

ORIGINAL

CHICAGO PUBLIC SCHOOLS

FY-15 BUDGET PROPOSAL

PUBLIC HEARING

July 16, 2014

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-mentioned matter held at Malcolm X
College, 1900 West Van Buren Street, Chicago,
Illinois, commencing at 6:08 o'clock p.m.

PRESENT:

MR. TIM CAWLEY, Chief Administrative
Officer, CPS

MR. GREGORY VOLAN, Budget Office, CPS

MS. RENAE KELLY, Facilitator

MS. CANDACE NISBY

Reported by: Anna M. Morales, CSR, RMR

License NO.: 084-002854

	SPEAKERS	
1		
2	Alderman Bob Fioretti	27
	Ellen Damlik	31
3	Byron Sigcho	33
	Nelson Sota	36
4		
	Scott Hiley	38
5	Dwayne Truss	40
	Peter Harrison	42
6	Windy Pearson	46
7	Claudia Pesent	50
	Michelle Villegas	53
8	Caroline Vickrey	55
	Zerlina Smith	57
9		
	Sherise McDaniel	60
10	Shelley Nation-Watson	62
	Lynn Rosenberg	65
11	Herb Schober	67
12	Claudia Cueva	67
	Amparo Sostenes	69
13	Dion Bell	72
	Helen Alexander	73
14		
	Georgia Waller	74
15	Aushunda Harris	76
	Jonathan Jackson	78
16	April Drayton	82
17	Irene Robinson	84
	Jackie Charles	86
18	Jay Armstrong	89
	Renee Criswell	91
19		
	Melissa Macek	93
20	Anna Corraí	95
	Tricia Black	97
21	Virginia Lugo	98
22	Norine Gutekanst	101
23		
24		

1 (Whereupon, the following
2 proceedings commenced at
3 6:08 o'clock p.m.)

4 MS. KELLY: Good afternoon, everyone. Welcome
5 to the budget hearing for CPS FY-15 budget. We're
6 glad you came. My name is Renae Kelly. I will be
7 your facilitator for the evening.

8 What I want to start off doing is giving
9 you some guidelines for how the hearing is going to
10 go.

11 First of all, all who signed up to speak
12 will be given an opportunity to make a statement of
13 up to two minutes until the meeting is adjourned.
14 What we want to do is make sure that everyone is
15 heard. So we are really advocating that we respect
16 one another as far as someone being on the floor
17 speaking, you want to respect them and make sure
18 that everyone is heard.

19 Also, all of those wishing to speak are
20 asked to please sign in. The window to sign up to
21 be a speaker is between 5 and 6:30. So that means
22 that if you decide you want to speak, at 6:31,
23 you've missed the window. So please make sure you
24 sign up within the window.

1 There's a speaker sign-in sheet out at the
2 front desk that you saw when you were coming in.
3 Each speaker will be given a number. That's going
4 to be basis -- be the basis for which you are
5 called to the mic to speak for the two minutes.

6 Please know that if you miss the window,
7 you will not be allowed to speak if you try to sign
8 up after 6:30. So please sign up within the
9 window.

10 Speakers will be limited to addressing
11 topics related to the budget including the capital
12 plan. Also, I know we've said it more than once
13 already, speakers are asked to limit their comments
14 to two minutes so that everyone that would like to
15 speak will have an opportunity to do so.

16 What I want to do is tell you how we're
17 going to communicate to you when your two minutes
18 are up. At the point that you have 30 seconds
19 remaining, I need you to pay attention to the
20 folder. Once you see the folder that says you have
21 30 seconds remaining, we need you to finalize and
22 end your comments by the time you reach two
23 minutes. At the two-minute mark, the red folder
24 will go up. On the folder, it says, Please wrap

1 up. So we ask that you follow the guidelines with
2 respect to coming to the mic to speak.

3 When multiple speakers from the same
4 organization or school are listed, only one member
5 per organization or school will be allowed to speak
6 regarding the same issue. So you want to designate
7 somebody. We can't have multiple people that come
8 to the mic. We're asking you to designate one
9 person to speak on the topic.

10 If the speaker has a follow-up question,
11 we ask that you please speak to CPS staff members
12 who will be on site to help you fill out a
13 follow-up card. Having been here before, I know
14 that if you a follow-up card and you have a
15 question, your question will be answered. So even
16 if you feel like you're going to go over the two
17 minutes, whatever material you feel you're going to
18 cover over the two minutes, please fill out one of
19 the response cards so your question can be
20 responded to on the Web site.

21 We want to make sure everybody is heard.
22 So either you can speak at the mic or you can be
23 heard via the Web site. Okay?

