

In The Matter Of:
*LANE TECH HIGH SCHOOL MANAGEMENT AND
BUDGET
FISCAL YEAR 2011-2012*

August 10, 2011



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OFFICE OF MANAGEMENT AND BUDGET
FISCAL YEAR 2011-2012 PROPOSED BUDGET
PUBLIC HEARING

Wednesday

AUGUST 10, 2011

7:00 P.M.

Held at:

LANE TECH HIGH SCHOOL

2501 West Addison St.

Chicago, Illinois

1 **PRESENT:**

2
3 **MR. ARNALDO RIVIERA,**
4 **Deputy Director;**

5
6 **MS. MELANIE SHAKER,**
7 **Interim Chief Financial Officer;**

8
9 **MS. GINGER OSTRO,**
10 **Budget Director;**

11
12 **MS. JORY SIMMONS,**
13 **Moderator.**

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21 **Reported by: Janice Smith**

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1 MS. SIMMONS: Good evening. And
2 welcome to the Chicago Public School 2012 Proposed
3 Budget Hearing. For the evening, we have provided
4 a Spanish translator, as well as a sign language
5 interpreter.

6 (Interpreter speaking.)

7 MS. SIMMONS: Before we begin, I would
8 like to acknowledge a few of our elected officials
9 that are with us this evening; Alderman Tunney
10 from the 44th Ward; Alderman Reboyras from the
11 30th Ward; Alderman Colon from the 35th Ward;
12 Alderman Arena from the 45th Ward.

13 I would also like to acknowledge
14 Chicago Board of Ed member Rod Sierra, as well as
15 our Chief of Schools Craig Bennett, Linda
16 Williams, and Isabella Mesa-Collins. We thank you
17 for joining us.

18 Before we begin, there are some
19 procedures I would like to go over with you. Our
20 hearing will begin with a few comments by our
21 senior staff member, Melanie Shaker. And then we
22 will have the budget, proposed budget presented by
23 the Director of Management and Budget,
24 Ginger Ostro, as well as our Deputy Budget

1 Director, Arnaldo Riviera.

2 When your name or organization is
3 called, please proceed to the microphone. Each
4 speaker will be given two minutes to speak, and
5 after the one minute, 30 second mark you will be
6 asked to conclude. We ask that you adhere to the
7 time limit so that we have the opportunity to hear
8 from all representatives.

9 All those wishing to speak should
10 have filled out the speaker's card at the
11 registration table.

12 When multiple speakers from the
13 same organization or school are listed, only one
14 member per organization or school will be allowed
15 to speak regarding the same issue.

16 If you have a follow-up question,
17 we ask that you give us your first question. We
18 will respond. And we ask you to speak to our
19 staff members at the back of the auditorium. They
20 will give you a follow-up card and we will follow
21 up with you after the hearing or towards the end
22 of the meeting with answers to your questions.

23 I will be your moderator for the
24 evening, and I will dictate when your time is up.

1 Again, we would ask you limit your comments to two
2 minutes.

3 The public hearing is scheduled to
4 conclude at 9:00 p.m., and on behalf of Chicago
5 Public Schools, thank you for taking the time to
6 participate in our meeting.

7 MS. SHAKER: Good evening. I would
8 like to welcome everybody to the presentation. My
9 name Melanie Shaker. I am the Interim Chief
10 Financial Officer and Treasurer for Chicago Public
11 Schools.

12 I am happy to see so many people
13 here. We are looking forward to your comments and
14 your input.

15 And one of the things I would
16 really like to draw your attention to is a website
17 that we put together that we can get -- you can
18 continue this conversation after tonight. We will
19 take your questions. The address is on this sheet
20 of paper. So, it is an interactive website. We
21 would love to hear from you further. So, please,
22 take the time to tell us what you think beyond
23 just tonight.

24 I would like to go ahead and

1 introduce the rest of the speakers here. To my
2 left is Ginger Ostro. Sorry, how is my volume
3 here? Can everybody hear me? Louder? Okay.

4 To my left is Ginger Ostro. Ginger
5 is the Budget Director and Grants Manager for
6 Chicago Public Schools. And then to my right is
7 Arnaldo Rivera. He is our Deputy Budget Director.
8 And we have all worked very hard to put this
9 budget together. So with that, I will hit it off
10 with Ginger.

11 MS. OSTRO: Thank you all very much.
12 And I also appreciate the opportunity to share
13 with you some of the highlights and overview of
14 the budget that we are presenting. And we are
15 going to do a brief presentation, and then we
16 really look forward to hearing your comments as
17 soon as we conclude.

18 Let me just start by giving you a
19 brief overview of the principles and challenges
20 facing us as we confronted this budget. As you
21 can see, we faced daunting challenges, both from
22 the educational and fiscal side, as we began
23 looking at the budget for the fiscal year that
24 began July 1st.

1 We inherited a \$712 million
2 deficit. And that is a number that was after we
3 made \$75 million of cuts in administration, there
4 was still \$712 million of deficit yet to close.

5 But as we looked at that, we said
6 what is our core principle as we think about how
7 we are going to close this gap. And our core
8 principle was to keep cuts as far away from the
9 classroom as possible. Doesn't mean you won't see
10 any impact on education, but we keep on protecting
11 the core educational purposes, and we will go
12 through some of those issues.

13 The second thing that we looked at
14 was not just where we cut, but where are we to
15 invest. Because part of the challenges of this
16 budget are not just making reductions, but
17 thinking about how you want to move forward in a
18 new way and where do we want to invest. We will
19 talk about some of those areas as well.

20 Some of the fiscal challenges that
21 we face, and we will go into details specifically
22 on these, is that revenue is down in all major
23 categories in fiscal 12. What that means is, we
24 have less money in the current fiscal year than we

1 had last year to spend on the same set of
2 services. So we have a huge challenge because of
3 that.

4 So we have had to make reductions.
5 As you can see, all areas have pressure to do more
6 with less. And we have also made some changes in
7 our capital investments, again to address the fact
8 that we have shortages.

9 Even though we have made these
10 reductions, you will see that we still have a
11 shortfall that we will have to use reserves in
12 order to close. And then we will end with a
13 long-term picture that shows you that our
14 challenges, while very significant this year,
15 continue to grow in the other years because of
16 growing expenses.

17 Let me show you this illustration
18 of what is happening with our revenues and our
19 spending.

20 The blue line shows you over the
21 last several years what our revenue picture has
22 looked like; how much money is coming into the
23 system.

24 And you can see that it has grown

1 pretty steadily until fiscal 11, the second bullet
2 from the end. And then it dropped in fiscal 12,
3 i.e. in the year that started July 1. Our fiscal
4 year runs from July 1 to June 30. So when I refer
5 to fiscal year, that is the time frame that I am
6 talking about.

7 There were several reasons that we
8 saw debt decline. A big one is because there were
9 several one-time sources of money. For example,
10 there was federal stimulus money that we had in 11
11 that is now gone. So that is a big part of our
12 drop. But you will also see in all of our revenue
13 sources all of the places that we get money, there
14 is less.

15 At the same time, if you look at
16 the red line, you see that spending has pretty
17 much kept up with revenues. But in fiscal 12, we
18 still have more spending. The red line is above
19 the blue line, even after we have made all the
20 changes in the budget. That is what we will have
21 to address with our reserves from the prior year.

22 So let me talk about the
23 investments that are reflected in this budget.
24 The first and most important, because it does

1 reflect that core principle, is that we did
2 maintain class size. No increases in class size
3 in any of the schools this year. We are
4 maintaining it at the same level as last year.

5 We are also maintaining funding for
6 pre-K programs, emphasizing the importance of
7 early childhood education. And along the same
8 lines, we are able to expand all the kindergarten
9 for 6,000 students. That is about a \$15 million
10 investment.

11 We are expanding magnet programs,
12 maintaining world language programs, and
13 continuing our investment in safety for students
14 in programs such as Culture of Calm, Safe Passage,
15 same number of students being served in mentoring
16 programs. And we are also providing \$7 million to
17 put in state-of-the-art high definition cameras in
18 14 of our schools.

19 I am going to turn it over to Arnie
20 to talk about some of the areas that we did focus
21 on in terms of reductions. With that, is a
22 background on the investments.

23 MR. RIVIERA: So when you take a look
24 at this pie graph, what we wanted to illustrate is

1 under the appropriation for FY 12, the areas
2 combined with -- in regards to where the money
3 goes.

4 So as you can see in a post
5 reduction, we are looking at around three percent
6 central office, one percent in the networks, those
7 that are previously named area offices. We are
8 only going to run 21 percent for city-wide
9 programming, those are the clinicians support such
10 as speech pathologists, nurses and social workers
11 and that, while they are not in the school budget
12 themselves, they show and they are allocated to
13 the schools. And then you see the 75 percent of
14 the remaining appropriation directly at the school
15 level.

16 And when you take a look at how the
17 salary benefits break out by major unit, you see
18 that 83.6 percent of our total compensation is at
19 the school level, 11.5 percent at the city-wide
20 level, 3.7 percent at central office, and a little
21 over one percent at the network level.

22 So this is a representation of the
23 actions that we have been taken to close the gap.
24 So starting with the 7-12, going all the way to

1 balancing with the reserve fund, you see that the
2 first area there is the foregoing of the four
3 percent and the cost of living increases for all
4 unionized employees.

5 You see a \$107 million reduction in
6 the labor reorganization. And this is a
7 combination of reorganizing both the instructional
8 side of central office, which is everything that
9 is known under the chief educational department.
10 I think the rational here is making sure that we
11 are eliminating duplications, but also still
12 aligning to the educational strategy that our
13 senior team is helping them develop.

14 Also mentioned there is a \$10
15 million reduction in regards to the operational
16 department such as finance, IT facilities; making
17 sure that we are, once again, eliminating
18 duplication and making sure that the central
19 office is properly serving the schools in a
20 correct capacity and without waste.

21 And then the last screen there is a
22 reduction in the network offices around
23 \$32 million.

24 When you look at the operational

1 efficiencies, these are some of the things that we
2 talked about in relation to the restructuring
3 across bus routes and reduction of privatizing
4 facilities, based off reductions in space
5 utilization. The key there is making sure that we
6 are providing that same level of support, just
7 once again doing it smarter with less.

8 And then you see the \$86.7 million
9 in program reductions. And while we try to keep
10 the majority of cuts away from the school, as you
11 can see, the majority of the money going to the
12 school level, it was inevitable that at some point
13 we had to explore some of these areas.

14 When you take a look at some of the
15 majority of these reductions, though, you will see
16 the term supplemental used a lot. So, for
17 example, we made a reduction in supplemental
18 positions with turnaround schools. We made a
19 reduction in supplemental positions at selective
20 enrollment schools, and we also have some
21 supplemental instructional curricular programming
22 at the school level.

23 Now, we don't want to minimize the
24 cuts. One budgetary reduction is one budget

1 reduction way too many, but we are hoping that by
2 trimming supplemental programs, we are minimizing
3 the impact on schools and most of all our
4 students.

5 And then we have -- I am sure most of
6 you have read we have made the decision to
7 increase the property tax capital, and Ginger will
8 talk about that in a little more in depth. And
9 then once all those deductions and deficiencies
10 are realized, we have around a \$241 million
11 shortfall that we are filling with reserve funds
12 that were a realization of a surplus in this
13 year's budget.

14 MS. OSTRO: You can see that we made
15 reductions in numerous areas before we took the
16 step to increase or recommend increasing property
17 taxes. But if we had to continue to make
18 reductions, these are the types of things that we
19 would have had to reduce.

20 We would have had to look at
21 increasing class size, rather than investing more
22 money in full-day kindergarten. We would have had
23 to eliminate what we currently spend. We would
24 have had to reduce important early childhood

1 programs. And then you can see the rest of the
2 reductions there.

3 So our real challenge in focusing
4 on our core principles was that these were not the
5 kinds of cuts that we wanted to have to make and
6 so we chose to request the property tax increase.

7 So let's talk a little bit about
8 what that proposal is. We are estimating the
9 impact of the proposed property tax increase to be
10 about \$84 per year on a \$250,000 home. You can
11 see that after the proposal, the average tax bill
12 would be about \$1,860, and it would be about a
13 2.4 percent increase in the total tax bill. This
14 \$1,860 is the CPS portion of the average tax bill.

15 So let me just summarize then where
16 we are as we look at the last year fiscal 2011
17 that ended June 30th and the year that we are
18 facing ahead. So what you see on this summary
19 slide is a look at our three major sources of
20 revenue; local revenue, which is property taxes,
21 and other revenue that we receive locally; state
22 revenue, is obviously money that we get directly
23 from state government through grants and various
24 programs; and federal revenue, similarly money

1 directly from the federal government.

2 And what you notice here by the
3 change in the parenthesis is that each of our
4 revenue sources is down year over year. So in
5 total we have \$256 million less in this current
6 year to spend than we had last year. And this is
7 including in that local revenue category the
8 increase in property taxes already reflected here.
9 So we had other revenues go down so much that even
10 if we hadn't increased property taxes, we would
11 have had an even bigger revenue shortfall.

12 At the same time you see our
13 appropriations, which means our spending, is going
14 up. It is going up a little bit, even after all
15 the reductions that we have made and that Arnie
16 described. And that is really for several reasons
17 and several expenses that we are obligated to
18 make, including step and lane increases for
19 teachers. This includes money for healthcare
20 costs growing, and everyone is aware healthcare
21 costs continue to grow. It includes pension
22 costs, which are increasing, and we will talk
23 about that in just a moment, as well as other
24 income obligations that we have in contractual

1 costs.

2 So we are seeing a decline in
3 revenue, a modest increase in spending. And at
4 the end of the day, our revenue, the four million
5 -- four billion 869 million minus our
6 appropriation, the 5110, means we are \$241 million
7 short. We have \$241 million spending more than we
8 have of revenue coming in, and so that is the gap
9 that we are left with.

10 But if you move over to the column
11 one to the left, what you see is a comparable
12 picture for the year that ended June 30th. And
13 there you see that in fact our revenues exceeded
14 our appropriations by \$288 million. And so for
15 this fiscal year, what we are doing is using that
16 \$288 million that came in that we over realized in
17 our revenue in last year to offset our deficit
18 this year. So if you look at it on balance over
19 the two years, the budget is balanced.

20 Let me just give you a brief view
21 of what is ahead.

22 So this chart shows you the same
23 numbers that you were looking at a moment ago with
24 a surplus of 289 million in 2011, the deficient of

1 241 million in 12. You see it drops below. But
2 then you see what happens in 13, fiscal 2013 and
3 fiscal 2014. Two years out, next year and then
4 two years out. And what you see is our gap is
5 growing. So this is with some very basic
6 assumptions, very conservative assumptions.

7 There is no increase in revenue,
8 that there are no increases at all in any
9 salaries, that there is no increases in any kind
10 of other operating expenses. But what does grow
11 are things that right now we don't have ability to
12 manage. So healthcare costs are growing. The
13 amount that we have to pay for debt service, that
14 is the amount we have to pay back to bond holders
15 that we borrowed money for capital programs. That
16 grows.

17 And then we have a very large jump
18 in our pension costs in 2014, because we had
19 pension relief from Springfield from the general
20 assembly for three years and that expires at the
21 end of fiscal 2013.

22 So the message here is that while
23 we have made a lot of changes, we have made a lot
24 of reductions and investments here in this budget,

1 we also have to be focusing on what is happening
2 in our very near term in order to continue to
3 focus on investing in our priorities.

