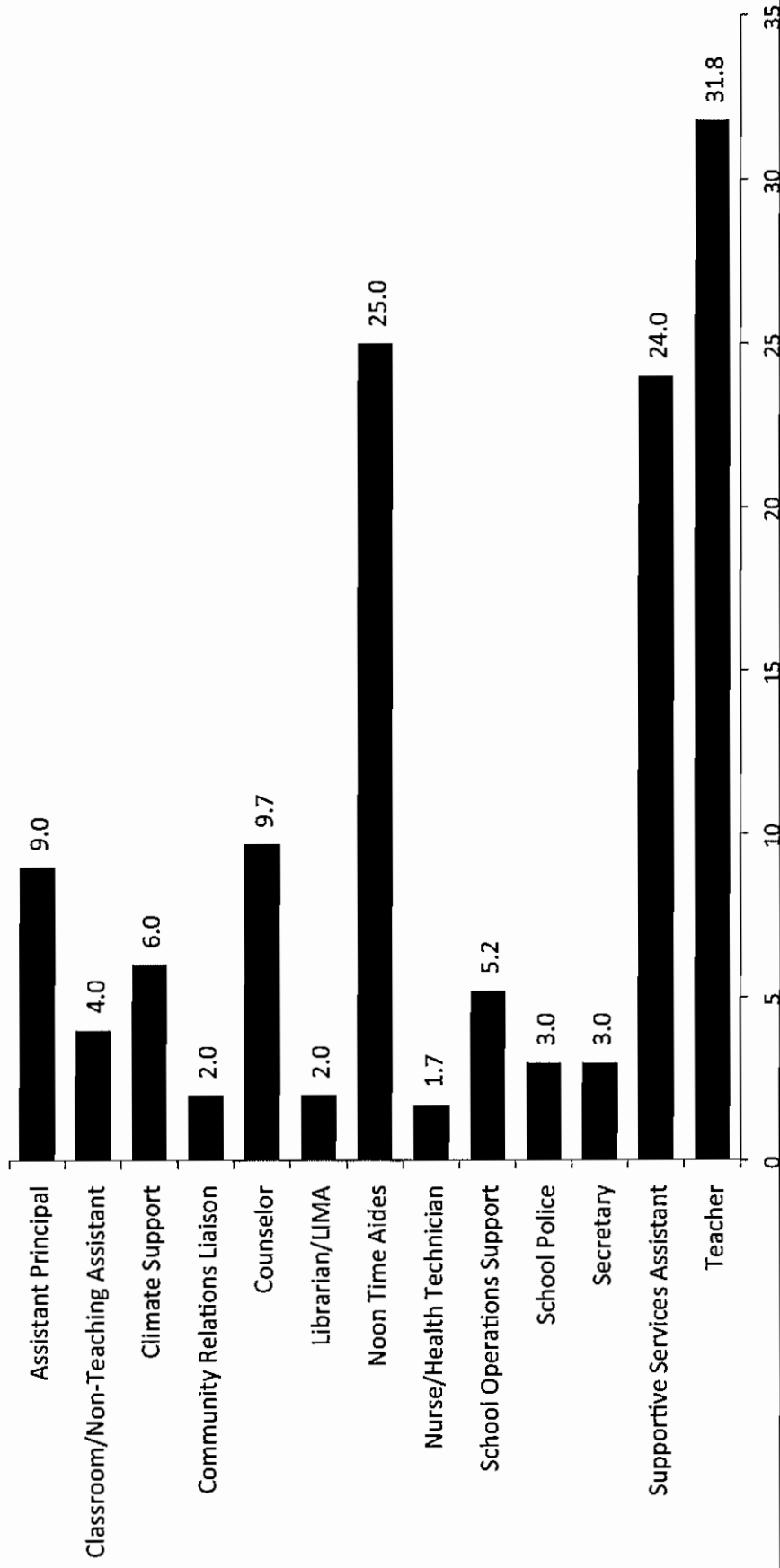
Category	FTEs
Assistant Principal	9.0
Classroom/Non-Teaching Assistant	4.0
Climate Support	6.0
Community Relations Liaison	2.0
Counselor	9.7
Librarian/LIMA	2.0
Noon Time Aides	25.0
Nurse/Health Technician	1.7
School Operations Support	5.2
School Police	3.0
Secretary	3.0
Supportive Services Assistant	24.0
Teacher	31.8

FTEs

The School District of Philadelphia

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Henry E Houston Elementary
Enrollment: 352
SPR: Watch
Total Additional Investments:
$300,020

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1.0	1.0	0
Teachers	29.5	30.5	1
Counselor / Student Adv. / Social Service Liaisons	1.5	2.0	.5
Noon-time Aides	4.0	4.0	0
Nurse	1.0	1.0	0
Secretary	1.0	1.0	0
Classroom Assistants/ Teacher Asst	6.0	7.0	1
Support Services Assistant	0.0	1.0	1
Other*	7.0	7.0	0
Total FTE	**51.0**	**54.5**	**3.5**
Books/Supplies/Technology	$56,106	$109,826	$53,720

This teacher will be designated to pull-out and push-in small groups of students according to their assessment data. This teacher will be assigned full-time to work on interventions and enrichment activities with small groups of learners.