24 Also, the full budget is on the CPS Web

1 site. You can provide feedback or leave questions
2 on the Web site as well. We will respond to all
3 questions on the Web site including any that we are
4 not able to respond to at this moment. We'll do
5 our very best to accommodate you; but in the event
6 that we can't answer your question, we'll make sure
7 we answer it after the meeting, some time after the
8 meeting.

9 You can visit our Web site at
10 <http://cps.edu/budget>. For those of you who may be
11 writing that down, I'll say it again. Visit
12 <http://cps.edu/budget>.

13 We want to emphasize once again, please be
14 respectful of one another. We want to make sure
15 that everybody gets to speak. We have quite a few
16 speakers on the roster. We want everybody to be
17 heard.

18 Also, please don't speak over anybody
19 that's speaking, be it our Chief Administrative
20 Officer, who will be presenting the budget, or
21 anybody else who is speaking. We want to advocate,
22 we plead for us to respect one another.

23 Also, we have a court reporter here that
24 is recording the meeting. We want to make sure

1 that she can clearly hear everything so that she
2 can appropriately type it into the court reporting
3 report.

4 Again, respectful communication,
5 respecting one another. We all want to be heard.
6 Okay?

7 Also, we have a couple of services in the
8 house. If you need a sign language interpreter,
9 make us aware of it. We have a sign language
10 interpreter to my left. Also if you need Spanish
11 interpretation, we also have that available.

12 What I want to do now is introduce some
13 individuals and the panel to just give you a feel
14 for who's in the house available to provide
15 information.

16 We have Harold Johnson from Network 6. We
17 have Teresa Placencia from Network 7. We have
18 Minerva Sanchez, the deputy from Network 8. We
19 also have Larry Frazee, the CPS comptroller;
20 Greg Volan from the Budget Office; and, of course,
21 you met several of our colleagues from the Family
22 and Community Engagement Office.

23 Again, my name is Renae Kelly, and I will
24 be your facilitator for the evening.

1 Without further ado, I'm going to turn you
2 over to Tim Cawley, who's our Chief Administrative
3 Officer, who will present the budget.

4 MR. CAWLEY: Thank you, Renae. Welcome
5 Alderman Fioretti. We appreciate you coming out
6 this evening. And if I've missed other elected
7 officials, I apologize. I recognize Alderman
8 Fioretti here in the front row.

9 Again, I'm Tim Cawley. I'm the Chief
10 Administrative Officer for CPS, and it's my honor
11 to present to you the budget that we have proposed
12 to our Board for fiscal year '15.

13 The fiscal year actually began a couple
14 weeks ago on July 1st. We were hoping to get Board
15 approval for this budget at the July Board meeting
16 on July 23rd. In the time between now and
17 approval, the Board is continuing the resolution
18 that allows us to keep the place running until the
19 budget is actually approved.

20 This slide captures a lot of the things
21 that Renae briefed you on. I do want to call your
22 attention to the last bullet. We've put a great
23 deal of effort into putting our budget on line.
24 The operating budget, the capital budget, our debt

1 service, it's done with a lot of hard work to
2 provide the graphics that show you where the money
3 is going, and there's a great deal of detail. It's
4 all interactive, and you can look at the budgets
5 for every single one of our schools.

6 We believe that that is a way to help
7 people understand where the money is going, what's
8 available, and the decisions that are made and the
9 trade-off decisions that we've made. So my
10 presentation will be short because the real goal
11 here today is to hear from you, not necessarily for
12 you to hear from me, but we felt that a brief
13 presentation that summarized the key points of the
14 budget was appropriate.

15 So the overview of what face in the fiscal
16 '15 budget, first of all, continuing, very
17 challenging financial situation. We've had
18 enormous deficits now for several years. And
19 fiscal '15 is no exception. We're closing those
20 deficits with reserves, with one-time actions like
21 an accounting change that we've made this year, and
22 we've done that to buy time until we get to a
23 situation where we have enough revenue to cover the
24 expenses to keep the district operating the way you

1 want it to operate.

2 Illinois is the last -- is last in the
3 United States, 50 out of 50 states in the funding
4 for K-12, actually pre K-12 education. So until
5 the state can provide the revenue that we need,
6 it's hard for us to invest more and more. And CPS
7 is the only district in the state that's required
8 to pay the pension costs for its teachers. Our
9 teachers work hard for that pension, and we want to
10 be able to support them; but the financial burden
11 on our district, which is different than any other
12 district in the state, is starting to pull
13 resources away from other things that we could
14 invest in.