4 Let me just leave you with a couple of
5 points that we hope you will take away from this
6 presentation and before we begin to take
7 questions.

8 I think what you see here, and we
9 hope you agree, is that we made some very
10 difficult financial decisions, but that we kept
11 cuts as far away from the classroom as we could;
12 that we focused on cutting the administration, in
13 cutting the bureaucracy, and eliminating
14 duplication and getting rid of spending in those
15 areas before we made any reductions in programs.
16 And in the areas where we did have to reduce
17 programs, as Arnie mentioned, we focused on
18 supplemental services, supplemental programs and
19 not going to the core classroom, because we are
20 maintaining class size.

21 We made investments that will help
22 students achieve academic success such as maintain
23 the pre-K programs, expanding the full-day
24 kindergarten, the other things we talked about,

1 magnet schools, world language, and all the safety
2 and security programs.

3 And obviously we need to work
4 harder going forward to continue to identify new
5 efficiencies, streamline our operations, so we can
6 continue to keep money in the schools. And
7 obviously we have a challenge ahead of us as we
8 look at some of the long-term fiscal picture.

9 So thank you very much for the
10 opportunity for us to share this brief overview
11 with you, and we are happy to answer any of your
12 questions.

13 MS. SIMMONS: Thank you. We will now
14 have our first speakers for the evening. I will
15 call the first two -- I will call one speaker and
16 then I will call the following speaker. I am
17 asking that each person please come to the mike
18 and say your name for the court reporter. If I
19 mispronounce your name, please spell it for us as
20 well when you come to the mike.

21 We are asking that you also provide
22 questions that are totally restricted to the
23 budget so we can get through all the questions for
24 this evening.

1 Our first speaker is Milagros Roman
2 and following Milagros Roman is Francisco Perez.

3 MS. ROMAN: Hi, everybody. My name is
4 Milagros Roman. I am a custodian at the Lindbloom
5 High School. I am here talking about the
6 custodial cuts that CPS have made of our schools.

7 So far this year we have lose over
8 200 school custodians. That is ten percent of
9 work force. The effect of this cut is clear.
10 When there are few janitors on the staff the
11 school don't get cleaned properly.

12 The most disgusting part about
13 decreasing is that we know that the City of
14 Chicago is not broken. It is the system. Every
15 year like about \$250 million in taxes go to TIF
16 fund. These dollars sometimes you see them
17 sitting in the bank. Other times they are giving
18 to big company that don't need the money. The
19 school need the money, not the big companies.

20 Please, make sure that keep our
21 schools clean and safe for all the students.
22 Please, do your homework this year for the new
23 budget. Think about a little bit more about the
24 schools. Think about a little bit more about the

1 students. It is our money. It is our taxes. It
2 is for us, not for the big companies. Thank you.

3 MS. SIMMONS: Francisco Perez.

4 MR. PEREZ: Hi. My name is
5 Francisco Perez. I have worked at Calumet Park
6 (phonetic) as a security officer for the last ten
7 years. And my question is, why do I lost my job?
8 I am a good worker, and I work hard all those
9 years. I work for -- my question is, why did they
10 lay me off; me and my co-workers?

11 They say the reason is they don't
12 have no money. But, however, CPS just gave 250
13 million to the rich companies to bail them out
14 with a program called TIF. I keep asking my
15 question. I keep asking myself, what is TIF?
16 They never let us know about that.

17 As an honest man, I expect CPS to
18 be honest, give us back our jobs so that we can
19 serve the community and help these children
20 at CPS. I am a father of three children at CPS,
21 and their schools are being cut every day. Please
22 stop the cuts. Stop the layoffs. And put the
23 money back in the schools, and give us our jobs
24 back.

1 Thank you very much.

2 MS. SHAKER: I will respond to that
3 question that I heard both of you ask. And I
4 think the first thing to point out is, we know
5 that there have been very painful cuts, custodian
6 layoffs. We know that some of these cuts have
7 been very difficult for individual schools and
8 people.

9 And I would address the TIF
10 question. It does come up a lot. I will tell you
11 that we do receive TIF funds, and those TIF funds
12 must be used for capital projects. We did get a
13 one time benefit from TIF surplus this year and we
14 applied that to the operating deficient. But our
15 traditional TIF revenues must be used for capital
16 projects. It cannot be used for solving a
17 deficit.

18 And I would just conclude by saying
19 the mayor does have a TIF task force that has been
20 convened to look into this very issue. We know it
21 is a concern of yours and we are actively
22 providing information and working with the task
23 force and look forward to their recommendations.

24 MS. SIMMONS: Our next speaker is Karen

1 from SEIU. Local 1. I wasn't able to read the
2 last name, so if you would please, say your last
3 name and spell it for us? And following Karen is
4 George Schmidt. Karen.

5 MS. KLIPOWITZ: I'm sorry. I am from
6 the same organization as Milagros, so I did not
7 think I would be allowed to ask a question. I was
8 going to ask it after the event, but since you are
9 giving me this opportunity --

10 I have been reading a lot about
11 cuts in the press and all the changes that are
12 going to be made to the budget process. I was
13 just wondering why it is that you haven't included
14 the number of janitors that have been laid off?
15 There have been over 200 of them. And why haven't
16 you entered that in your total picture of what the
17 cuts look like.

18 MS. SIMMONS: Say and spell your last
19 name for us, please.

20 MS. KLIPOWITZ: Sure. It is
21 Karen Klipowitz, K-l-i-p-o-w-i-t-z.

22 MS. SIMMONS: George Schmidt.

23 MR. SCHMIDT: Good evening. My name is
24 George Schmidt. I am a CPS parent. I report for

1 the newspaper Substance, and I am a retired
2 Chicago public school teacher.

3 It is appropriate to point out for
4 those of us that have been covering and
5 participating in these for 25 years, that the
6 majority of people who develop this budget know
7 little or nothing about Chicago's public schools.
8 And I think that a biography of the people seated
9 in front of us is appropriate at some point.

10 A school system budget should be
11 built from the schools up, and not on the basis of
12 abstract political priorities imposed from
13 elsewhere. This budget is clearly the result of
14 political priorities often simple lies that have
15 been proposed from elsewhere.

16 I have taken the time to read all
17 2,000 plus pages of your documents, and I will
18 point out a few of the lies that you have been
19 telling the public this year. Although I must
20 say, it is much more difficult to find them since
21 there are no printed copies available except at
22 125 South Clark Street. It insults every taxpayer
23 in the city.

24 Let's start with the 75 million you

1 say you cut from administration. You know that is
2 not true. Those custodial workers who were
3 talking here earlier are part of that supposed
4 administrative cut. Most of that \$75 million came
5 from bond refinancing and cuts to custodial staff,
6 not from administration in a sense that anyone
7 would understand it.

8 Secondly, you already know that the
9 area offices no longer exist. You have a new job
10 called chief of schools. And a new -- out there,
11 which I won't even pretend to try to identify for
12 this crowd.

13 MS. SIMMONS: Mr. Speaker, please
14 conclude.

15 MR. SCHMIDT: I am afraid I am going to
16 have to ask for another minute on this one,
17 because this is a big piece of your budget. May I
18 have it, please?

19 UNIDENTIFIED SPEAKERS: Yes, let him
20 speak. Yes. Let him speak. Yes.

21 MR. SCHMIDT: Thank you. Last year the
22 area offices received an additional \$100 million,
23 which went into contingency and was spent on
24 administration bureaucracy. Those area offices,

1 although they don't a huge contingency this year,
2 are still in the budget. There is no mention of
3 their successors. There is no way for the public
4 to know what is actually going to happen when this
5 budget comes through.

6 I will give you this one last
7 example of the fact that this budget is deceptive.
8 Last year you put almost no money in the budget
9 for the office of human capital for contractual
10 services. You allow the chief capital officer to
11 overspend that budget of about a million dollars
12 by about a thousand percent. If your priorities
13 are such that someone with clout can spend \$10
14 million from the budgeted one million dollars,
15 then there is no creditability at all in the
16 discussions we are having tonight.

17 MS. SIMMONS: Mr. Speaker, please
18 conclude.

19 MR. SCHMIDT: Thank you very much.

20 MS. SHAKER: Sorry. Can you hear me?
21 Just to address the printing issue, it is true
22 that we didn't print out the number of budgets
23 that we have in prior years. We are trying to
24 save costs where we can. It is on the Internet,

1 and it is also in the local library. So we saved
2 15 grand from reducing our printing costs. It is
3 available to the public and we invite you to read
4 it. But it is true that we spent less on that
5 this year.

6 MS. SIMMONS: Our next speakers are
7 Christine Cochrane and Grace Anderson.

8 MS. COCHRANE: Hi. Could you please
9 explain what reallocation of funds mean? And can
10 you explain why I was laid off?

11 MS. SHAKER: I'm sorry, could you
12 please repeat that?

13 MS. COCHRANE: What does it mean when
14 it says on my paper that I am laid off because of
15 a reallocation of funds?

16 MR. RIVIERA: Reallocation of funds
17 could mean a number of things.

18 MS. COCHRANE: I am sure it does.

19 MR. RIVIERA: So at the school level it
20 can mean that the school is choosing to use those
21 funds in a different capacity in the following
22 year. So if there was money paying an art teacher
23 in one year and decided that given the need for
24 students in the upcoming year they used to invest

1 that money in a music position, that can cause a
2 reallocation of funds.

3 It could also cause a reallocation
4 of funds if a school is losing enrollment and
5 needs to, say, close a couple of educational
6 support personnel in order to fund a teacher that
7 they have lost because of a drop in that
8 enrollment, they would have to reallocate those
9 funds for that purpose. So there are certainly a
10 number of triggers that can cause a reallocation
11 of funds.

12 MS. COCHRANE: I have one more
13 question, if I may. What happens, to the money
14 from the lottery, is supposed to be for education?

15 MS. OSTRO: Let me try and address that
16 one. This is obviously something that happens at
17 the state level and is not really something that
18 the Chicago Public Schools controls. But at the
19 state level there is about \$600 million a year
20 from the lottery that does go to support
21 education. The challenge is that the education
22 budget is so much bigger. It is about \$8 billion
23 at the state level, that you do not see the
24 \$600 million separately.

1 So the money does in fact go to
2 support education, but the need is obviously much,
3 much greater. And so while it is there, the
4 costs -- the amount that is spent is much more.
5 And so what you see is the larger number, the
6 total spending, and not just how much specific to
7 the lottery.

8 MS. SIMMONS: Grace Anderson.

9 MS. ANDERSON: I am representing my
10 school. I came with some questions. It has been
11 stated that the impact wasn't going to be felt in
12 the classrooms. But where we are at we have lost
13 four teaching positions. We have a classroom that
14 is unmanned right now. It is a floating classroom
15 being handled by special ed resource teacher.

16 Our principal is hoping that on
17 the 20th day, maybe he will be able to get money
18 to hire someone to take this classroom.

19 We have lost custodial staff. We
20 have lost discretionary funds. We are down on our
21 construction supplies, a teacher position,
22 furniture, everything. We have in our school --
23 funding is going for this, but we have a classroom
24 with no teacher in it. Thank you.

1 MS. SIMMONS: Our next speakers are
2 Debbie Pope and Jack Silver.

3 MS. POPE: Good evening, ladies and
4 gentlemen. I would like to talk about something
5 which is of huge concern to parents, neighborhood
6 people, to teachers in the public schools and
7 particularly to teachers in the neighborhoods
8 which are most difficult and most challenging.

9 I just spent the last seven years
10 teaching at Gage Park High School, and that is the
11 question of allocation of funds for charter
12 schools. I note in the budget that this amount
13 allocated to charter schools has in fact gone up.
14 I understand that this is not a per capita
15 increase, but is an increase because of the
16 increasing number of charter schools.

17 How is it sound educational
18 planning when in fact charter schools have been
19 shown to do no better and in many cases worse,
20 despite the fact that they are selective in their
21 admission and that they have many private avenues
22 of funding available to them? How is it
23 justifiable not to decrease the funding for
24 charter schools, not to put a cap on this, when

1 you are in fact decreasing, as you admitted,
2 programs in the neighborhood schools, when the
3 neighborhood schools are resource starved, and
4 when the neighborhood schools are facing the
5 additional challenges of dealing with the most
6 difficult and troubled at-risk students who have
7 been dumped out of the charter schools, who have
8 more money to spend? How is this sound
9 educational spending? Please explain this to me.
10 Thank you.

11 MS. SHAKER: I would just point out
12 that we -- we want to make sure that you
13 understand the CPS charter schools are our schools
14 as well. They are CPS schools. So our concern
15 about allocation of funds is not only to
16 traditional schools, it is also to charter
17 schools, and we are trying to balance those the
18 best way we can.

19 MS. SIMMONS: Our next speaker is
20 Jack Silver. And following Jack Silver is Salud
21 from SEIU. I was not able to read your last name.
22 So if that person could please come to the podium
23 and please spell your name at that time.

24 MR. SILVER: Good evening. My name is

1 Jack Silver. I am a retired teacher from Chicago
2 Public Schools.

3 After perusing the budget, I have
4 noticed that there are -- there should be one
5 administrator with students -- of less than 500
6 students. I notice that after looking at some of
7 the schools' budgets, some -- at some salaries for
8 administrators are over \$200,000.

9 In some elementary schools you have
10 instructional assistant principals who have taken
11 the jobs of regular teachers, who have
12 displaced -- who have displaced some teachers so
13 an administrator could have a job.

14 One school, I noticed, students
15 whose population was 176 students and they are
16 paying over \$225,000 for administrators. I don't
17 understand the rational for why you need two
18 administrators, even though you call one an
19 instructional assistant principal, when you have
20 less than 200 students. And it is also taking
21 away the job of a teacher. And principals have
22 done that to put an administrator in there.
23 Please explain.

24 MS. SHAKER: I want to just point out,

1 too, that we will respond online to questions that
2 you may have. And it is hard to comment on an
3 individual school.

4 MS. SIMMONS: Salud, SEIU. And
5 following Salud is Norma Guzman and Tina Padilla.

6 MS. GONZALEZ: Good evening. My name
7 is Salud Gonzalez. I have a couple of questions.
8 When you are supposed to be in a crisis, why can
9 all these things has been remodeled from those
10 fiscal year new floors, new painting, why --
11 roughly it cost a million and a half dollars. We
12 are in a crisis, why they cannot use the building
13 just old and simple? Why everything has to be
14 new? Are we wasting our tax money? They cut
15 custodians for this? That is all.

16 (Interpreter used.)

17 MS. NORMA GUZMAN: My name is Norma
18 Guzman. I have been working as CWA around 13
19 years now. And today I receive my layoff letter
20 stating that Friday is going to be my last day. I
21 received a letter today. And I would like to know
22 why our special education assistant positions have
23 been cut for CPS to save money for the budget, yet
24 our big money is being used to make over

1 \$15 million in repairs to our schools in
2 corporate companies.

3 My question is when did money
4 become more important than our children?

5 MS. SIMMONS: Next we have
6 Tina Padilla. Following Tina Padilla will be
7 Karen Lewis. Following Karen will be Scott Saffro
8 and then Kurt Hilgendorf.

9 MS. PADILLA: Hello. My name is
10 Tina Padilla, and I am here because I have a
11 question about the taxes. As you have mentioned,
12 51 percent of our taxes go to CPS. Of that
13 51 percent, only 38 percent of the budget is tax
14 money, right? Correct? Do you have a line -- an
15 item -- a line item that shows where all that
16 money is going to? Does it go directly to the
17 classroom, to the student? I couldn't find that
18 in the budget.