Our counselor is currently a 0.5; these funds would enable us to secure a full-time counselor.

This Classroom Assistant would enhance our early literacy program by providing the necessary support for our Kindergarten class. (S)he would not only help in terms of classroom climate and procedures, but also would assist in leading flexible groups tailored specifically to student needs.

An SSA would support first grade and its early literacy initiative.

PD/EC funds will be used to support math and reading tutoring (2) days a week after school, enhancing our extended learning opportunities for students. Technology funds would purchase projectors and other technological equipment to support across the curriculum technology.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.
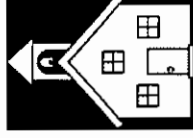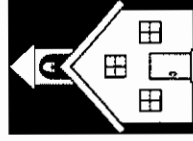
John Wister Elementary School
Enrollment: 379
SPR: Intervene
Total Additional Investments:
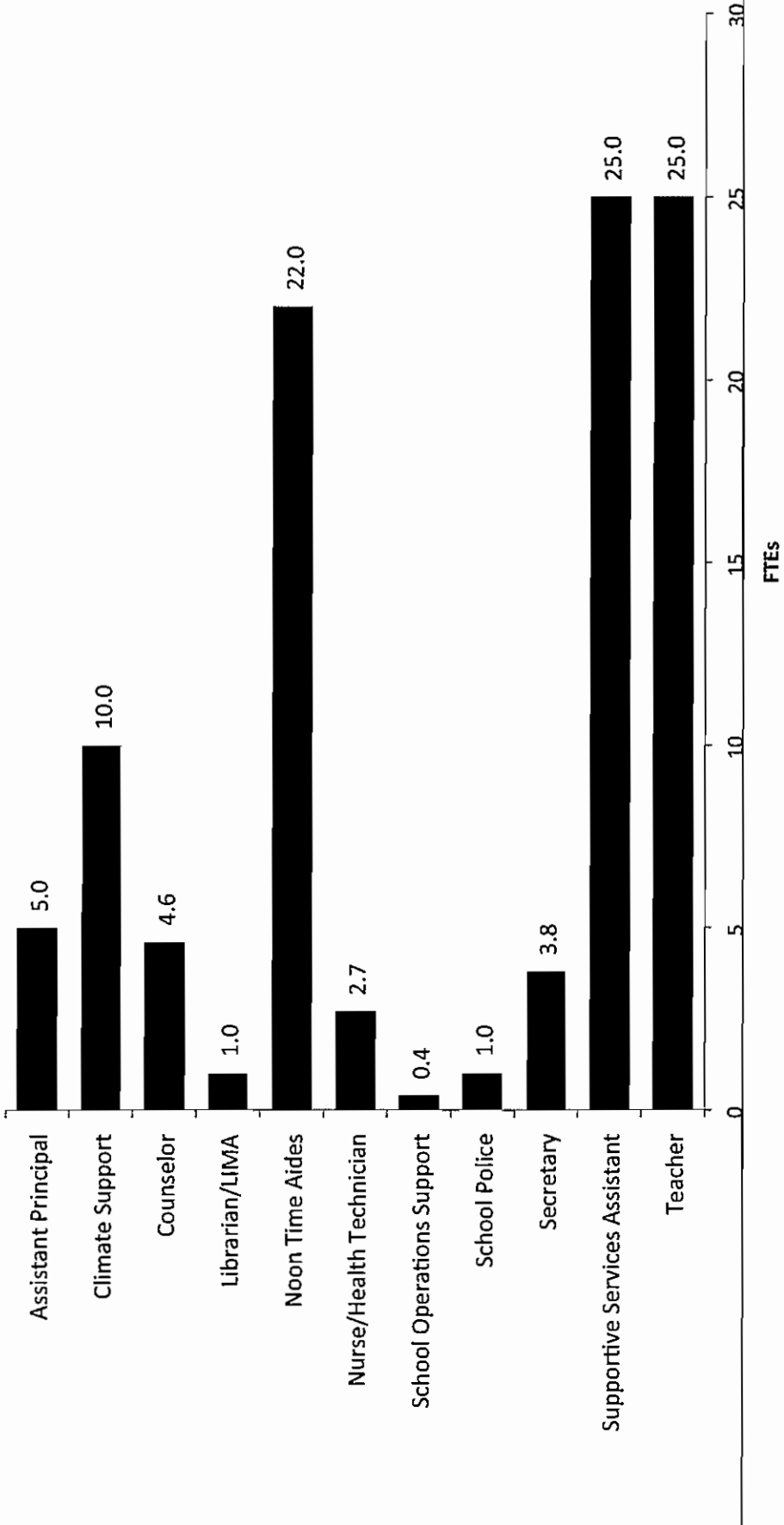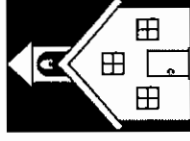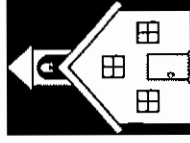**$322,160**