15 Now we've tried to address that situation
16 by cutting funds away from the classroom in
17 operations, administration, in the central office.
18 And over the last four years, there have been
19 \$740 million in cuts like this, with the last
20 55 million coming this year. And if you have
21 somebody -- if you know somebody who works at CPS,
22 a family member or a neighbor or a friend, then I'm
23 sure they're telling you about the changes that are
24 going on in the way that we do just about

1 everything, in cleaning our buildings, in running
2 our lunch lines, in running the buses, in staffing
3 the central office. As you know, we're moving out
4 of our headquarters building to save \$60 million.
5 We're changing the way we do just about everything
6 to keep as much funding as possible in the
7 classroom.

8 And by doing that this year and with that
9 accounting change, we're able to increase the
10 amount of SBB up there, student-based budgeting,
11 it's the core instruction budget for schools, to
12 increase it by \$70 million this year. And now,
13 with an increase of \$250 per pupil, schools have
14 more resources to invest in the programs that are
15 so important to student outcomes. And that's the
16 kind of thing that we want to invest in because
17 we're here to drive student achievement.

18 Now this accounting change that we've done
19 this year has gotten criticized by a lot of people,
20 the media, organizations like the Civic Federation.
21 And it is an unusual move. It's a one-time move
22 that is certainly legitimate. It actually brings
23 our revenue recognition period in line with what
24 the city and most other large districts do; but

1 basically it just allowed us to capture revenue
2 that was -- we're pulling it forward from the
3 following year, and then the following year, we'll
4 pull it forward from the future. It's a one-time
5 slide up of revenue. And without that, we wouldn't
6 be able to buy time until we get the action we need
7 in Springfield on pension reform and on more
8 revenue for CPS.

9 And then finally, while a lot of focus
10 tonight is on the operating budget, we did present
11 our capital budget publicly before May 1st, back in
12 late April. There's been a lot of discussion about
13 it, and I just -- we'll do a brief refresher on
14 that because the Board vote that will happen on
15 July 23rd will encompass not just the operation
16 budget but also the capital budget.

17 As you see here, we believe in staffing
18 our schools and providing the people who are needed
19 to run our schools. And 97 percent of the
20 employees of CPS are in direct support of
21 classrooms. We've got about 1100 in central
22 office, and that's down from about 1800 not that
23 long ago. And so that's steadily being whittled
24 down. And then in our network offices, our 13

1 different networks, we have a total of 197 people.
2 And that's management for all of our schools. Each
3 one of those networks manages 30 to 40 schools.
4 And that's our overhead.

5 The rest of our staffing is either
6 teachers or support staff in schools, clerks,
7 nurses, lunchroom workers, custodians, et cetera.
8 So the work that ought to be happening in schools,
9 that is where the staff is; and, similarly, that's
10 where the money is.

11 As you see on this slide, the vast
12 majority of our spending is actually in the schools
13 themselves and then another big slice of it goes to
14 our pension payment. I'm sorry. I'm off a slide.
15 I apologize.

16 Here you see that the vast majority of our
17 spending is in schools, \$4.8 billion. In
18 fiscal '15, we'll spend over \$600 million to
19 contribute to the teacher pension fund; and then
20 the balance of the funding in networks and central
21 office is actually relatively small.

22 Without that reform, without pension
23 reform, these pension costs are about \$1600 per
24 every pupil in the district.

1 Now I mentioned the cuts that we've done
2 to try and avoid paying in the classrooms. We've
3 done things since fiscal '11 in just about every
4 area as I said. We've cut administrative
5 positions. We've taken many positions out of the
6 central office. And again, that's what you would
7 want to hear because you support schools; but if
8 you are related to one of those people who lost
9 their job or is working harder because there are
10 fewer people in their departments, it's not all a
11 positive story, but we get that the central office
12 isn't where kids are learning. They're learning in
13 the schools.

14 Similarly, in some of the programs that
15 we've had where we haven't seen the kind of return
16 on the investment that we thought was appropriate
17 or fitting compared to other things we could invest
18 in, we made cuts there. Some of it has been to
19 equal out our investment in schools where in the
20 past there had been disparity with some schools
21 receiving a lot of extra funding for programs and
22 others less so. We evened that out, and that's
23 where those cuts have come from.

24 But the biggest cut you would see is in

1 operations where we have transformed the way we're
2 doing everything to save tens of millions of
3 dollars year after year after year, again in all of
4 the things that support how students get to school,
5 are fed at school, are protected at school, the way
6 the buildings are cleaned for them; and these
7 savings haven't come at the expense of the
8 environment that the children are in or the buses
9 or bussing as many children as we did three years
10 ago for about \$15 million less. We're doing it by
11 running the place smarter and making sure that
12 every single dollar that we spend outside of the
13 classroom is being well spent.

14 The cuts that we've made this year on top
15 of the 700 before that, almost 700 before that,
16 include fewer central office positions and things
17 like technology; not an unimportant area, but as
18 more and more technology is coming into schools, we
19 need to support it, but we just had to find ways to
20 do it with fewer people, in Finance, in Talent or
21 HR as you might think of it, in our accountability
22 teams.