19 MS. OSTRO: Thank you. I may be
20 misunderstanding your question. We tried to show
21 where all the money goes by the pie chart in the
22 presentation.

23 MS. PADILLA: Some of those pie charts
24 were deceiving also, because I saw a pie chart

1 where it showed one area like 71 percent and then
2 81 percent. It is just really distorted. So they
3 were very deceiving, actually.

4 MS. OSTRO: Maybe I can clarify that
5 for you. The first one we showed is the \$5
6 billion in total spending that we have and how
7 that is allocated. And about --

8 MS. PADILLA: Do you have where I can
9 see a line item?

10 MS. OSTRO: Yes. We can prefer you to
11 that.

12 MS. PADILLA: Do you have a page number
13 for that?

14 MS. OSTRO: Somebody in the back in the
15 staff will deal with that and will be happy to
16 show you that.

17 MS. PADILLA: Thank you.

18 MS. OSTRO: Thank you.

19 MS. PADILLA: And also you mentioned
20 shortfalls in your budget. Don't you think the
21 citizens of this city have shortfalls and you are
22 asking them to pay more taxes? Other people in
23 the audience have mentioned there is other funds
24 that you could ask for.

1 MS. SIMMONS: Thank you. Karen Lewis.

2 MS. LEWIS: Well, good evening. And I
3 would just like to say I am grateful that some of
4 the mistakes that were in the budget we saw online
5 have been changed. I was extremely concerned
6 about the doubling of the population. And as you
7 can see, Lane Tech does not have 8,300 students
8 here. It is more like 4,100.

9 And you can also see this place is
10 not air conditioned. Arnie, I see you are out of
11 your jacket. That is part of my pet peeve. I
12 worked in this building for 15 years, Thank God I
13 am on the first floor and not the fourth.

14 My concern, and I am going to
15 repeat this again, mistakes like this and issues
16 could be solved early if this part of the budget
17 process took place at the beginning when parents
18 and people who work at CPS could be a part of the
19 process of generating the budget. And I hope -- I
20 am going to ask over, and over and over again
21 until I am raw, that this process has to change.
22 Because this looks like a quote, unquote, done
23 deal. And I can guarantee you that we can also
24 find solutions and help you if you allow us to be

1 real partners, as opposed to the afterthought.

2 So I, again, just want to mention
3 that I think it is important that you recognize
4 that we do read these things and saw these giant
5 errors that were quite frightening for us. But I
6 do think that next year, and starting really next
7 week, we should put together our heads and realize
8 that those of us who work in this system every
9 single day have an awful lot to tell you. And
10 then I think also it is not just at work, but also
11 parents and taxpayers of the city should have a
12 place at the table also at the beginning.

13 Thank you.

14 MS. SIMMONS: Thank you very much.

15 MR. SAFFRO: Scott Saffro. Foreman
16 High School.

17 I would like to know when you are
18 ever going to budget a plan to look at things like
19 classroom acoustics. When I go to the new magnet
20 schools, I notice they have nice acoustical tile
21 ceilings. And it would be so nice to be a teacher
22 in a room like that when I am there for
23 professional development and to have air
24 conditioning.

1 Now, I teach every year in an Easy
2 Bake oven. It is a pleasure being here at Lane
3 Tech. When we have some professional development
4 here I noticed the classrooms have transom doors
5 that open above the doors. And they have windows
6 open at the top and two part shade, so you can
7 lower the top shade and have nice ventilation.

8 When these buildings were built
9 over 75 years ago, a consideration for ventilation
10 was put in place.

11 For around 11 years I have been
12 working at Manley -- I mean at Foreman High
13 School. Before that for 11 years at Manley and
14 before that three years at Madill, and there --
15 when Manley replaced the windows, they put in
16 windows that didn't open at the top, but they
17 still had the transoms.

18 At Foreman, when I got there 11
19 years ago, the transoms were all screwed shut.
20 Now, when they put in new windows, I said please
21 put in windows that open at the top. They did.
22 But they put in one part window pane that open at
23 the top all the way to the bottom, so you not
24 going to let the sun in.

1 Now, there used to be a crew of a
2 couple of guys who would go around every couple of
3 years and fix all the window shades. And this
4 crew is gone with -- I don't know why. I haven't
5 seen them any more. And I guess they are no
6 longer employed by the Board of Education, but
7 window shades stop the sun. These windows face
8 over a huge heat island, a black asphalt parking
9 lot, and of course the west windows in the
10 afternoon are ridiculously hot. So we have to
11 close the shades.

12 MS. SIMMONS: Mr. Speaker, please
13 conclude.

14 MR. SAFFRO: So please make
15 considerations finally for classroom acoustics as
16 well as ventilation.

17 When Paul Vallas moved up school to
18 start in August, years ago, an elementary school
19 student died of asthma, but it was probably heat
20 related. So, please. Thank you.

21 MS. SIMMONS: Kurt Hilgendorf,
22 Angelina Navaro, Esteban Navaro, Sonia Kwon and
23 Ann Cater.

24 MR. HILGENDORF: Good evening. My name

1 is Kurt Hilgendorf. I am a history and economics
2 teacher. And I am also one of the co-chairs of
3 the CT School of Finance and Taxation Committee.

4 I first want to say thank you to
5 the budget team for your overtures in
6 transparency. And I especially want to thank you
7 for getting rid of that absurd graph that shows a
8 huge structural deficient you conveniently left
9 out local property taxes worth 40 percent of your
10 revenue. But while there have been some overtures
11 in transparency, I think there are still some more
12 that can be implemented that are pretty important.

13 The first is that there was a huge
14 swing in the actual financial position of the
15 district during FY 2011. Initially, there was
16 going to be a billion deficit. And at the time of
17 the -- at the time of the actual budget hearing,
18 this time last year, there was a \$244 million
19 deficit. And we find out at this time just
20 recently that there was actually a \$288 million
21 surplus for a half billion variance. So that
22 variance suggests that this projection process
23 isn't science, and that it might be subject to
24 some pressure of numbers that aren't exactly

1 accurate.

2 And so this leads me to some
3 questions, statements about the budget projections
4 and deficit claims. And I actually had printed
5 out or had it printed out for me a copy of the
6 budget. And I want to turn to page 21 to start.

7 And one of the things that has been
8 -- that was part of the PowerPoint this evening
9 was that teacher salaries or all union salaries
10 resulted in an increase in a \$100 million savings
11 by --

12 And yet looking at FY 2010
13 auditing statement and the FY 2011, teacher
14 salaries actually declined by \$7 million,
15 suggesting that somehow that \$100 million increase
16 with a four percent raise didn't actually exist.
17 And the overall increases in all salaries across
18 the district, including everyone from those who
19 are for education and certificated staff was a
20 \$7.7 million increase. That is a big difference
21 in what has been claimed.

22 MS. SIMMONS: Mr. Speaker, please
23 conclude.

24 MR. HILGENDORF: I will.

1 Further, I will look at the
2 healthcare spending. According to page 276 of
3 your own book, the healthcare spending was
4 actually estimated to decline in FY 2012 over FY
5 2011, despite claims that there was a huge
6 increase in healthcare costs.

7 So I leave you tonight with one
8 question, and that question is: In the name of
9 transparency will you provide a detailed and
10 accurate description of core budget assumptions
11 and the projections methodology that you used,
12 post that online by the end of this week? Let me
13 know so we can all take a look at it? Thank you.

14 MS. SHAKER: I have had the privilege
15 to be at the budget hearings last year and I was
16 present for that swing. That swing was because of
17 actions that we took in fiscal 11 to generate
18 revenues. These were one time events.

19 And I particular recall last budget
20 hearings we were talking about possibly
21 restructuring our debt to get some debt service
22 relief. We did that. That was fruitful, and that
23 is what led to the revenue increases. We also had
24 some one time revenues that we did not expect. We

1 had a debt surplus. It has been widely commented
2 on, about \$140 million. All of these things are
3 actions and one time money that we did not expect
4 is what led to a swing in performance.

5 When Kurt mentioned the \$1 billion
6 number, at one point it was \$1 billion before we
7 received pension relief from the state. So that
8 is why, if you look a few years out, our deficit
9 picture again ballooned when that pension relief
10 climbed, and the benefits of restructuring our
11 debt peter out as well.

12 (Interpreter used.)

13 MS. NAVARO: My name is Angelina
14 Navaro. I work as a janitor in school where I see
15 a lot of waste; too many high salaries for
16 engineers who don't know how to use a screwdriver.
17 I see a lot of food going to waste in the garbage.
18 It is not fair that children will have to be in
19 dirty rooms because CPS will be cutting the
20 cleaning staff. And also, they want to raise
21 taxes. And we are going to end up losing our
22 houses because we will not be able to pay the new
23 taxes.

24 INTERPRETER: Okay. You next have on

1 the list Sevieeeje Barbhi. It is not on the list?

2 MS. SIMMONS: I may have --

3 INTERPRETER: I can explain what she is
4 asking.

5 MS. SIMMONS: No problem. Can you say
6 her --

7 INTERPRETER: The first name is
8 Sevieeeje, S-e-v-i-e-e-j-e, B-a-r-b-h-i, is the
9 last name.

10 The question is why in her school
11 there are a lot of cuts, extra cuts, in the
12 cleaning and janitorial positions? And she is
13 seeing that it is not happening the same in other
14 schools. So she wants to know the reason why in
15 some schools a lot of cuts and nothing in the rest
16 of the schools?

17 MR. RIVIERA: If the Department may
18 ballot the question and make sure that someone
19 from our budget committee responds appropriately.
20 We don't want to speak about individual schools as
21 a whole until we make sure we have all the correct
22 information.

23 MS. CATER: Hi. My name is Ann Cater.
24 And I have been displaced from Chicago Public

1 Schools since 2008. My degree is in special ed.
2 I have a master's in reading and learning
3 disabilities. I am an LDS-1. And the question I
4 wrote was, why do managers the ones we take -- in
5 city hall, the same is true with CPS. The further
6 a person is away from students in the classroom,
7 the more money they make. And those departments
8 overlap.

9 When are you going to start funding
10 the schools adequately? Why do you have all
11 these CAO's that take their people with them and
12 then go to the various schools and say, you must
13 do it our way or it is the highway for you.

14 Children learn differently. You
15 cannot always force feed every child the same way.
16 I am a special ed. teacher. If anybody knows that
17 there are a variety of ways to teach a child, that
18 is what has to be done. And I didn't get a chance
19 to read over the 2,000 page budget. Where are
20 the CAO's listed? Are they under schools or
21 central office? Thank you.

22 MS. KWON: Good evening. My name is
23 Sonia Kwon. I am a member of Raise Your Hand.
24 Our group advocates for improved funding for

1 public schools. I am also a graduate of CPS and
2 currently have two children at CPS.

3 As we know, schools will be
4 starting soon or have started for CPS students.
5 These children will be entering outdated,
6 unairconditioned classrooms. They will start
7 another year at public school not knowing that a
8 well rounded curriculum includes art, music,
9 language and recess.

10 We all know about this year's
11 budget shortfall that CPS has this year. This
12 year the new mayor and the CPS Board has proposed
13 a property tax height to give an additional \$150
14 million of revenue to CPS. I am not against
15 increasing taxes. To me it makes sense that we
16 all should be able to share resources.

17 But when I heard about the proposal
18 to increase property taxes without addressing TIF
19 as a possible revenue source, I was flabbergasted.
20 Chicago currently has a TIF balance of almost \$1.5
21 billion, and of that \$867 million is unallocated.
22 TIF money is our property tax dollars. For every
23 dollar of property tax, 53.5 percent is for CPS.
24 So, in my basic math, 464 million of that is

1 unallocated and 867 million would have gone
2 to CPS.

3 In these times of job losses and
4 foreclosures, how can you justify increasing
5 property tax when you are holding on to 867
6 million of unallocated funds? And you will
7 collect another 450 million in TIFs this year
8 alone.

9 Why is TIF money from our property
10 taxes untouchable? Why is TIF so holy to the
11 mayor and the aldermen of this city? Why are they
12 fighting tooth and nail to keep these TIF balances
13 when the children of Chicago desperately need it?
14 When will they fight for our children as hard as
15 they fight for the TIF dollars? When they do, I
16 would gladly pay more property taxes. Thank you.

17 MS. SHAKER: Thank you for your
18 comments. Good to see you again.

19 I would just reiterate too that
20 there are task forces looking at this very issue,
21 that we do receive TIF funds, but we must keep it
22 for capital projects such as building schools, not
23 paying salaries. So we did receive a one time
24 surplus this year, and that many of those TIF

1 funds are already dedicated to specific projects,
2 including CPS projects going forward.

3 MS. SIMMONS: Our next speakers are
4 Lois Jones, Reginald Robinson, Michael Brunson and
5 Susan Zupan.

6 MS. JONES: Good evening. My name is
7 Lois Jones and I am a math teacher at Kostner
8 (phonetic) High School. And I have learned
9 something new today, and I have had an epiphany
10 here at this hearing because reallocation of
11 funds, what does that mean?

12 Well, you gave an explanation, but
13 what it really means, and I want to know where you
14 have this budget savings in your budget, is we are
15 firing, laying off tenured teachers who are
16 costing about 86, \$85,000 and replacing them with
17 \$50,000 teachers. You have laid off over a
18 thousand tenured teachers. Well, not over a
19 thousand teachers, experienced teachers.

20 And now I am understanding you have
21 also laid off 200 custodial staff.

22 And you are so right you are saying
23 you are not cutting the classroom, effect on the
24 classroom. However, what would you like if you

1 need heart surgery? Would you want to go to the
2 surgeon who just came out, maybe a Surgeon for
3 America, who wants to do good in the urban
4 hospitals and give you your heart surgery; or
5 would you like the top of the line 15 veteran
6 surgeons to do your heart surgery? And that is
7 what you are doing to our classrooms.

8 You are taking out the better,
9 experienced teachers, many of them nationally
10 Board certified, many of them with superior
11 ratings, and you are taking them out, putting them
12 on the street.

13 And by the way, I hope you are
14 going to issue them all letters to their creditors
15 saying please excuse them for not paying their
16 taxes because they don't have money, like you did
17 to us and all the employees. You didn't have the
18 money, you could not give our raises. So I hope
19 you will let all the people we owe money to give
20 us a little bit of the same kind of relief for our
21 bills, because we don't have a job now, because we
22 don't have the budget.

23 But, anyway, so that is what is
24 happening.

1 And I am sure that these janitors
2 who were laid off -- I am sure the janitors you
3 have laid off are going to be replaced. But they
4 are not going to be replaced by or at the same
5 level of expertise and experience, and they are
6 going to be costing the Board half as much. So
7 where is this -- and I -- I think it is about
8 \$33 million that you are saving by laying off a
9 thousand teachers and replacing them with a
10 thousand Teach for America, transient, one or two
11 years, no pension is going to be there, because
12 they are going to be out of there; 33 million just
13 in that, teacher alone. Where is that in our
14 budget?

15 MS. SIMMONS: Thank you.

16 MS. SHAKER: Thanks for your comments.

17 MS. JONES: Where is that cost saving,
18 line item in the budget? Because you are saving a
19 lot of money. You are saving a lot of money.
20 Where is it reflected in the budget? Give me a
21 page, a line number or get back to us.