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	23	25	2
Counselor / Student Adv. / Social Service Liaisons	3	4	1
Noon-time Aides	2	2	0
Nurse	.4	.4	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	0	0	0
Supportive Services Assistants	4	4	0
Other*	7	7	0
Total FTE	**41.4**	**44.4**	**3**
Books/Supplies/Technology	$81,749	$92,109	$10,360

The teachers would serve as intervention specialists to accelerate students to proficiency in K-2 and promote students beyond proficiency in grades 3-5 by increasing time spent in ELA support classes in extended guided reading and application of specified interventions.

The Community Relations Liaison would be used to coordinate and supervise the attendance, behavioral, and academic services for our struggling students that are provided through STS, Outpatient, Special Education, and the Climate Support Specialist.

Additional School-Based Resources
9th Councilmanic District

Personnel Resources: $ 6,673,300 (100.5 FTEs)

Non-Personnel Resources: $ 3,104,420

Total Resources: **$ 9,777,720**

Category	FTEs
Assistant Principal	5.0
Climate Support	10.0
Counselor	4.6
Librarian/LIMA	1.0
Noon Time Aides	22.0
Nurse/Health Technician	2.7
School Operations Support	0.4
School Police	1.0
Secretary	3.8
Supportive Services Assistant	25.0
Teacher	25.0

FTEs

The School District of Philadelphia

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.

Laura Carnell Elementary School
Enrollment: 997
SPR: Watch
Total Additional Investments:
$828,100

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	2.0	3.0	1
Teachers	54.8	55.8	1
Counselor / Student Adv. / Social Service Liaisons	3.8	4.8	1
Noon-time Aides	8.0	8.0	0
Nurse	1.6	1.6	0
Secretary	2.0	2.0	0
Classroom Assistants/Teacher Asst	3.0	3.0	0
Support Services Assistant	1.0	1.0	0
Other*	8.0	8.0	0
Total FTE	**84.2**	**87.2**	**3**
Books/Supplies/Technology	$599,276	$973,676	$374,400

The Assistant Principal would help ensure project-based learning implementation meets school redesign objectives on time and on budget by increasing employee adoption of Expeditionary Learning. The AP will focus on the people side of change, including changes to planning and preparation methodologies, classroom environment styles, professionalism, and the delivery of instruction.

An additional teacher will provide Response to Intervention and Instruction (RTII) support to K-2 students, increasing the percentage of additional students able to read on grade level by the end of third grade.

The School Climate Manager will oversee the school's climate plan, including new school culture initiatives aligned to the school redesign initiatives.

These funds will be used to provide additional technology to students as well as updated books and supplies.

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.
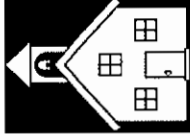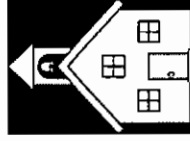
Woodrow Wilson Middle School
Enrollment: 1155
SPR: Reinforce
Total Additional Investments:
$1,064,500