22 MS. SHAKER: We will follow up and try
23 to get an answer for you online. But I want to
24 make a point too that the savings are throughout

1 the budget. It is not one budget line.

2 MS. JONES: It is salaries. You have
3 got a big chunk of salaries there; 75 percent, 33
4 million at least. Thank you.

5 MS. SIMMONS: Reginald Robinson,
6 Michael Brunson and Susan Zupan.

7 MR. ROBINSON: Good evening. I am
8 currently a custodian with the Chicago Public
9 Schools, and so you know, I know about waste
10 because that is what we have.

11 Now, in the past two years I have
12 seen a lot of waste come through the school as far
13 as the afterschool program. Because I brought it
14 in. I am talking about in forms of books. I mean
15 tons of them, boxes of them. And the teachers
16 don't even know what they are about. To me that
17 is overspending. And I take them to the classroom
18 and the teachers ask me, "what is this? What is
19 that for?" To me that is overspending. That is
20 waste. They don't even know what they are doing
21 with it, where they came from. So somebody
22 downtown is overspending. That is one thing.

23 And the other thing you already
24 spoke about is the state lottery. I wanted to

1 know where that money was going to also as far as
2 education-wise?

3 One more thing is, what do you mean by
4 you inherited a budget? It sounds like you guys
5 are copying the national debt thing or something.
6 You know, that is what it sounds like to me. You
7 are piggybacking on that. Is it because it is a
8 new administration? Is that why? Okay. I see
9 that you are piggybacking. That is all.

10 Thank you very much.

11 MS. SIMMONS: Michael Brunson,
12 Susan Zupan and Rod Estvan.

13 MR. BRUNSON: Hello, everyone. My name
14 is Michael Brunson. I am, first of all, a CPS
15 parent. I have two kids in the system. I am a
16 teacher. And I am also currently reporting
17 secretary of the Chicago Teachers Union.

18 Now, I hate to be the bearer of bad
19 news, and I am going to be as charitable as I can
20 with my language. But this thing here, it is as
21 wrong as two left feet, okay?

22 Now, I am just going to tell you
23 like my granddaddy told me. Just because you pour
24 syrup on something, you can't call it pancakes.

1 Just because you have got numbers and
2 nomenclature, you cannot call this thing a budget,
3 because it is inaccurate and it is not
4 transparent.

5 I started reading it, and I got as
6 far as page 13. And I saw you referring to a
7 board policy to adopt a new fund balance, and you
8 had the wrong reference there. I mean that is 13
9 pages in and I find that. Then I started looking
10 at the school segment section, which my president
11 mentioned earlier, and I see that you have doubled
12 the projected student amounts.

13 Now, these are just blaring and
14 egregious inaccuracies that I just found by
15 skimming and scanning this document. There is no
16 telling what anyone could find with a systematic
17 perusal of this document.

18 I want to bring up the same point
19 that was brought up before. If you would use a
20 collective and collaborative and cooperative
21 process, this thing could be done a lot better.
22 You have other stakeholders that this affects.
23 Let us be part of the process, okay?

24 It is a good thing you didn't print

1 this, because you would have to be reprinting a
2 whole lot. But once we get this thing together,
3 and I want to offer my services because you know I
4 am on the taxation and budgeting committee, I want
5 to offer my services and the services of my
6 committee. And once you get it together, you will
7 have something that is fit to print. Thank you.

8 MS. SIMMONS: Susan Zupan and
9 Rod Estvan.

10 MS. ZUPAN: Hello. My name is
11 Susan Zupan. I am a Chicago Public School
12 teacher, a member of the Board, and I am reporting
13 for Substance. I was reading in today Chicago's
14 -- Chicago Tribune, and Rahm Emanuel mentioned
15 that he has no tolerance for inefficiency. So I
16 imagine, Michael, that he has no tolerance for
17 this budget.

18 I figured out why it called for
19 transparency a lot. Because here I hold in my
20 hand the copy that you had available for me.
21 There is none. You see through it. It doesn't
22 exist. That is why it is transparent. So now I
23 understand why you use that word to describe this
24 budget.

1 You have two sources in this budget
2 for individual schools. You have the section for
3 schools in the proposed budget book. You have a
4 different section for individual schools in the
5 school segment reports, and those two do not jive;
6 for instance, the double numbers of students,
7 double numbers of teachers.

8 But you also are -- Arnaldo Rivera,
9 you said at the beginning of your introduction
10 that city-wide numbers were not in the school
11 budget. And they are. So that wasn't true what
12 you told us. Because in the segment reports, they
13 include the city-wide numbers for each individual
14 school. I am wondering how do they do that? Was
15 that information any different than in the
16 proposed budget? The budget numbers don't match
17 for that reason.

18 You have also included area
19 services in this report, and the school budget
20 within the segment reports, which I don't know how
21 you break that down.

22 The last thing is, in a section
23 entitled Schools and School Support Units, All
24 Funds, under the very last two pages, pages 114

1 and 115 you have allocations. First of all at the
2 top of this unit, dash, every other page has a
3 unit with a number and a title. Like this one
4 says unit 19098 elementary schools. And on that
5 page you have 37 million on Board One for charter
6 school as increases. Increases for charter school
7 tuition. And then on this unknown page 114 and
8 115, no title, no number.

9 You also have charter school
10 tuition and upwards of 50 to \$100 million going
11 for charter schools. You said charter schools
12 that came into this system saying that they were
13 going to be independent and not take any money
14 from the local school, they could do it all by
15 themselves.

16 MS. SIMMONS: Rod Estvan.

17 MR. ESTVAN: Rod Estvan. Educational
18 policy, Access Living in Chicago. Access Living
19 supports the proposal for a property tax increase.
20 We do not necessarily support the expenditures in
21 every item. Those are two different issues. We
22 recognize the funding issues that Chicago faces.

23 We were in Springfield fighting for
24 increases of funding. Unfortunately, we were

1 lucky to get what we got, which was actually a
2 cut. It is disguised. General state aide is
3 supposed to be paid at the same level, but the
4 money is not there and we are behind on payments,
5 so we recognize that. But there are some problems
6 here.

7 The first problem we have is, while
8 we recognize there was money in the budget for
9 special education, and we are actually seeing more
10 positions allocated in some budget areas, we are
11 not seeing some of our friends who are teachers
12 being called back to work, and we don't understand
13 that. And we are not seeing advertisements for
14 these positions in the bulletins. We are confused
15 by that. And we are going to probably ask more
16 questions privately about it.

17 We have serious reservations about
18 the payments made to the Chicago Police
19 Department. This story was wrote by the Sun Times
20 on July 27th. The Board changed its resolution of
21 paying the CPD from '09 to '12, from \$8 million a
22 year to approximately \$25 million a year,
23 including \$46 million in back payments, which are
24 reflected in your budget notes.

1 We do not believe that the CPD had
2 a lien on Chicago Public Schools for this money.
3 The intergovernmental agreement was not for the
4 money that you are paying them. You have agreed
5 to pay them money that they are not entitled to.
6 You are offsetting the city deficit with CPS
7 money. We don't agree with that. We think it is
8 wrong.

9 MS. SIMMONS: Mr. Speaker, please
10 conclude.

11 MR. ESTVAN: We have a number of other
12 issues that we have written down here. The last
13 one I am going to jump to immediately.

14 There is a provision for additional
15 cuts to make up that money that was mentioned that
16 will take place during the first quarter. We
17 think this is terrible practice. This creates
18 apprehension in schools. This creates a situation
19 where people do not know what funding their
20 schools will get. It creates a hoarding
21 situation.

22 When we see in the newspapers about
23 people hiding stuff away, and squirreling it away
24 and squirreling funds away, this is why. They do

1 not know what tomorrow will bring. And your
2 budget is telling them tomorrow will bring more
3 cuts. And we think that that is not good
4 budgetary policy.

5 And the last thing is, your
6 networks are not in your segment reports. I
7 cannot verify that there was \$32 million in
8 savings from the switchover from the areas to the
9 networks, because they do not appear in the
10 segment reports, at least as of this morning. So
11 we cannot verify them. So we would like to
12 correct that and get the networks and their
13 position in the budget. Thank you.

14 MS. SHAKER: One thing I want to say is
15 that we appreciate the detailed review. This is
16 why we post this. This is why we have these
17 budget hearings, because we want you to go through
18 it. There are mistakes that can happen. We will
19 fix them as soon as we can. And that is the whole
20 purpose of going through this, and that is why we
21 really do appreciate these comments.

22 Also, thank you for going to
23 Springfield. We were there too. We were doing
24 our best to fight for CPS children and maintain

1 our funding. We do have a significant amount of
2 state late payments this year, as we did last
3 year. It is something that has improved a bit,
4 which is encouraging.

5 Finally, I just wanted to mention
6 the police payments. Those we discussed at our
7 special board meeting, which I believe was
8 June 15th. So we have been clear that we needed
9 to catch up on police payments. It is not
10 something that we chose to ignore until the actual
11 board meeting.

12 I think that is about it, except
13 that we will be happy to respond to any comments
14 that you post online at the interactive website.

15 UNIDENTIFIED SPEAKER: I am
16 understanding you are supposed to have two -- two
17 committees speaking or to have them speak. I
18 would like to know when the second one will be?

19 MS. SIMMONS: The next hearing?

20 UNIDENTIFIED SPEAKER: Beg your pardon?

21 MS. SIMMONS: You were asking about the
22 next hearing?

23 UNIDENTIFIED SPEAKER: Yes, ma'am.

24 MS. SIMMONS: Our next hearing will be

1 tomorrow evening at the Westinghouse High School.
2 It will begin at 7:00 p.m. Our final hearing will
3 be on Friday evening at the Simeon High School and
4 that will also begin at 7:00 p.m.

5 UNIDENTIFIED SPEAKER: It is at 7:00
6 p.m.? Excuse me for a moment.

7 MS. SIMMONS: Tomorrow evening. So we
8 have two final proposed budget hearings. The next
9 one will be tomorrow evening at the Westinghouse
10 school. It will begin at 7:00 p.m., as well as
11 our final proposed budget hearing, which will be
12 held at Simeon High School. And that will also
13 begin at 7:00 p.m.

14 MS. SHAKER: The schedule is also
15 posted online.

16 MS. SIMMONS: Right. That is it.
17 Again, tomorrow it will be at the Westinghouse
18 High School. And then on Friday evening it will
19 be at Simeon. So we still have two more hearings.
20 So one tomorrow at Westinghouse and one at Simeon
21 on Friday.

22 UNIDENTIFIED SPEAKER: All right.
23 Thank you.

24 MS. SIMMONS: Thank you.

1 So we will adjourn our hearing for
2 the evening. We thank you all for coming. And if
3 you have any follow-up questions that you did not
4 get to ask us this evening, please see our staff
5 in the back. And we will do our best to follow up
6 with you or have them posted online as well.
7 Thank you again for coming on behalf of Chicago
8 Public Schools.

9 (Which were all the proceedings
10 had in the above-entitled
11 matter.)

1 STATE OF ILLINOIS)
2 COUNTY OF C O O K) ss:

3
4
5
6
7 I, Janice Smith, being first duly sworn,
8 on oath says that she is a Registered Professional
9 Reporter, License No. 084-001346, and Notary
10 Public in and for the County of Cook, State of
11 Illinois, and that she reported in shorthand the
12 foregoing report of proceedings, and that the
13 aforementioned proceedings are a true and correct
14 transcript of her shorthand notes so taken as
15 aforesaid, and contains the proceedings given at
16 said hearing.

17
18 _____
19 Janice Smith, RPR
20 LIC. NO. 084-001346
21
22
23
24

	\$85,000 (1) 49:16	1:8;15:16;17:24; 41:15;42:13;43:5	50 (1) 57:10	19:22
\$	\$86.7 (1) 13:8	2011-2012 (1) 1:2	500 (1) 33:5	Access (2) 57:18,18
\$1 (2) 44:5,6	\$867 (1) 47:21	2012 (2) 3:2;43:4	51 (2) 35:12,13	According (1) 43:2
\$1,860 (2) 15:12,14	0	2013 (2) 18:2,21	5110 (1) 17:6	accurate (2) 42:1;43:10
\$1.5 (1) 47:20	084-001346 (1) 2:22	2014 (2) 18:3,18	53.5 (1) 47:23	achieve (1) 19:22
\$10 (2) 12:14;27:13	09 (1) 58:21	20th (1) 30:17	6	acknowledge (2) 3:8,13
\$100 (4) 26:22;42:10,15;57:10	1	21 (2) 11:8;42:6	6,000 (1) 10:9	acoustical (1) 38:20
\$107 (1) 12:5	1 (3) 9:3,4;24:1	241 (1) 18:1	7	acoustics (2) 38:19;40:15
\$140 (1) 44:2	10 (1) 1:8	25 (1) 25:5	7:00 (6) 1:9;62:2,4,5,10,13	across (2) 13:3;42:17
\$15 (2) 10:9;35:1	11 (6) 9:1,10;39:11,13,18; 43:17	250 (1) 22:12	71 (1) 36:1	actions (3) 11:23;43:17;44:3
\$150 (1) 47:13	11.5 (1) 11:19	2501 (1) 1:16	7-12 (1) 11:24	actively (1) 23:21
\$200,000 (1) 33:8	114 (2) 56:24;57:7	276 (1) 43:2	75 (4) 11:13;25:24;39:9;52:3	actual (3) 41:14,17;61:10
\$225,000 (1) 33:16	115 (2) 57:1,8	27th (1) 58:20	8	actually (9) 27:4;36:3;41:20;42:4, 14,16;43:4;58:1,9
\$241 (3) 14:10;17:6,7	12 (6) 7:23;9:2,17;11:1;18:1;	289 (1) 17:24	8,300 (1) 37:7	Addison (1) 1:16
\$244 (1) 41:18	125 (1) 25:22	3	81 (1) 36:2	additional (4) 26:22;32:5;47:13; 59:14
\$25 (1) 58:22	13 (4) 18:2;34:18;54:6,8	3.7 (1) 11:20	83.6 (1) 11:18	address (6) 5:19;8:7;9:21;23:9; 27:21;29:15
\$250 (1) 21:15	14 (1) 10:18	30 (2) 4:5;9:4	86 (1) 49:16	addressing (1) 47:18
\$250,000 (1) 15:10	15 (3) 28:2;37:12;50:5	30th (3) 3:11;15:17;17:12	867 (2) 48:1,5	adequately (1) 46:10
\$256 (1) 16:5	15th (1) 61:8	33 (2) 51:12;52:3	869 (1) 17:5	adhere (1) 4:6
\$288 (3) 17:14,16;41:20	176 (1) 33:15	35th (1) 3:11	9	adjourn (1) 63:1
\$32 (2) 12:23;60:7	19098 (1) 57:4	37 (1) 57:5	9:00 (1) 5:4	administration (6) 7:3;19:12;26:1,6,24; 53:8
\$33 (1) 51:8	1st (1) 6:24	38 (1) 35:13	A	administrative (1) 26:4
\$46 (1) 58:23	2	4	ability (1) 18:11	administrator (3) 33:5,13,22
\$5 (1) 36:5	2,000 (2) 25:17;46:19	4,100 (1) 37:8	able (6) 10:8;24:1;30:17; 32:21;44:22;47:16	administrators (3) 33:8,16,18
\$50,000 (1) 49:17	2.4 (1) 15:13	40 (1) 41:9	above (2) 9:18;39:5	admission (1) 31:21
\$600 (2) 29:19,24	200 (4) 21:8;24:15;33:20;	44th (1) 3:10	above-entitled (1) 63:10	admitted (1) 32:1
\$7 (2) 10:16;42:14	2008 (1) 49:21	450 (1) 48:7	abstract (1) 25:12	adopt (1) 54:7
\$7.7 (1) 42:20	2010 (1) 42:12	45th (1) 3:12	absurd (1) 41:7	advertisements (1) 58:13
\$712 (2) 7:1,4	2011 (6)	464 (1) 47:24	academic (1)	advocates (1) 46:24
\$75 (2) 7:3;26:4		5		affects (1) 54:22
\$8 (2) 29:22;58:21				
\$84 (1) 15:10				

afraid (1) 26:15	28:7;30:8,9	1:8;40:18	begin (8) 3:7,18,20;19:6;62:2,4, 10,13	52:15
afternoon (1) 40:10	Angelina (2) 40:22;44:13	available (4) 25:21;28:3;31:22; 55:20	benefit (1) 23:13	break (2) 11:17;56:21
afterschool (1) 52:13	Ann (2) 40:23;45:23	avenues (1) 31:21	benefits (2) 11:17;44:10	brief (4) 6:15,19;17:20;20:10
afterthought (1) 38:1	appear (1) 60:9	average (2) 15:11,14	Bennett (1) 3:15	bring (3) 54:18;60:1,2
Again (11) 5:1;8:7;12:17;13:7; 37:15,20;38:2;44:9; 48:18;62:17;63:7	applied (1) 23:14	aware (1) 16:20	best (3) 32:18;60:24;63:5	broken (1) 21:14
against (1) 47:14	appreciate (3) 6:12;60:15,21	away (9) 7:8;13:10;19:5,11; 33:21;46:6;59:23,24	better (3) 31:19;50:8;54:21	brought (2) 52:13;54:19
ago (4) 17:23;39:9,19;40:18	apprehension (1) 59:18	awful (1) 38:9	beyond (1) 5:22	Brunson (5) 49:4;52:6;53:11,13,14
agree (2) 19:9;59:7	appropriately (1) 45:19	B	big (9) 9:8,11;21:18,19;22:2; 26:17;34:24;42:20;52:3	BUDGET (81) 1:1,2;2:10;3:3,22,22, 23,24;6:5,7,9,14,20,23; 7:16;9:20,23;11:11; 13:24;14:13;17:19; 18:24;20:23;21:23; 24:12;25:6,10,13;26:17; 27:2,5,7,8,11;29:22; 31:12;33:3;34:23;35:13, 18;36:20;37:4,16,19; 38:18;41:5,17;42:3,6; 43:10,15,19;45:19; 46:19;47:11;49:14,14; 50:22;51:14,18,20;52:1, 1;53:4;54:2;55:17,24; 56:1,3,11,16,16,19;58:8, 10,24;60:2,13,17;62:8, 11
agreed (1) 59:4	appropriation (3) 11:1,14;17:6	back (10) 4:19;18:14;22:18,23, 24;36:14;51:21;58:12, 23;63:5	bill (3) 15:11,13,14	budgetary (2) 13:24;60:4
agreement (1) 59:3	appropriations (2) 16:13;17:14	background (1) 10:22	billions (8) 17:5;29:22;36:6; 41:16,21;44:5,6;47:21	budgeted (1) 27:14
ahead (4) 5:24;15:18;17:21;20:7	approximate (1) 58:22	bad (1) 53:18	bills (1) 50:21	budgeting (1) 55:4
aide (1) 58:2	area (7) 11:7;12:2;26:9,22,24; 36:1;56:18	bail (1) 22:13	biography (1) 25:8	budgets (2) 27:22;33:7
air (2) 37:10;38:23	areas (10) 7:19;8:5;10:20;11:1; 13:13;14:15;19:15,16; 58:10;60:8	Bake (1) 39:2	bit (6) 15:7;16:14;21:23,24; 50:20;61:3	building (3) 34:12;37:12;48:22
Alderman (4) 3:9,10,11,12	Arena (1) 3:12	balance (4) 17:18;32:17;47:20; 54:7	black (1) 40:8	buildings (1) 39:8
aldermen (1) 48:11	ARNALDO (4) 2:3;4:1;6:7;56:8	balanced (1) 17:19	blaring (1) 54:13	built (2) 25:11;39:8
aligning (1) 12:12	Arnie (4) 10:19;16:15;19:17; 37:10	balances (1) 48:12	blue (2) 8:20;9:19	bullet (1) 9:1
allocated (4) 11:12;31:13;36:7; 58:10	around (6) 11:5;12:22;14:10; 34:18;39:11;40:2	balancing (1) 12:1	Board (11) 3:14;40:6;47:12; 50:10;51:6;54:7;55:12; 57:5;58:20;61:7,11	bulletins (1) 58:14
allocation (2) 31:11;32:15	art (2) 28:22;47:8	ballooned (1) 44:9	bond (2) 18:14;26:5	bureaucracy (2) 19:13;26:24
allocations (1) 57:1	asphalt (1) 40:8	ballot (1) 45:18	book (2) 43:3;56:3	bus (1) 13:3
allow (2) 27:10;37:24	assembly (1) 18:20	bank (1) 21:17	books (1) 52:14	C
allowed (2) 4:14;24:7	assistant (3) 33:10,19;34:22	Barbhi (1) 45:1	borrowed (1) 18:15	call (6) 20:15,15,16;33:18; 53:24;54:2
almost (2) 27:8;47:20	assumptions (3) 18:6,6;43:10	B-a-r-b-h-i (1) 45:8	both (3) 6:21;12:7;23:3	called (5) 4:3;22:14;26:10; 55:18;58:12
alone (2) 48:8;51:13	asthma (1) 40:19	based (1) 13:4	bottom (1) 39:23	Calm (1)
along (1) 10:7	at-risk (1) 32:6	basic (2) 18:5;47:24	boxes (1)	
Although (2) 25:19;27:1	attention (1) 5:16	basis (1) 25:11		
always (1) 46:15	audience (1) 36:23	bearer (1) 53:18		
America (2) 50:3;51:10	auditing (1) 42:13	become (1) 35:4		
amount (5) 18:13,14;30:4;31:12; 61:1	auditorium (1) 4:19	Beg (1) 61:20		
amounts (1) 54:12	AUGUST (2)	began (2) 6:22,24		
Anderson (3)				

10:14 Calumet (1) 22:5 came (6) 17:16;26:4;30:10; 50:2;52:21;57:12 cameras (1) 10:17 can (39) 5:17,17;6:3,21;8:5,24; 11:4;13:11;14:14;15:1, 10:20;5:23;22:18;27:13, 20,24;28:9,20;29:1,10; 32:18;34:8;36:4,8,10; 37:7,9,23,23;39:6;41:12; 43:13;45:3,5;48:4; 53:19;60:18,19 CAO's (2) 46:11,20 cap (1) 31:24 capacity (2) 12:20;28:21 capita (1) 31:14 capital (8) 8:7;14:7;18:15;23:12, 15;27:9,10;48:22 card (2) 4:10,20 cases (1) 31:19 catch (1) 61:9 categories (1) 7:23 category (1) 16:7 Cater (3) 40:23;45:23,23 cause (3) 29:1,3,10 ceilings (1) 38:21 central (5) 11:6,20;12:8,18;46:21 certainly (1) 29:9 certificated (1) 42:19 certified (1) 50:10 challenge (4) 8:2;15:3;20:7;29:21 challenges (6) 6:19,21;7:15,20;8:14; 32:5 challenging (1) 31:8 chance (1) 46:18 change (2) 16:3;37:21	changed (2) 37:5;58:20 changes (4) 8:6;9:20;18:23;24:11 charitable (1) 53:19 chart (3) 17:22;35:21,24 charter (13) 31:11,13,16,18,24; 32:7,13,16;57:5,6,9,11, 11 charts (1) 35:23 Chicago (22) 1:17;3:2,14;5:4,10; 6:6;21:14;25:2;29:18; 33:1;45:24;47:20;48:13; 52:8;53:17;55:11,14; 57:18,22;58:18;59:2; 63:7 Chicago's (2) 25:7;55:13 Chief (6) 2:7;3:15;5:9;12:9; 26:10;27:10 child (2) 46:15,17 childhood (2) 10:7;14:24 children (10) 22:19,20;35:4;44:18; 46:14;47:2,5;48:13,14; 60:24 choosing (1) 28:20 chose (2) 15:6;61:10 Christine (1) 28:7 chunk (1) 52:3 citizens (1) 36:21 City (7) 21:13;25:23;36:21; 38:11;46:5;48:11;59:6 city-wide (4) 11:8,19;56:10,13 claimed (1) 42:21 claims (2) 42:4;43:5 clarify (1) 36:4 Clark (1) 25:22 class (4) 10:2,2;14:21;19:20 classroom (14) 7:9;19:11,19;30:13, 14,18,23;35:17;38:19; 40:15;46:6;49:23,24;	52:17 classrooms (4) 30:12;39:4;47:6;50:7 clean (1) 21:21 cleaned (1) 21:11 cleaning (2) 44:20;45:12 clear (2) 21:9;61:8 clearly (1) 25:13 climbed (1) 44:10 clinicians (1) 11:9 close (6) 7:4,7,8;12;11:23;29:5; 40:11 clout (1) 27:13 co-chairs (1) 41:2 Cochrane (5) 28:7,8,13,18;29:12 collaborative (1) 54:20 collect (1) 48:7 collective (1) 54:20 Colon (1) 3:11 column (1) 17:10 combination (1) 12:7 combined (1) 11:2 coming (4) 8:22;17:8;63:2,7 comment (1) 34:2 commented (1) 44:1 comments (8) 3:20;5:1,13;6:16; 48:18;51:16;60:21; 61:13 Committee (4) 41:3;45:19;55:4,6 committees (1) 61:17 community (1) 22:19 companies (4) 21:19;22:2,13;35:2 company (1) 21:18 comparable (1) 17:11 compensation (1)	11:18 concern (4) 23:21;31:5;32:14; 37:14 concerned (1) 37:5 conclude (9) 4:6;5:4;6:17;23:18; 26:14;27:18;40:13; 42:23;59:10 conditioned (1) 37:10 conditioning (1) 38:24 confronted (1) 6:20 confused (1) 58:14 conservative (1) 18:6 consideration (1) 39:9 considerations (1) 40:15 construction (1) 30:21 contingency (2) 26:23;27:1 continue (7) 5:18;8:15;14:17; 16:21;19:2;20:4,6 continuing (1) 10:13 contractual (2) 16:24;27:9 controls (1) 29:18 convened (1) 23:20 conveniently (1) 41:8 conversation (1) 5:18 cooperative (1) 54:20 copies (1) 25:21 copy (2) 42:5;55:20 copying (1) 53:5 core (7) 7:6,7,11;10:1;15:4; 19:19;43:10 corporate (1) 35:2 cost (3) 12:3;34:11;51:17 costing (2) 49:16;51:6 costs (10) 16:20,21,22;17:1; 18:12,18;27:24;28:2;	30:4;43:6 couple (5) 19:4;29:5;34:7;40:2,2 course (1) 40:9 court (1) 20:18 covering (1) 25:4 co-workers (1) 22:10 CPD (2) 58:21;59:1 CPS (26) 15:14;21:6;22:12,17, 20,20;24:24;32:13,14; 34:23;35:12;37:18; 44:19;46:5;47:1,2,4,11, 12,14,23;48:2;49:2; 53:14;59:6;60:24 Craig (1) 3:15 creates (3) 59:17,18,20 credibility (1) 27:15 creditors (1) 50:14 crew (2) 40:1,4 crisis (2) 34:8,12 crowd (1) 26:12 CT (1) 41:3 Culture (1) 10:14 current (2) 7:24;16:5 currently (5) 14:23;47:2,20;52:8; 53:16 curricular (1) 13:21 curriculum (1) 47:8 custodial (5) 21:6;26:2,5;30:19; 49:21 custodian (3) 21:4;23:5;52:8 custodians (2) 21:8;34:15 cut (8) 7:14;21:9;22:21;26:1, 4;34:14,23;58:2 cuts (18) 7:3,8;13:10,24;15:5; 19:11;21:6;22:22;23:5, 6;24:11,17;26:5;45:11, 11,15;59:15;60:3 cutting (4)
---	---	---	---	---

19:12,13;44:19;49:23 CWA (1) 34:18	describe (1) 55:23 described (1) 16:16 description (1) 43:10 desperately (1) 48:13 despite (2) 31:20;43:5 detailed (2) 43:9;60:15 details (1) 7:21 develop (2) 12:13;25:6 development (2) 38:23;39:3 dictate (1) 4:24 died (1) 40:19 difference (1) 42:20 different (4) 28:21;56:4,15;57:21 differently (1) 46:14 difficult (5) 19:10;23:7;25:20; 31:8;32:6 directly (4) 11:14;15:22;16:1; 35:16 Director (6) 2:4,10;3:23;4:1;6:5,7 dirty (1) 44:19 disabilities (1) 46:3 discretionary (1) 30:20 discussed (1) 61:6 discussions (1) 27:16 disguised (1) 58:2 disgusting (1) 21:12 displaced (3) 33:12,12;45:24 distorted (1) 36:2 district (2) 41:15;42:18 document (2) 54:15,17 documents (1) 25:17 dollar (1) 47:23 dollars (6)	21:16;27:11,14;34:11; 47:22;48:15 done (4) 33:22;37:22;46:18; 54:21 doors (2) 39:4,5 double (2) 56:6,7 doubled (1) 54:11 doubling (1) 37:6 down (6) 7:22;16:4,9;30:20; 56:21;59:12 downtown (1) 52:22 draw (1) 5:16 drop (2) 9:12;29:7 dropped (1) 9:2 drops (1) 18:1 dumped (1) 32:7 duplication (2) 12:18;19:14 uplications (1) 12:11 during (2) 41:15;59:16	3:8 elementary (3) 33:9;40:18;57:4 eliminate (1) 14:23 eliminating (3) 12:11,17;19:13 elsewhere (2) 25:13,15 Emanuel (1) 55:14 emphasizing (1) 10:6 employed (1) 40:6 employees (2) 12:4;50:17 encouraging (1) 61:4 end (7) 4:21;8:12;9:2;17:4; 18:21;43:12;44:21 ended (2) 15:17;17:12 engineers (1) 44:16 enrollment (3) 13:20;29:4,8 entered (1) 24:16 entering (1) 47:5 entitled (2) 56:23;59:5 epiphany (1) 49:9 errors (1) 38:5 especially (1) 41:6 Esteban (1) 40:22 estimated (1) 43:4 estimating (1) 15:8 Estvan (6) 53:12;55:9;57:16,17, 17:59:11 Even (9) 8:9;9:19;16:9,11,14; 26:11;33:18;52:16,20 evening (24) 3:1,3,9;4:24;5:7; 20:14,24;24:23;31:3; 32:24;34:6;37:2;40:24; 42:8;46:22;49:6;52:7; 62:1,3,7,9,18;63:2,4 event (1) 24:8 events (1) 43:18 everybody (3)	5:8;6:3;21:3 everyone (3) 16:20;42:18;53:13 exactly (1) 41:24 example (3) 9:9;13:17;27:7 exceeded (1) 17:13 except (2) 25:21;61:12 excuse (2) 50:15;62:6 exist (3) 26:9;42:16;55:22 expand (1) 10:8 expanding (2) 10:11;19:23 expect (3) 22:17;43:24;44:3 expenditures (1) 57:20 expenses (3) 8:16;16:17;18:10 experience (1) 51:5 experienced (2) 49:19;50:9 expertise (1) 51:5 expires (1) 18:20 explain (5) 28:9,10;32:9;33:23; 45:3 explanation (1) 49:12 explore (1) 13:13 extra (1) 45:11 extremely (1) 37:5
D				F
dash (1) 57:2 daunting (1) 6:21 day (5) 17:4;22:21;30:17; 34:20;38:9 deal (2) 36:15;37:23 dealing (1) 32:5 Debbie (1) 31:2 debt (7) 9:8;18:13;43:21,21; 44:1,11;53:5 deceiving (2) 35:24;36:3 deceptive (1) 27:7 decided (1) 28:23 decision (1) 14:6 decisions (1) 19:10 decline (3) 9:8;17:2;43:4 declined (1) 42:14 decrease (1) 31:23 decreasing (2) 21:13;32:1 dedicated (1) 49:1 deductions (1) 14:9 deficiencies (1) 14:9 deficient (3) 17:24;23:14;41:8 deficit (9) 7:2,4;17:17;23:17; 41:16,19;42:4;44:8;59:6 definition (1) 10:17 degree (1) 46:1 department (4) 12:9,16;45:17;58:19 departments (1) 46:7 depth (1) 14:8 Deputy (3) 2:4;3:24;6:7				face (2) 7:21;40:7 faced (1) 6:21 faces (1) 57:22 facilities (2) 12:16;13:4 facing (3) 6:20;15:18;32:4 fact (8) 8:7;17:13;27:7;30:1; 31:13,18,20;32:1 fair (1) 44:18 far (6)
		E		
		earlier (2) 26:3;54:11 early (3) 10:7;14:24;37:16 Easy (1) 39:1 economics (1) 41:1 Ed (4) 3:14;30:15;46:1,16 education (10) 7:10;10:7;29:14,21, 21;30:2;34:22;40:6; 42:19;58:9 educational (8) 6:22;7:11;12:9,12; 29:5;31:17;32:9;57:17 education-wise (1) 53:2 effect (2) 21:9;49:23 efficiencies (2) 13:1;20:5 egregious (1) 54:14 elected (1)		