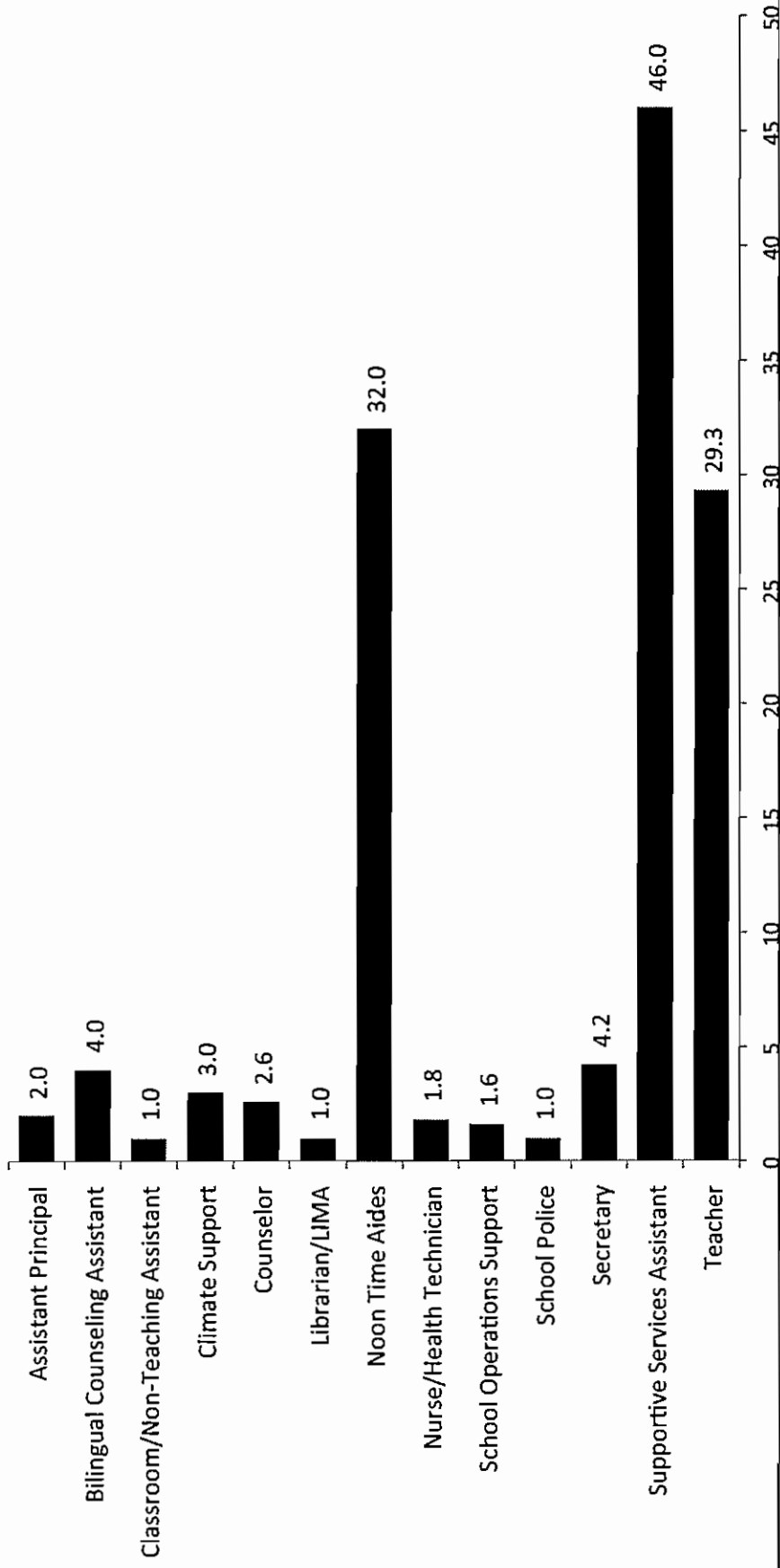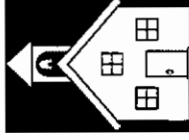|	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	2	2	0
Teachers	61.6	65.6	4
Counselor / Student Adv. / Social Service Liaisons	5.4	6.4	1
Noon-time Aides	10	16	6
Nurse	1.2	1.2	0
Secretary	1	1	0
Classroom Assistants/Teacher Asst	3	3	0
Supportive Services Assistants	3	3	0
Other*	9	11	2
Total FTE	**96.2**	**109.2**	**13**
Books/Supplies/Technology	$81,357	$294,157	$212,800

These four teachers would work specifically with small groups of students functioning below grade level in reading and math in order to achieve our goal of every child reading on grade level by the time they leave Wilson for High School.

In order to improve school climate and safety, we plan to add an additional School Police Officer to adequately cover the perimeter of our school during dismissal and six noontime aides for main entrance, lunchroom and hall monitoring.

We plan to create a resource center for our students by updating our old technology and out-of-date books and providing a librarian to manage the center and assist students. We also want to place an interactive Smartboard in every science and math lab.

Additional School-Based Resources
10th Councilmanic District

Personnel Resources: $ 7,091,650 (129.5 FTEs)
Non-Personnel Resources: $ 6,241,250
Total Resources: **$ 13,332,900**

Category	FTEs
Assistant Principal	2.0
Bilingual Counseling Assistant	4.0
Classroom/Non-Teaching Assistant	1.0
Climate Support	3.0
Counselor	2.6
Librarian/LIMA	1.0
Noon Time Aides	32.0
Nurse/Health Technician	1.8
School Operations Support	1.6
School Police	1.0
Secretary	4.2
Supportive Services Assistant	46.0
Teacher	29.3

FTEs

The School District of Philadelphia

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The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.
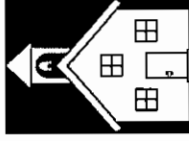
Swenson Arts and Technology High School (10th)
Enrollment: 681
SPR: Watch
Total Additional Investments: $521,520

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	1	1	0
Teachers	39.8	42.3	2.5
Counselor / Student Adv. / Social Service Liaisons	2	2	0
Noon-time Aides	3	3	0
Nurse	1	1	0
Secretary	1	1	0
Classroom Assistants / Teacher Asst	6	6	0
Other*	16	16	0
Total FTE	**69.8**	**72.3**	**2.5**
Books/Supplies/Technology	$203,182	$431,202	$228,020

One additional Math teacher will reduce class size and enable remediation and acceleration in 9th grade classes. A full time music teacher promotes student self expression, learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. A .5 ESOL teacher supports students who will benefit from increased reading and writing opportunities.