7:8;19:11;21:7;52:12; 53:1;54:6 father (1) 22:20 federal (3) 9:10;15:24;16:1 feed (1) 46:15 feet (1) 53:21 felt (1) 30:11 few (5) 3:8;20;21:10;25:18; 44:8 fight (3) 48:14;15:60:24 fighting (2) 48:12;57:23 figured (1) 55:18 filled (1) 4:10 filling (1) 14:11 final (3) 62:2,8,11 finally (2) 40:15;61:5 finance (2) 12:16;41:3 Financial (4) 2:7;5:10;19:10;41:14 find (6) 25:20;35:17;37:24; 41:19;54:9,16 firing (1) 49:15 first (16) 4:17;9:24;12:2;20:14, 15;21:1;23:4;36:5; 37:13;41:4,13;45:7; 53:14;57:1;58:7;59:16 FISCAL (19) 1:2;6:22,23;7:20,23, 24;9:1,2,3,5,17;15:16; 17:15;18:2,3,21;20:8; 34:10;43:17 fit (1) 55:7 fix (2) 40:3;60:19 flabbergasted (1) 47:19 floating (1) 30:14 floor (1) 37:13 floors (1) 34:10 focus (2) 10:20;19:3 focused (2)	19:12,17 focusing (2) 15:3;19:1 follow (3) 4:20;51:22;63:5 following (8) 20:16;21:2;24:3; 28:21;32:20;34:5;35:6,7 follow-up (3) 4:16;20;63:3 food (1) 44:17 force (4) 21:9;23:19,23;46:15 forces (1) 48:20 foreclosures (1) 48:4 foregoing (1) 12:2 Foreman (3) 38:15;39:12,18 forms (1) 52:14 forward (6) 5:13;6:16;7:17;20:4; 23:23;49:2 found (1) 54:14 four (5) 12:2;17:4,5;30:13; 42:16 fourth (1) 37:13 frame (1) 9:5 Francisco (3) 21:2;22:3,5 Friday (4) 34:20;62:3,18,21 friends (1) 58:11 frightening (1) 38:5 front (1) 25:9 fruitful (1) 43:22 full-day (2) 14:22;19:23 fund (4) 12:1;21:16;29:6;54:7 funding (10) 10:5;30:23;31:22,23; 46:9,24;57:22,24;59:19; 61:1 funds (21) 14:11;23:11,11;28:9, 15,16,21;29:2,4,9,11; 30:20;31:11;32:15; 36:23;48:6,21;49:1,11; 56:24;59:24 furniture (1)	30:22 further (3) 5:21;43:1;46:5 FY (6) 11:1;41:15;42:12,13; 43:4,4 G Gage (1) 31:10 gap (4) 7:7;11:23;17:8;18:4 garbage (1) 44:17 gave (2) 22:12;49:12 general (2) 18:19;58:2 generate (1) 43:17 generating (1) 37:19 gentlemen (1) 31:4 George (3) 24:4,22,24 giant (1) 38:4 GINGER (7) 2:9;3:24;6:2,4,4,10; 14:7 given (2) 4:4;28:23 giving (3) 6:18;21:17;24:9 gladly (1) 48:16 God (1) 37:12 goes (2) 11:3;35:21 GONZALEZ (2) 34:6,7 Good (16) 3:1;5:7;22:8;24:23; 31:3;32:24;34:6;37:2; 40:24;46:22;48:18;49:6; 50:3;52:7;54:24;60:3 government (2) 15:23;16:1 Grace (2) 28:7;30:8 graduate (1) 47:1 grand (1) 28:2 granddaddy (1) 53:23 Grants (2) 6:5;15:23 graph (2) 10:24;41:7	grateful (1) 37:3 greater (1) 30:3 group (1) 46:24 grow (3) 8:15;16:21;18:10 growing (4) 8:16;16:20;18:5,12 grown (1) 8:24 grows (1) 18:16 guarantee (1) 37:23 guess (1) 40:5 guys (2) 40:2;53:4 Guzman (3) 34:5,17,18 H half (3) 34:11;41:21;51:6 hall (1) 46:5 Hand (2) 46:23;55:20 handled (1) 30:15 happen (2) 27:4;60:18 happening (4) 8:18;19:1;45:13;50:24 happens (3) 18:2;29:13,16 happy (4) 5:12;20:11;36:15; 61:13 hard (4) 6:8;22:8;34:2;48:14 harder (1) 20:4 hate (1) 53:18 heads (1) 38:7 healthcare (6) 16:19,20;18:12;43:2, 3,6 hear (4) 4:7;5:21;6:3;27:20 heard (2) 23:3;47:17 HEARING (14) 1:3;3:3,20;4:21;5:3; 6:16;41:17;49:10;61:19, 22,24;62:2,11;63:1 hearings (5) 43:15,20;60:17;62:8,	19 heart (3) 50:1,4,6 heat (2) 40:8,19 height (1) 47:13 Held (2) 1:14;62:12 Hello (3) 35:9;53:13;55:10 help (3) 19:21;22:19;37:24 helping (1) 12:13 Hi (4) 21:3;22:4;28:8;45:23 hiding (1) 59:23 HIGH (12) 1:15;10:17;21:5; 31:10;38:16;39:12; 44:15;49:8;62:1,3,12,18 highlights (1) 6:13 highway (1) 46:13 Hilgendorf (5) 35:8;40:21,24;41:1; 42:24 hire (1) 30:18 history (1) 41:1 hit (1) 6:9 hoarding (1) 59:20 hold (1) 55:19 holders (1) 18:14 holding (1) 48:5 holy (1) 48:10 home (1) 15:10 homework (1) 21:22 honest (2) 22:17,18 hope (5) 19:5,9;37:19;50:13,18 hoping (2) 14:1;30:16 hospitals (1) 50:4 hot (1) 40:10 houses (1) 44:22 huge (7)
--	---	--	---	---

8:2;27:1;31:5;40:8; 41:8,13;43:5 human (1) 27:9	47:15;48:4 independent (1) 57:13 individual (6) 23:7;34:3;45:20;56:2, 4,13 inefficiency (1) 55:15 inevitable (1) 13:12 information (3) 23:22;45:22;56:15 inherited (2) 7:1;53:4 Initially (1) 41:15 input (1) 5:14 instance (1) 56:6 instructional (4) 12:7;13:21;33:10,19 insults (1) 25:22 interactive (2) 5:20;61:14 intergovernmental (1) 59:3 Interim (2) 2:7;5:9 Internet (1) 27:24 interpreter (7) 3:5,6;34:16;44:12,24; 45:3,7 into (5) 7:21;8:22;23:20; 26:23;57:12 introduce (1) 6:1 introduction (1) 56:9 invest (3) 7:15,18;28:24 investing (2) 14:21;19:3 investment (2) 10:10,13 investments (5) 8:7;9:23;10:22;18:24; 19:21 invite (1) 28:3 Isabella (1) 3:16 island (1) 40:8 issue (5) 4:15;23:20;27:21; 48:20;50:14 issues (5) 7:12;37:15;57:21,22; 59:12	item (5) 35:15,15;36:9;51:18; 57:21 J Jack (4) 31:2;32:20,20;33:1 jacket (1) 37:11 Janice (1) 2:21 janitor (1) 44:14 janitorial (1) 45:12 janitors (4) 21:10;24:14;51:1,2 jive (1) 56:5 job (6) 22:7;26:9;33:13,21; 48:3;50:21 jobs (3) 22:18,23;33:11 joining (1) 3:17 Jones (5) 49:4,6,7;51:17;52:2 JORY (1) 2:12 July (4) 6:24;9:3,4;58:20 jump (2) 18:17;59:13 June (4) 9:4;15:17;17:12;61:8 justifiable (1) 31:23 justify (1) 48:4 K Karen (7) 23:24;24:3,4,21;35:7, 7;37:1 keep (9) 7:8,10;13:9;20:6; 21:20;22:14,15;48:12,21 kept (2) 9:17;19:10 key (1) 13:5 kids (1) 53:15 kind (2) 18:9;50:20 kindergarten (3) 10:8;14:22;19:24 kinds (1) 15:5 KLIPOWITZ (3)	24:5,20,21 K-l-i-p-o-w-i-t-z (1) 24:21 knowing (1) 47:7 known (1) 12:9 knows (1) 46:16 Kostner (1) 49:7 Kurt (4) 35:8;40:21;41:1;44:5 Kwon (3) 40:22;46:22,23 L labor (1) 12:6 ladies (1) 31:3 laid (7) 24:14;28:10,14;49:17, 21;51:2,3 LANE (4) 1:15;16:18;37:7;39:2 language (5) 3:4;10:12;20:1;47:9; 53:20 large (1) 18:17 larger (1) 30:5 last (26) 8:1,21;10:4;12:21; 15:16;16:6;17:17;22:6; 24:2,2,18;26:21;27:6,8; 31:9;32:21;34:20;41:18; 43:15,19;45:9;56:22,24; 59:12;60:5;61:2 late (1) 61:2 lay (1) 22:10 laying (2) 49:15;51:8 layoff (1) 34:19 layoffs (2) 22:22;23:6 LDS-1 (1) 46:3 leads (1) 42:2 learn (1) 46:14 learned (1) 49:8 learning (1) 46:2 least (2) 52:4;60:10	leave (2) 19:4;43:7 led (2) 43:23;44:4 left (6) 6:2,4;17:9,11;41:8; 53:21 less (8) 7:24;8:6;9:14;13:7; 16:5;28:4;33:5,20 letter (2) 34:19,21 letters (1) 50:14 level (14) 10:4;11:15,19,20,21; 13:6,12,22;28:19;29:17, 19,23;51:5;58:3 Lewis (3) 35:7;37:1,2 library (1) 28:1 License (1) 2:22 lien (1) 59:2 lies (2) 25:14,18 limit (2) 4:7;5:1 Linda (1) 3:15 Lindbloom (1) 21:4 line (11) 8:20;9:16,18,19; 35:14,15;36:9;50:5; 51:18,21;52:1 lines (1) 10:8 list (2) 45:1,1 listed (2) 4:13;46:20 little (8) 11:20;14:8;15:7; 16:14;21:23,24;25:7; 50:20 living (3) 12:3;57:18,18 local (6) 15:20;16:7;24:1;28:1; 41:9;57:14 locally (1) 15:21 Lois (2) 49:4,7 longer (2) 26:9;40:6 long-term (2) 8:13;20:8 look (18) 6:16;9:15;10:23;
---	--	---	--	--

11:16;12:24;13:14; 14:20;15:16,19;17:18; 20:8;23:20,23;24:17; 38:18;43:1,13;44:8 looked (3) 7:5,13;8:22 looking (8) 5:13;6:23;11:5;17:23; 33:6;42:12;48:20;54:9 looks (1) 37:22 lose (1) 21:7 losing (2) 29:4;44:21 losses (1) 48:3 lost (5) 22:7;29:7;30:12,19,20 lot (17) 13:16;18:23,23;23:10; 24:10;38:9;40:9;44:15, 17;45:11,15;51:19,19; 52:12;54:21;55:2,19 lottery (4) 29:14,20;30:7;52:24 Louder (1) 6:3 love (1) 5:21 lower (1) 39:7 lucky (1) 58:1	managers (1) 46:4 Manley (3) 39:12,13,15 many (8) 5:12;14:1;31:19,21; 44:15;48:24;50:9,10 mark (1) 4:5 master's (1) 46:2 match (1) 56:16 math (2) 47:24;49:7 matter (1) 63:11 May (6) 26:17;29:13;34:2; 35:19;45:2,17 maybe (3) 30:17;36:4;50:2 mayor (3) 23:19;47:12;48:11 mean (10) 7:9;28:9,13,17,20; 39:12;49:11;52:14;53:3; 54:8 means (4) 7:23;16:13;17:6;49:13 meeting (4) 4:22;5:6;61:7,11 MELANIE (3) 2:6;3:21;5:9 member (5) 3:14,21;4:14;46:23; 55:12 members (1) 4:19 mention (3) 27:2;38:2;61:5 mentioned (9) 12:14;19:17;35:11; 36:19,23;44:5;54:11; 55:14;59:15 mentoring (1) 10:15 Mesa-Collins (1) 3:16 message (1) 18:22 methodology (1) 43:11 Michael (5) 49:4;52:6;53:11,14; 55:16 microphone (1) 4:3 might (1) 41:23 mike (2) 20:17,20 Milagros (4)	21:1,2,4;24:6 million (53) 7:1,3,4;10:9,16;12:5, 15,23;13:8;14:10;16:5; 17:4,5,6,7,14,16,24; 18:1;21:15;22:13;25:24; 26:4,22;27:11,14,14; 29:19,24;34:11;35:1; 41:18,20;42:10,14,15, 20;44:2;47:14,21,24; 48:1,6,7;51:8,12;52:4; 57:5,10;58:21,22,23; 60:7 minimize (1) 13:23 minimizing (1) 14:2 minus (1) 17:5 minute (2) 4:5;26:16 minutes (2) 4:4;5:2 mispronounce (1) 20:19 mistakes (3) 37:4,15;60:18 misunderstanding (1) 35:20 Moderator (2) 2:13;4:23 modest (1) 17:3 moment (3) 16:23;17:23;62:6 money (50) 7:24;8:22;9:9,10,13; 11:2;13:11;14:22;15:22, 24;16:19;18:15;20:6; 21:18,19;22:1,12,23; 27:8;28:22;29:1,13; 30:1,17;32:8;34:14,23, 24;35:3,14,16,21;44:3; 46:7;47:22;48:9;50:16, 18,19;51:19,19;53:1; 57:13;58:4,8;59:2,4,5,7, 15 more (23) 8:5;9:18;14:8,21;17:7; 21:23,24;25:20;29:12; 30:4;32:8;35:4;36:22; 37:8;40:5;41:11;46:7; 48:16;53:3;58:9,15; 60:2;62:19 morning (1) 60:10 most (8) 9:24;14:3,5;21:12; 26:4;31:8,8;32:5 move (2) 7:17;17:10 moved (1) 40:17	much (16) 6:11;8:22;9:17;16:9; 20:9;23:1;25:20;27:19; 29:22;30:2,3,4,6;38:14; 51:6;53:10 multiple (1) 4:12 music (2) 29:1;47:8 must (5) 23:12,15;25:19;46:12; 48:21 myself (1) 22:15	59:22 next (14) 18:3;23:24;28:6;31:1; 32:19;35:5;38:6,6; 44:24;49:3;61:19,22,24; 62:8 nice (3) 38:20,21;39:7 nomenclature (1) 54:2 none (1) 55:21 Norma (3) 34:5,17,17 note (1) 31:12 notes (1) 58:24 notice (3) 16:2;33:6;38:20 noticed (3) 33:4,14;39:4 number (14) 7:2;10:15;24:14; 27:22;28:17;29:10;30:5; 31:16;36:12;44:6;51:21; 57:3,8;59:11 numbers (8) 17:23;41:24;54:1; 56:6,7,10,13,16 numerous (1) 14:15 nurses (1) 11:10
M			N	O
ma'am (1) 61:23 Madill (1) 39:14 magnet (3) 10:11;20:1;38:19 maintain (3) 10:2;19:22;60:24 maintaining (4) 10:4,5,12;19:20 major (3) 7:22;11:17;15:19 majority (4) 13:10,11,15;25:6 makes (1) 47:15 making (5) 7:16;12:10,16,18;13:5 man (1) 22:17 manage (1) 18:12 MANAGEMENT (2) 1:1;3:23 Manager (1) 6:5			nail (1) 48:12 name (26) 4:2;5:9;20:18,19;21:3; 22:4;24:2,3,19,23;32:21, 23,24;34:6,17;35:9; 40:24;43:8;44:13;45:7, 9,23;46:22;49:6;53:13; 55:10 named (1) 11:7 national (1) 53:5 nationally (1) 50:9 Navaro (4) 40:22,22;44:13,14 near (1) 19:2 necessarily (1) 57:20 need (8) 20:3;21:18,19;28:23; 30:2;33:17;48:13;50:1 needed (1) 61:8 needs (1) 29:5 neighborhood (4) 31:5;32:2,3,4 neighborhoods (1) 31:7 network (2) 11:21;12:22 networks (4) 11:6;60:6,9,12 new (15) 7:18;20:4;21:22;26:9, 10;34:10,10,14;38:19; 39:20;44:22;47:12;49:9; 53:8;54:7 news (1) 53:19 newspaper (1) 25:1 newspapers (1)	obligated (1) 16:17 obligations (1) 16:24 obviously (5) 15:22;20:3,7;29:16; 30:2 off (12) 6:9;13:4;22:10;24:14; 28:10,14;49:15,17,21; 51:2,3,8 offer (2) 55:3,5 OFFICE (7) 1:1;11:6,20;12:8,19; 27:9;46:21 Officer (4) 2:7;5:10;22:6;27:10 offices (5) 11:7;12:22;26:9,22,24 officials (1) 3:8 offset (1) 17:17 offsetting (1) 59:6

often (1) 25:14	40:8;43:4;46:19;49:17, 18	43:19	53:7,9	59:17
old (1) 34:13	overall (1) 42:17	particularly (1) 31:7	place (5) 37:9,17;38:12;39:10;	prefer (1) 36:10
once (5) 12:17;13:7;14:9;55:2, 6	overlap (1) 46:8	partners (1) 38:1	places (1) 9:13	pre-K (2) 10:6;19:23
one (43) 4:5,13;5:15;9:8;11:6, 21;13:24,24;17:11; 20:15;23:13;26:16;27:6, 14;28:23;29:12,16;33:4, 14,18;36:1,5;39:22; 41:2;42:7;43:7,18,24; 44:3,6;48:23;51:10; 52:1,22;53:3;57:3,5; 59:13;60:14;61:18;62:9, 20,20	overspend (1) 27:11	Passage (1) 10:14	plan (1) 38:18	PRESENT (2) 2:1;43:16
ones (1) 46:4	overspending (3) 52:17,19,22	past (1) 52:11	planning (1) 31:18	presentation (4) 5:8;6:15;19:6;35:22
one-time (1) 9:9	overtures (2) 41:5,10	pathologists (1) 11:10	please (26) 4:3;5:21;20:17,19; 21:20,22;22:21;24:2,19; 26:13,18;27:17;28:8,12; 32:9,22,23;33:23;39:20; 40:12,14,20;42:22; 50:15;59:9;63:4	presented (1) 3:22
online (7) 34:1;37:4;43:12; 51:23;61:14;62:15;63:6	overview (3) 6:13,19;20:10	Paul (1) 40:17	pleasure (1) 39:2	presenting (1) 6:14
only (4) 4:13;11:8;32:15;35:13	owe (1) 50:19	pay (6) 18:13,14;36:22;44:22; 48:16;59:5	plus (1) 25:17	president (1) 54:10
open (5) 39:5,6,16,21,22	own (1) 43:3	paying (6) 28:22;33:16;48:23; 50:15;58:21;59:4	PM (7) 1:9;5:4;62:2,4,6,10,13	press (1) 24:11
operating (2) 18:10;23:14	P	payments (6) 58:4,18,23;61:2,6,9	podium (1) 32:22	pressure (2) 8:5;41:24
operational (2) 12:15,24		peeve (1) 37:11	point (10) 13:12;23:4;25:3,9,18; 32:11;33:24;44:6;51:24; 54:18	pretend (1) 26:11
operations (1) 20:5	Padilla (10) 34:5;35:6,6,9,10,23; 36:8,12,17,19	pension (6) 16:21;18:18,19;44:7, 9;51:11	points (1) 19:5	pretty (3) 9:1,16;41:12
opportunity (4) 4:7;6:12;20:10;24:9	page (9) 36:12;42:6;43:2; 46:19;51:21;54:6;57:2, 5,7	people (11) 5:12;23:8;25:6,8;31:6; 36:22;37:18;46:11; 50:19;59:19,23	Police (3) 58:18;61:6,9	previously (1) 11:7
opposed (1) 38:1	pages (4) 25:17;54:9;56:24,24	per (3) 4:14;15:10;31:14	political (2) 25:12,14	principal (2) 30:16;33:19
order (3) 8:12;19:2;29:6	paid (1) 58:3	percent (21) 11:5,6,8,13,18,19,20, 21;12:3;15:13;21:8; 27:12;35:12,13,13;36:1, 2;41:9;42:16;47:23;52:3	Pope (2) 31:2,3	principals (2) 33:10,21
organization (4) 4:2,13,14;24:6	painful (1) 23:5	Perez (4) 21:2;22:3,4,5	population (2) 33:15;37:6	principle (3) 7:6,8;10:1
OSTRO (12) 2:9;3:24;6:2,4,11; 14:14;29:15;35:19;36:4, 10,14,18	painting (1) 34:10	performance (1) 44:4	portion (1) 15:14	principles (2) 6:19;15:4
out (25) 4:10;11:17;18:3,4; 22:13;23:4;25:3,18; 26:10;27:22;32:7,11; 33:24;37:10;41:9,19; 42:5,5;44:8,11;50:2,8, 11;51:12;55:18	pancakes (1) 53:24	person (3) 20:17;32:22;46:6	position (4) 29:1;30:21;41:14; 60:13	print (3) 27:22;54:24;55:7
outdated (1) 47:5	pane (1) 39:22	personnel (1) 29:6	positions (7) 13:18,19;30:13;34:22; 45:12;58:10,14	printed (3) 25:21;42:4,5
oven (1) 39:2	paper (2) 5:20;28:14	perusal (1) 54:17	possibly (1) 43:20	printing (2) 27:21;28:2
over (22) 3:19;8:20;10:19; 11:21;16:4;17:10,16,18; 21:7;24:15;33:8,16; 34:24;37:20,20,20;39:9;	pardon (1) 61:20	perusing (1) 33:3	post (4) 11:4;43:12;60:16; 61:14	prior (2) 9:21;27:23
	parent (2) 24:24;53:15	peter (1) 44:11	posted (2) 62:15;63:6	priorities (4) 19:3;25:12,14;27:12
	parenthesis (1) 16:3	phonetic (2) 22:6;49:8	pour (1) 53:23	private (1) 31:21
	parents (3) 31:5;37:17;38:11	picture (6) 8:13,21;17:12;20:8; 24:16;44:9	PowerPoint (1) 42:8	privately (1) 58:16
	Park (2) 22:5;31:10	pie (4) 10:24;35:21,23,24	practice (1)	privatizing (1) 13:3
	parking (1) 40:8	piece (1) 26:17		privilege (1) 43:14
	part (11) 7:15;9:11;21:12;26:3; 37:11,16,18;39:6,22; 42:8;54:23	piggybacking (2)		probably (2) 40:19;58:15
	participate (1) 5:6			problem (2) 45:5;58:7
	participating (1) 25:5			problems (1) 58:5
	particular (1)			procedures (1) 3:19
				proceed (1) 4:3
				proceedings (1) 63:9

process (7) 24:12;37:17,19,21; 41:22;54:21,23	quite (1) 38:5	14:16	report (2) 24:24;56:19	40:10
professional (2) 38:23;39:3	quote (1) 37:22	recommendations (1) 23:23	Reported (1) 2:21	right (7) 6:6;18:11;30:14; 35:14;49:22;62:16,22
program (3) 13:9;22:14;52:13	R	red (2) 9:16,18	reporter (1) 20:18	Rivera (2) 6:7;56:8
programming (2) 11:9;13:21		reduce (3) 14:19,24;19:16	reporting (2) 53:16;55:12	RIVIERA (6) 2:3;4:1;10:23;28:16, 19:45:17
programs (15) 10:6,11,12,14,16;14:2; 15:1,24;18:15;19:15,17, 18,23;20:2;32:2	Rahm (1) 55:14	reducing (1) 28:2	reports (5) 56:5,12,20;60:6,10	Robinson (3) 49:4;52:5,7
projected (1) 54:12	raise (3) 42:16;44:20;46:23	reduction (9) 11:5;12:5,15,22;13:3, 17,19,24;14:1	representation (1) 11:22	Rod (5) 3:14;53:12;55:9; 57:16,17
projection (1) 41:22	raises (1) 50:18	reductions (13) 7:16;8:4,10;10:21; 13:4,9,15;14:15,18;15:2; 16:15;18:24;19:15	representatives (1) 4:8	Roman (4) 21:1,2,3,4
projections (2) 42:3;43:11	rather (1) 14:21	refer (1) 9:4	representing (1) 30:9	room (1) 38:22
projects (5) 23:12,16;48:22;49:1,2	ratings (1) 50:11	reference (1) 54:8	reprinting (1) 55:1	rooms (1) 44:19
properly (2) 12:19;21:11	rational (2) 12:10;33:17	referring (1) 54:6	request (1) 15:6	roughly (1) 34:11
property (16) 14:7,16;15:6,9,20; 16:8,10;41:9;47:13,18, 22,23;48:5,9,16;57:19	raw (1) 37:21	refinancing (1) 26:5	reservations (1) 58:17	rounded (1) 47:8
proposal (4) 15:8,11;47:17;57:19	read (7) 14:6;24:1;25:16;28:3; 32:21;38:4;46:19	reflect (1) 10:1	reserve (2) 12:1;14:11	routes (1) 13:3
PROPOSED (10) 1:2;3:2,22;15:9;25:15; 47:12;56:3,16;62:8,11	reading (4) 24:10;46:2;54:5;55:13	reflected (4) 9:23;16:8;51:20;58:24	reserves (2) 8:11;9:21	run (1) 11:8
protecting (1) 7:10	real (2) 15:3;38:1	regarding (1) 4:15	resolution (1) 58:20	runs (1) 9:4
provide (2) 20:21;43:9	realization (1) 14:12	regards (2) 11:2;12:15	resource (2) 30:15;32:3	S
provided (1) 3:3	realize (1) 38:7	Reginald (2) 49:4;52:5	resources (1) 47:16	
providing (3) 10:16;13:6;23:22	realized (2) 14:10;17:16	registration (1) 4:11	respond (4) 4:18;23:2;34:1;61:13	Safe (2) 10:14;21:21
provision (1) 59:14	reallocate (1) 29:8	regular (1) 33:11	responds (1) 45:19	safety (2) 10:13;20:1
PUBLIC (21) 1:3;3:2;5:3,5,10;6:6; 25:2,7,19;27:3;28:3; 29:18;31:6;33:2;45:24; 47:1,7;52:8;55:11;59:2; 63:8	reallocation (7) 28:9,15,16;29:2,3,10; 49:10	reiterate (1) 48:19	rest (3) 6:1;15:1;45:15	Saffro (4) 35:7;38:15,15;40:14
purpose (2) 29:9;60:20	really (8) 5:16;6:16;16:16; 29:17;36:2;38:6;49:13; 60:21	related (1) 40:20	restricted (1) 20:22	salaries (10) 18:9;33:7;42:9,9,14, 17;44:15;48:23;52:2,3
purposes (1) 7:11	reason (3) 22:11;45:14;56:17	relation (1) 13:2	restructuring (3) 13:2;43:21;44:10	salary (1) 11:17
put (13) 5:17;6:8;10:17;22:22; 27:8;31:24;33:22;38:7; 39:10,15,20,21,22	reasons (2) 9:7;16:16	relief (5) 18:19;43:22;44:7,9; 50:20	result (1) 25:13	Salud (4) 32:20;34:4,5,7
putting (1) 50:11	Reboyas (1) 3:10	remaining (1) 11:14	resulted (1) 42:10	same (18) 4:13,15;8:1;9:15;10:4, 7,15;13:6;16:12;17:22; 24:6;45:13;46:5,15; 50:20;51:4;54:18;58:3
Q	recall (1) 43:19	remodeled (1) 34:9	retired (2) 25:1;33:1	save (2) 27:24;34:23
	receive (5) 15:21;23:11;34:19; 48:21,23	reorganization (1) 12:6	revenue (20) 7:22;8:21;9:12;15:20, 20,21,22,24;16:4,7,11; 17:3,4,8,17;18:7;41:10; 43:23;47:14,19	saved (1) 28:1
quarter (1) 59:16	received (3) 26:22;34:21;44:7	reorganizing (1) 12:7	revenues (7) 8:18;9:17;16:9;17:13; 23:15;43:18,24	saving (4) 51:8,17,18,19
	recently (1) 41:20	repairs (1) 35:1	review (1) 60:15	savings (4) 42:10;49:14;51:24; 60:8
	recess (1) 47:9	repeat (2) 28:12;37:15	rich (1) 22:13	saw (5) 9:8;35:24;37:4;38:4; 54:6
	recognize (4) 38:3;57:22;58:5,8	replaced (3) 39:15;51:3,4	rid (2) 19:14;41:7	
	recommend (1)	replacing (2) 49:16;51:9	ridiculously (1)	