Technology -Purchase of a Digital Fellow to keep student technology in optimum condition and 2 MAC Laptop Carts AND 60 Apple laptops.

Books, Supplies, etc. -- Purchase of Science Consumables , Science Resources, ELA Novels, and Math Manipulatives

The additional resources will provide additional teachers, counseling services, and climate and safety support for our students.
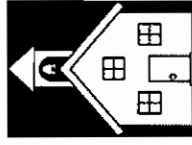
Northeast High School (10th)
Enrollment: 2,841
SPR: Intervene
Total Additional Investments:
$2,447,020

	FY16 Budget: Maintenance	FY16 Budget: Additional Investments	Difference
Principal / Assistant Principal	5	5	0
Teachers	146	153	7
Counselor /Student Adv. / Social Service Liaisons	8.4	9.4	1
Secretary	3	4	1
Noon-time Aides	17	26	9
Nurse	2.2	2.2	0
Classroom Assistants / Teacher Asst	10	10	0
Other	20	20	0
Total FTE	**211.6**	**229.6**	**18**
Books/Supplies/Technology	$453,670	$1,740,490	$1,286,820

To support students who are struggling to pass the Keystone Exams and provide additional language instruction.

To support early intervention and college and career counseling.

To provide better customer service to parents, families, and the community.

To support student transition and safety.

To provide chromebooks for every 9th grade classroom; upgrade to 100% smart board technology; support over 60 afterschool programs.

Without additional resources, the inadequate services and supports that are currently available to students will be further reduced. Due to the significant budget cuts over the past several years, it will be impossible to ensure that further cuts do not impact students and classrooms.

- Students will be in classes with more students.

- More students will be in classes that have combined grades.

- Students will have less access to counseling, student health services, and social-emotional supports.

- Students will have fewer out-of-school time, enrichment, and extra-curricular activities.

Appendix

- Funding reform priorities
- Demographic information
- Per pupil comparison
- Charter cost projections

As the General Assembly considers the upcoming recommendations of the Basic Education Funding Formula Commission, changes to the charter school law, and the state budget, the School District's priorities include:

- Providing additional funds for students who require **additional educational resources,** including based on poverty, special education, English-language learner, and other factors

- Providing an **equal amount** of school-level funding for students, based on their level of need, who attend School District schools and those attending charter schools; in addition, address **stranded and legacy costs** borne by the School District

- Addressing the challenges caused by the **one-year lag** in calculating the charter school per pupil payment based on prior year School District expenditures

- Removing from the charter school per pupil calculation the **pass-through of system-level expenditures** (e.g., payments to out-of-District placements and alternative educations students) typically not borne by charter schools

- Removing from the charter school per pupil calculation the **pass-through of local grants and** private funding obtained by the School District, as charter schools are themselves able to raise local and private funds

- Modifying the special education per pupil calculation to tie it to **level of student need** and cost to meet that need

In SY13-14, over 87% of the 131,362 K-12 students served by School District qualified for free or reduced-price meals, and almost 14% had special education needs.

SY13-14 demographic data (K-12)	Students	Percentage
Economically Disadvantaged Students	114,738	87.3%
English Language Learner Students	11,879	9.0%
Students with Disabilities	18,124	13.8%
Students who are Mentally Gifted	3,597	2.7%
American Indian/Alaskan Native	271	0.2%
Asian	10,633	8.1%
Black/African American	69,373	52.8%
Hispanic/Latino	24,980	19.0%
Multi Racial/Other	7,122	5.4%
Native Hawaiian/Pacific Islander	22	0.02%
White	18,961	14.4%

Despite having a 150%–1,600% higher proportion of students who quality for free and reduced-price meals, the School District spends $1,890-$12,204 less per student than our neighboring districts or the second-largest district in PA.