saying (4) 23:18;49:22;50:15; 57:12	54:10;56:5,12,20; 60:6,10	31:19	Sonia (2) 40:22;46:23	1:16
scanning (1) 54:15	SEIU (3) 24:1;32:21;34:4	shows (5) 8:13,20;17:22;35:15; 41:7	soon (3) 6:17;47:4;60:19	staff (10) 3:21;4:19;21:10;26:5; 30:19;36:15;42:19; 44:20;49:21;63:4
schedule (1) 62:14	selective (2) 13:19;31:20	shut (1) 39:19	Sorry (4) 6:2;24:5;27:20;28:11	stakeholders (1) 54:22
scheduled (1) 5:3	senior (2) 3:21;12:13	side (2) 6:22;12:8	sound (2) 31:17;32:8	start (6) 6:18;25:24;40:18; 42:6;46:9;47:6
Schmidt (7) 24:4,22,23,24;26:15, 21:27:19	sense (2) 26:6;47:15	Sierra (1) 3:14	sounds (2) 53:4,6	started (4) 9:3;47:4;54:5,9
SCHOOL (50) 1:15;3:2;4:13,14; 11:11,14,19;13:10,12, 22:21;5,8,11,19;25:2,10; 28:19,20;29:4;30:10,22; 31:10;33:14;34:3;38:16; 39:13;40:17,18;41:3; 44:14;45:10;47:7;49:8; 52:12;54:10;55:11;56:5, 10,14,19,23;57:6,6,9,14; 62:1,3,10,12,18	separately (1) 29:24	sign (1) 3:4	source (1) 47:19	starting (3) 11:24;38:6;47:4
Schools (65) 3:15;5:5,11;6:6;10:3, 18;11:13;12:19;13:18, 20;14:3;20:1,6;21:6,21, 24;22:21,23;23:7;25:7, 11;26:10;29:18;31:6,12, 13,16,18,24;32:2,3,4,7, 13,13,14,16,17;33:2,9; 35:1;38:20;45:14,15,16, 20;46:1,10,12,20;47:1,3; 48:22;52:9;56:2,3,4,23; 57:4,11,11;59:2,18,20; 63:8	serious (1) 58:17	significant (2) 8:14;61:1	sources (5) 9:9,13;15:19;16:4; 56:1	starved (1) 32:3
schoools' (1) 33:7	serve (1) 22:19	Silver (5) 31:2;32:20,20,24;33:1	South (1) 25:22	state (9) 15:21,23;29:17,19,23; 44:7;52:24;58:2;61:2
science (1) 41:23	served (1) 10:15	Simeon (4) 62:3,12,19,20	space (1) 13:4	stated (1) 30:11
Scott (2) 35:7;38:15	service (2) 18:13;43:21	similarly (1) 15:24	Spanish (1) 3:4	statement (1) 42:13
screen (1) 12:21	services (7) 8:2;19:18;27:10;55:3, 5,5;56:19	SIMMONS (36) 2:12;3:1,7;20:13;22:3; 23:24;24:18,22;26:13; 27:17;28:6;30:8;31:1; 32:19;34:4;35:5;37:1; 38:14;40:12,21;42:22; 45:2,5;49:3;51:15;52:5; 53:11;55:8;57:16;59:9; 61:19,21,24;62:7,16,24	speak (8) 4:4,9,15,18;26:20,20; 45:20;61:17	statements (1) 42:3
screwdriver (1) 44:16	serving (1) 12:19	simple (2) 25:14;34:13	speaker (16) 4:4;20:15,16;21:1; 23:24;26:13;27:17; 32:19;40:12;42:22;59:9; 61:15,20,23;62:5,22	state-of-the-art (1) 10:17
screwed (1) 39:19	set (1) 8:1	single (1) 38:9	speakers (7) 4:12;6:1;20:14;26:19; 28:6;31:1;49:3	stating (1) 34:20
seated (1) 25:8	seven (1) 31:9	sitting (1) 21:17	speaker's (1) 4:10	steadily (1) 9:1
second (4) 4:5;7:13;9:1;61:18	several (5) 8:21;9:7,9;16:16,17	situation (2) 59:18,21	speaking (2) 3:6;61:17	step (2) 14:16;16:18
Secondly (1) 26:8	Seviceje (2) 45:1,8	size (4) 10:2,2;14:21;19:20	special (6) 30:15;34:22;46:1,16; 58:9;61:7	still (8) 7:4;8:10;9:18;12:11; 27:2;39:17;41:11;62:19
secretary (1) 53:17	S-e-v-i-e-e-j-e (1) 45:8	skimming (1) 54:15	specific (2) 30:6;49:1	stimulus (1) 9:10
section (4) 54:10;56:2,4,22	shade (2) 39:6,7	slide (1) 15:19	specifically (1) 7:21	Stop (3) 22:22,22;40:7
security (2) 20:2;22:6	shades (3) 40:3,7,11	smarter (1) 13:7	speech (1) 11:10	story (1) 58:19
seeing (5) 17:2;45:13;58:9,11,13	SHAKER (15) 2:6;3:21;5:7,9;23:2; 27:20;28:11;32:11; 33:24;43:14;48:17; 51:16,22;60:14;62:14	Smith (1) 2:21	spell (4) 20:19;24:3,18;32:23	strategy (1) 12:12
segment (6)	share (3) 6:12;20:10;47:16	social (1) 11:10	spend (5) 8:1;14:23;16:6;27:13; 32:8	streamline (1) 20:5
	sheet (1) 5:19	solutions (1) 37:24	spending (12) 8:19;9:16,18;16:13; 17:3,7;19:14;30:6;32:9; 36:6;43:2,3	Street (2) 25:22;50:12
	short (1) 17:7	solved (1) 37:16	spent (4) 26:23;28:4;30:4;31:9	structural (1) 41:8
	shortages (1) 8:8	solving (1) 23:16	spoke (1) 52:24	student (3) 35:17;40:19;54:12
	shortfall (4) 8:11;14:11;16:11; 47:11	Somebody (2) 36:14;52:21	Springfield (3) 18:19;57:23;60:23	students (18) 10:9,13,15;14:4; 19:22;21:21;22:1;28:24; 32:6;33:5,6,14,15,20; 37:7;46:6;47:4;56:6
	shortfalls (2) 36:20,21	somehow (1) 42:15	squirreling (2) 59:23,24	stuff (1) 59:23
	show (4) 8:17;11:12;35:20; 36:16	someone (3) 27:13;30:18;45:18	St (1)	subject (1) 41:23
	showed (2) 36:1,5	sometimes (1) 21:16		Substance (2) 25:1;55:13
	shown (1)			

<p>success (1) 19:22</p> <p>successors (1) 27:3</p> <p>suggesting (1) 42:15</p> <p>suggests (1) 41:22</p> <p>summarize (1) 15:15</p> <p>summary (1) 15:18</p> <p>sun (3) 39:24;40:7;58:19</p> <p>superior (1) 50:10</p> <p>supplemental (7) 13:16,17,19,21;14:2; 19:18,18</p> <p>supplies (1) 30:21</p> <p>support (7) 11:9;13:6;29:6,20; 30:2;56:23;57:20</p> <p>supports (1) 57:19</p> <p>supposed (5) 26:3;29:14;34:8;58:3; 61:16</p> <p>sure (13) 12:10,17,18;13:5; 14:5;21:20;24:20;28:18; 32:12;45:18,21;51:1,2</p> <p>Surgeon (2) 50:2,2</p> <p>surgeons (1) 50:6</p> <p>surgery (3) 50:1,4,6</p> <p>surplus (6) 14:12;17:24;23:13; 41:21;44:1;48:24</p> <p>Susan (5) 49:5;52:6;53:12;55:8, 11</p> <p>swing (4) 41:14;43:16,16;44:4</p> <p>switchover (1) 60:8</p> <p>syrup (1) 53:24</p> <p>system (6) 8:23;21:14;25:10; 38:8;53:15;57:12</p> <p>systematic (1) 54:16</p>	<p>15:7;16:22;31:4</p> <p>talked (2) 13:2;19:24</p> <p>talking (5) 9:6;21:5;26:3;43:20; 52:14</p> <p>task (3) 23:19,22;48:20</p> <p>tax (13) 14:7;15:6,9,11,13,14; 34:14;35:13;47:13,22, 23;48:5;57:19</p> <p>Taxation (2) 41:3;55:4</p> <p>taxes (17) 14:17;15:20;16:8,10; 21:15;22:1;35:11,12; 36:22;41:9;44:21,23; 47:15,18;48:10,16;50:16</p> <p>taxpayer (1) 25:22</p> <p>taxpayers (1) 38:11</p> <p>teach (3) 39:1;46:17;51:10</p> <p>teacher (17) 25:2;28:22;29:6; 30:15,21,24;33:1,21; 38:21;41:2;42:9,13; 46:16;49:7;51:13;53:16; 55:12</p> <p>teachers (17) 16:19;31:6,7;33:11, 12;49:15,17,18,19,19; 50:9;51:9;52:15,18; 53:17;56:7;58:11</p> <p>teaching (2) 30:13;31:10</p> <p>team (2) 12:13;41:5</p> <p>TECH (3) 1:15;37:7;39:3</p> <p>telling (3) 25:19;54:16;60:2</p> <p>ten (2) 21:8;22:6</p> <p>tenured (2) 49:15,18</p> <p>term (2) 13:16;19:2</p> <p>terms (1) 10:21</p> <p>terrible (1) 59:17</p> <p>Thanks (1) 51:16</p> <p>thinking (1) 7:17</p> <p>though (3) 8:9;13:15;33:18</p> <p>thousand (5) 27:12;49:18,19;51:9, 10</p>	<p>three (5) 11:5;15:19;18:20; 22:20;39:14</p> <p>throughout (1) 51:24</p> <p>TIF (18) 21:15;22:14,15;23:9, 11,11,13,15,19;47:18,20, 22;48:9,10,12,15,21,24</p> <p>TIFs (1) 48:7</p> <p>tile (1) 38:20</p> <p>times (3) 21:17;48:3;58:19</p> <p>Tina (4) 34:5;35:6,6,10</p> <p>title (2) 57:3,8</p> <p>today (4) 34:19,21;49:9;55:13</p> <p>together (5) 5:17;6:9;38:7;55:2,6</p> <p>told (2) 53:23;56:12</p> <p>tolerance (2) 55:15,16</p> <p>tomorrow (7) 60:1,2;62:1,7,9,17,20</p> <p>tonight (4) 5:18,23;27:16;43:7</p> <p>tons (1) 52:15</p> <p>took (3) 14:15;37:17;43:17</p> <p>tooth (1) 48:12</p> <p>top (7) 39:6,7,16,21,23;50:5; 57:2</p> <p>total (6) 11:18;15:13;16:5; 24:16;30:6;36:6</p> <p>totally (1) 20:22</p> <p>towards (1) 4:21</p> <p>traditional (2) 23:15;32:16</p> <p>transient (1) 51:10</p> <p>translator (1) 3:4</p> <p>transom (1) 39:4</p> <p>transoms (2) 39:17,19</p> <p>transparency (4) 41:6,11;43:9;55:19</p> <p>transparent (2) 54:4;55:22</p> <p>Treasurer (1) 5:10</p>	<p>Tribune (1) 55:14</p> <p>tried (1) 35:20</p> <p>triggers (1) 29:10</p> <p>trimming (1) 14:2</p> <p>troubled (1) 32:6</p> <p>true (5) 26:2;27:21;28:4;46:5; 56:11</p> <p>try (4) 13:9;26:11;29:15; 51:22</p> <p>trying (2) 27:23;32:17</p> <p>tuition (2) 57:7,10</p> <p>Tunney (1) 3:9</p> <p>turn (2) 10:19;42:6</p> <p>turnaround (1) 13:18</p> <p>two (21) 4:4;5:1;17:19;18:3,4; 20:15;33:17;39:6;47:2; 51:10;52:11;53:15,21; 56:1,5,24;57:21;61:16, 16;62:8,19</p> <p>types (1) 14:18</p>	<p>48:10</p> <p>up (16) 4:21,24;9:17;16:14, 14;23:10;25:11;31:13; 40:17;44:21;51:22; 54:18,19;59:15;61:9; 63:5</p> <p>upcoming (1) 28:24</p> <p>upwards (1) 57:10</p> <p>urban (1) 50:3</p> <p>use (6) 8:11;28:20;34:12; 44:16;54:19;55:23</p> <p>used (10) 13:16;23:12,15,16; 28:24;34:16,24;40:1; 43:11;44:12</p> <p>using (1) 17:15</p> <p>utilization (1) 13:5</p>
V				
<p>Vallas (1) 40:17</p> <p>variance (2) 41:21,22</p> <p>variety (1) 46:17</p> <p>various (2) 15:23;46:12</p> <p>ventilation (3) 39:7,9;40:16</p> <p>verify (2) 60:7,11</p> <p>veteran (1) 50:5</p> <p>view (1) 17:20</p> <p>volume (1) 6:2</p>				
W				
<p>wants (2) 45:14;50:3</p> <p>Ward (4) 3:10,11,11,12</p> <p>waste (6) 12:20;44:15,17;52:9, 12,20</p> <p>wasting (1) 34:14</p> <p>way (9) 7:18;11:24;14:1;27:3; 32:18;39:23;46:13,15; 50:13</p> <p>ways (1) 46:17</p>				

website (3) 5:16,20;61:14 Wednesday (1) 1:7 week (2) 38:7;43:12 welcome (2) 3:2;5:8 West (2) 1:16;40:9 Westinghouse (4) 62:1,9,17,20 whole (3) 45:21;55:2;60:19 whose (1) 33:15 widely (1) 44:1 Williams (1) 3:16 window (3) 39:22;40:3,7 windows (7) 39:5,15,16,20,21;40:7,9 wishing (1) 4:9 within (1) 56:20 without (2) 12:20;47:18 wondering (2) 24:13;56:14 word (1) 55:23 work (9) 20:3;21:9;22:8,9; 37:18;38:8,10;44:14; 58:12 worked (3) 6:8;22:5;37:12 worker (1) 22:8 workers (2) 11:10;26:2 working (3) 23:22;34:18;39:12 world (2) 10:12;20:1 worse (1) 31:19 worth (1) 41:9 written (1) 59:12 wrong (3) 53:21;54:8;59:8 wrote (2) 46:4;58:19	1:2;6:23;7:24;8:1,14; 9:3,4,5,21;10:3,4;15:10, 16,17;16:4,4,6,6;17:12, 15,17,18;18:3;21:7,15, 22;23:13;25:19;26:21; 27:1,8;28:5,22,23,24; 29:19;34:10;38:6;39:1; 41:18;43:15;47:7,11,12; 48:7,24;58:22,22;61:2,3 years (23) 8:15,21;17:19;18:3,4, 20;22:7,9;25:5;27:23; 31:9;34:19;37:12;39:9, 11,13,14,19;40:3,18; 44:8;51:11;52:11 year's (2) 14:13;47:10			
	Z			
	Zupan (6) 49:5;52:6;53:12;55:8, 10,11			
Y				
YEAR (50)				