Per Pupil Spend for SDP and Nine Neighboring School Districts & Pittsburgh[i]

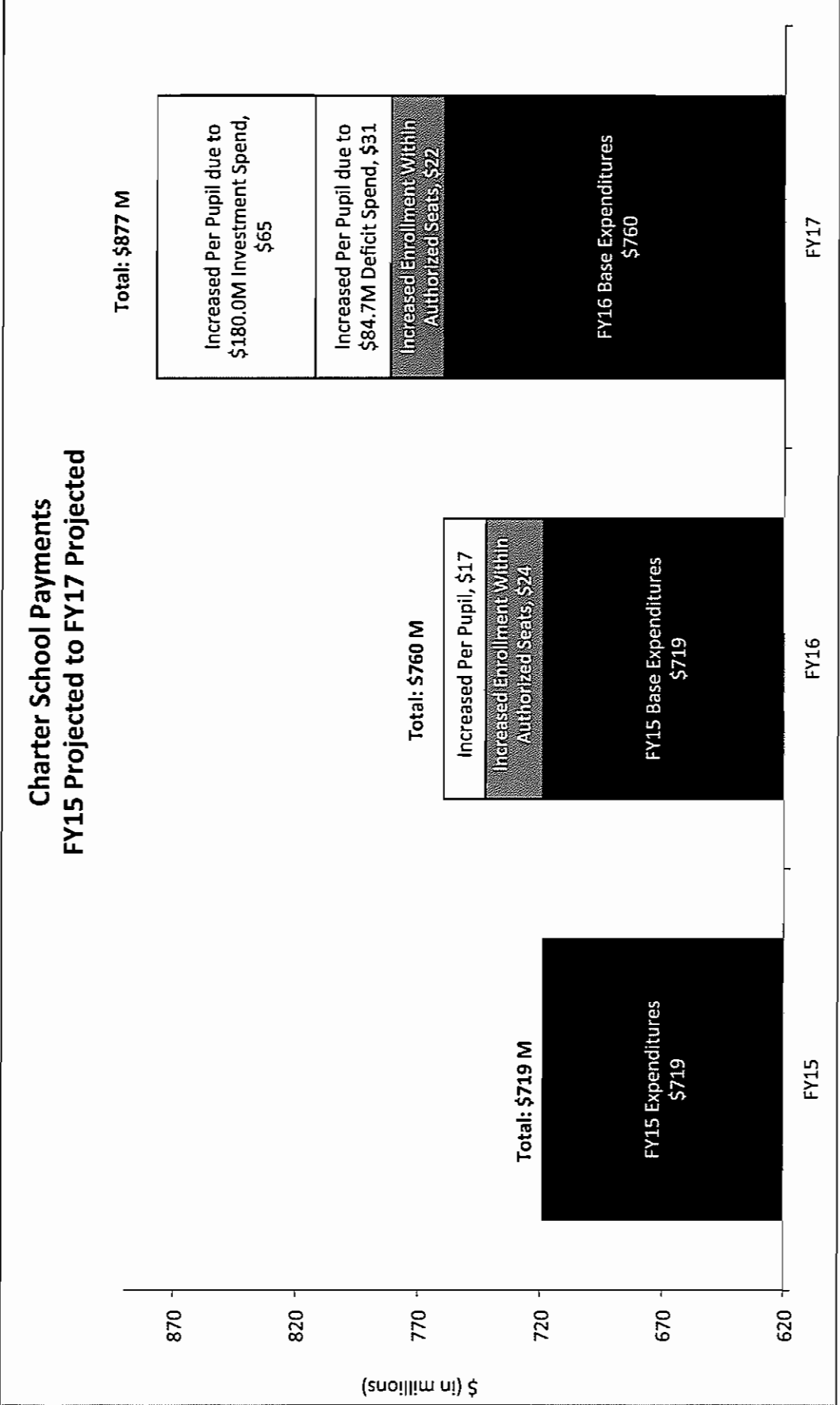| School District	Per Pupil Estimate* (2012)	PSSA Proficiency (Gr 3-5)** (2012)	Economically Disadvantaged*** (2012-2013)	Funding required to provide SDP with similar resources
Lower Merion	$25,370	90%	8.17%	$1,603 million
Cheltenham	$20,941	80%	22.40%	$1,021 million
Colonial	$19,132	90%	18.55%	$784 million
Lower Moreland	$18,718	86%	5.14%	$729 million
Neshaminy	$17,230	81%	19.68%	$534 million
Bensalem	$16,976	67%	46%	$500 million
Abington	$15,543	84%	18.42%	$312 million
Haverford	$15,398	89%	12.95%	$293 million
Springfield	$15,056	89%	13%	$248 million
Pittsburgh	$21,000	52.8%	69.46%	$1,029 million
Philadelphia	$13,167	41%	83.93%	$0

*Source: Pennsylvania Department of Education Statewide AFR Expenditures

** Source: PA AYP

***Source: Pennsylvania Department of Education PA School Performance Profile

[i] The funding required to provide SDP with similar resources was calculated by taking the difference in per pupil expenditures and multiplying it to the number of students currently served by SDP.

The School District of Philadelphia

From FY15 to FY16, charter expenditures are projected to increase by $40.8M. If we spend the additional $264.7M proposed in FY16, payments to charter schools for the same number of students would increase by $96M in FY17.

Charter School Payments
FY15 Projected to FY17 Projected

Total: $719 M

FY15 Expenditures
$719

Total: $760 M

Increased Per Pupil, $17

Increased Enrollment Within Authorized Seats, $24

FY15 Base Expenditures
$719

Total: $877 M

Increased Per Pupil due to $180.0M Investment Spend, $65

Increased Per Pupil due to $84.7M Deficit Spend, $31

Increased Enrollment Within Authorized Seats, $22

FY16 Base Expenditures
$760

$ (in millions)

870

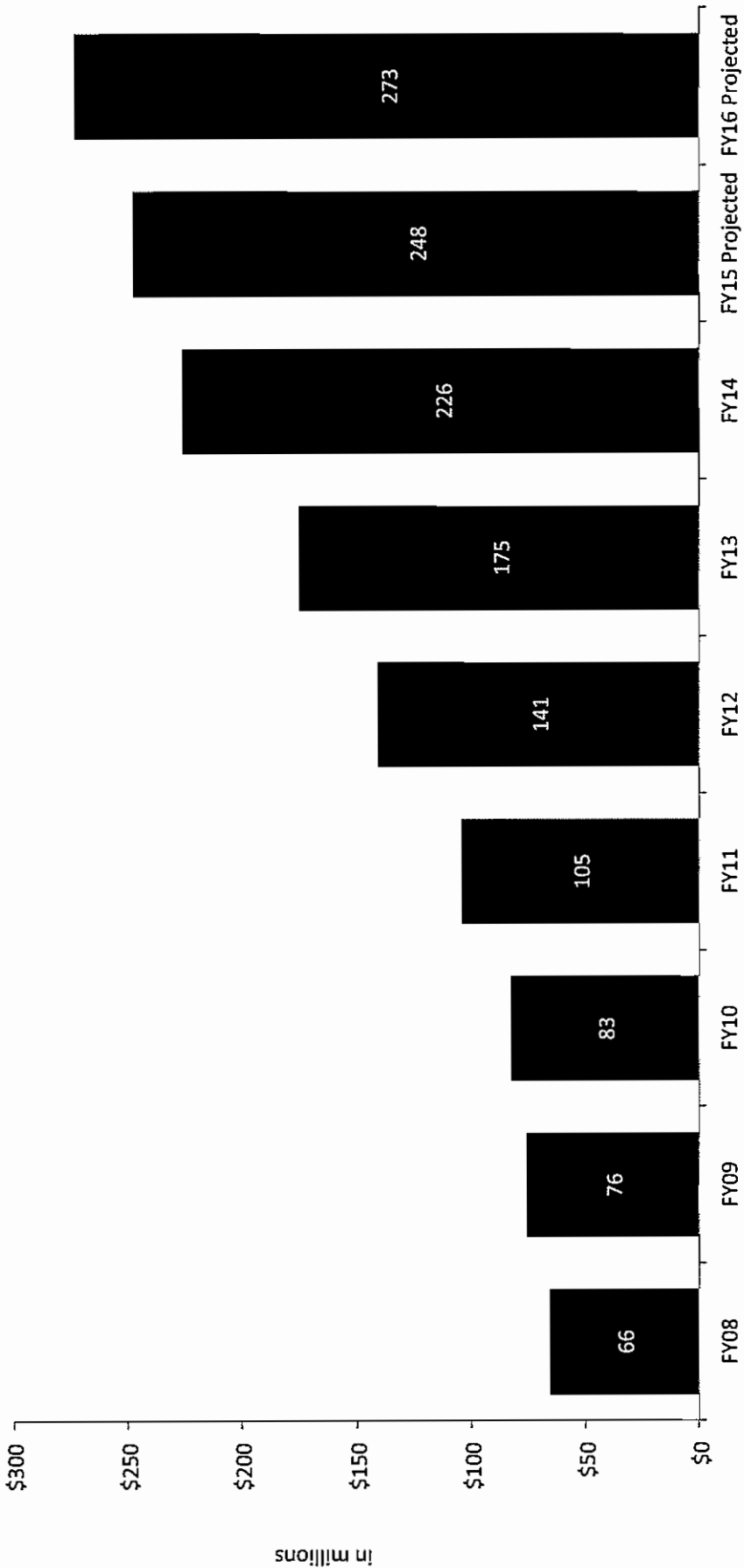820

770

720

670

620

FY15

FY16

FY17

When compared to our charter school peers, the School District serves a significantly higher percentage and more students who require additional supports and higher levels of support.

School Year 2012-13	Charter Schools		School District Schools	
Special Education Category	Total number of students	% of SPED Population	Total number of students	% of SPED Population
Autistic Support	**260**	**3.1%**	**1632**	**8.3%**
Life Skills Support	**179**	**2.1%**	**1282**	**6.5%**
Multiple Disabilities Support	**42**	**0.5%**	**334**	**1.7%**
Deaf or Hearing Impaired	25	0.3%	223	1.1%
Emotional Support	630	7.5%	1504	7.6%
Learning Support	6140	73.4%	12699	64.3%
Physical Support	6	0.1%	147	0.7%
Speech / Language Support	1072	12.8%	1583	8.0%
Other / Unknown	10	0.1%	246	1.2%
Blind or Visually Impaired	6	0.1%	99	0.5%

The charter school special education per pupil payment formula is not based on level of need or cost to provide services. Instead, the payment is calculated based on what the District spends to serve its higher-need population.

Special Education Payments to Charter Schools
Operating Budget

in millions

FY08	66
FY09	76
FY10	83
FY11	105
FY12	141
FY13	175
FY14	226
FY15 Projected	248
FY16 Projected	273

The School District of Philadelphia

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DARRELL L. CLARKE
PRESIDENT
ROOM 494, CITY HALL
Philadelphia, PA 19107
(215) 686-2070
Fax No. (215) 563-3162

COUNCILMAN - 5TH DISTRICT

May 20, 2015

Dr. William Hite
Superintendent – School District
440 North Broad Street
Philadelphia, Pennsylvania 19130

Dear Dr. Hite:

On Tuesday, May 26, 2015 the School District of Philadelphia (SDP) will be presenting its fiscal year 2016 operating budget to City Council. We look forward to hearing about how the SDP plans to provide quality education to Philadelphia children. As you are aware, City Council has, over the past four years, provided approximately $327 million in new funding.

In anticipation of your budget presentation City Council is requesting, in writing, an itemized break down of how the additional funding was spent. The information you provide should be broken down by year and spending classification. Within each spending classification, please note instruction and non instruction spending.

Sincerely,

DARRELL L. CLARKE

DLC/dmc

Response to May 20, 2015 Information Request from
Council President Clarke

Question: Provide an itemized breakdown of how the School District spent the approximately $327 million in increased City funding.

Response:

The School District's revenue and expenditure picture changed dramatically between FY11 and FY15, including:

1. **Declining revenues from the state.** The School District's state revenue in FY15 is approximately $118M lower than it was in FY11.
2. **Decreased grant revenues.** Schools received support from a variety of competitive grant funds that came to an end during this period, resulting in a decrease in services to schools and students.
3. **Increased mandatory costs.** Due to increases in pensions, healthcare, and debt service, as well as rising charter costs, the School District is able to purchase less despite increased City revenues. The School District continues to experience a structural deficit, whereby annual increases in fixed/unavoidable costs outpace increases in revenues.

As a result, in order to align School District expenditures with available revenues, a number of reductions have taken place over the last four years including:

1. Reduced counseling services;
2. Reduced nursing services;
3. Reduced funds school have to spend on books, supplies, and extracurricular activities;
4. Reduced central office support to schools and principals;
5. Reduced labor expenses (three unions have agreed to concessionary contracts to mitigate further reduction in services to schools); and
6. Utilization of all of the School District's fund balance.

Therefore, while City revenues are expected to be approximately $328.6M higher in FY15 than in FY11[1] (see Table 1), increases in City revenues have been needed to prevent the further decline in services to students and schools rather than support new investments.

Table 1

Fiscal Year	FY2011	FY2012	FY2013	FY2014	FY2015	FY15 – FY11
Total Local Tax and Non-Tax Revenues	833,698,544	927,012,019	970,897,086	1,064,526,520	1,192,277,000	328,578,456

The increased City revenues have helped prevent the following from occurring:

1. Increased class size. Without the increased City revenues, class sizes would have increased dramatically and our teaching staff would have been reduced by hundreds of positions.
   a. Class sizes Grades 1 through 3 would have increased from 30 students to 37 students;
   b. Class sizes Grades 4 through 8 would have increased from 33 students to 40 students;

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[1] Based on a revenue information provided by the City Finance Office.

       c. Class sizes Grades 9 through 12 would have increased from 33 students to 41 students; and

       d. Class sizes in CTE programs would have increased from 24 students to 32 students.

2. **Additional school-based staff reductions.** Without the increased City revenues, the School District would not have been able to restore Assistant Principal, Guidance Counselor, and Secretary positions to schools in the fall of 2013.

3. **Elimination of itinerant music.** Without the increased City revenues, the School District would not have been able to itinerant music positions to schools in the fall of 2013.

4. **Elimination of athletics.** Without the increased City revenues, the School District would not have been able restore interscholastic sports to schools in the fall of 2013.

5. **Increased walking distance.** Without the increased City revenues, the School District would have needed to increase the walking distance for high school students from 1.5 to 2 miles in the fall of 2014.

6. **Further reduced cleaning and maintenance services.** Without the increased City revenues, the School District would have needed to further reduce cleaning and maintenance services for schools.