23 We've reduced training with outside
24 vendors. We've said we've got to take more of this

1 on ourselves. And some of the administrative
2 positions that we've had that support programs, we
3 rather that money be in the classroom where people
4 are actually teaching kids than the people who are
5 overseeing the people who are teaching kids.

6 We got a new contract with Aramark to
7 manage facilities. So we've outsourced a lot of
8 our custodial management. And we're able to -- if
9 you work in a school or you've seen some of the
10 changes there, you've seen that we've transformed
11 that activity from an decades' old mop and pail
12 going up and down the hallway moving the dirt
13 around to this new equipment that every major
14 office building in the world has been using for
15 years, like little Zambonies that go up and down
16 the hallway and actually pull up the dirt far more
17 efficiently than we've ever been able to do before.

18 We've eliminated some positions in our
19 lunchroom operations. These were vacant positions
20 that we concluded we can actually work and serve
21 the students meals without filling all of those
22 positions. And then I mentioned some of the
23 changes in transportation. We're much smarter now
24 on how to route buses, how to get more value,

1 having buses run twice in the morning and in the
2 afternoon to get more efficiency there.

3 Now we continue to take the money that
4 we've got, including what we realize as revenue
5 recognition, and invest in a lot of new programs.
6 And you might ask, why would you do that at a time
7 when you have got these big, structural deficits?
8 And the answer is, we're here for the kids. We're
9 here to invest in the children with programs like
10 international baccalaureate and STEM and selected
11 enrollment programs to help the students in the
12 district advance.

13 So while we're stretched financially, we
14 have to continue these investments. So we've got
15 new IB programs that add 1400 students. We've
16 added 15 new dual credit programs with the City
17 Colleges that students can now take credit and
18 actually graduate high school a good way on the way
19 toward a degree. We've expanded Safe Passage, an
20 investment that we are very proud of for what it's
21 accomplished over the past couple of years. And
22 we're sorry we have to spend it. We'd rather --
23 that's not money in the classroom. That's money to
24 get our kids to the classroom safely.

1 But it works. And it engages community
2 workers in helping our students feel safe on their
3 way to school so that when they get there, they can
4 learn. We're spending \$19 million there this year,
5 and we wish we did not have to spend that. We wish
6 the environment were safer. But for now, we
7 believe that's the right investment to make.

8 We've added almost 170 positions in arts
9 and PE using TIF surplus that the city gave to us.
10 So that's filling in for these programs that are so
11 important.

12 These Options programs may not be familiar
13 to many of you, but this is where we're working to
14 recover children who have dropped out, who have
15 given up on school, and we're reaching out to them
16 with new schools where we can bring them in and get
17 them back on track to high school graduation. It's
18 a very significant investment, but what's the
19 alternative there? To leave the students behind,
20 to write them off for the rest of their lives? We
21 believe it's right to invest in them and to bring
22 them back.

23 We got to do safe schools. We created
24 parent universities in Englewood and Humboldt Park

1 to reach out and help parents get engaged in their
2 students' lives and in their schooling. And
3 finally, we provided an important salary increase
4 for teachers, for principals and APs, because those
5 are the people who are doing the real work. They
6 are the ones who are transforming kids' lives every
7 day, and so we have to invest in them. It's a very
8 significant amount of money, but the alternative
9 would be to have people who aren't motivated and
10 feeling rewarded for their hard work.

11 This is a chart we show in every budget
12 presentation. It's a tough one because it is our
13 pension costs. As I said earlier, we believe in
14 the pension for our teachers. We believe that they
15 need to be rewarded for their work. But the burden
16 on the district right now of the cost that we have
17 to bear, that we uniquely as a district in Illinois
18 have to bear has gotten staggering.

19 As you see, the costs have been rising.
20 Prior to 2005 we didn't contribute anything because
21 the pension fund was fully funded. But then, by
22 statute, we made contributions to it. And when we
23 got to 2010, the pension fund lost a huge amount of
24 value because of the crisis in '08 and '09. And so

1 our contributions started to skyrocket.
2 Springfield intervened and gave us three years of
3 relief. That's that dip you see in '11, '12, and
4 '13, and said, you know what, we'll solve this for
5 you. In that three-year period, we'll solve it.
6 You won't have to worry about this. But it didn't
7 get solved. Nothing changed, in fact. So we went
8 right back on the path to contributing the pension.

9 This fiscal year, three weeks ago, we
10 wired into the pension fund \$613 million. Actually
11 601, the share that's ours. The 12 comes from the
12 state. That went into the pension fund for fiscal
13 '14. In June of '15, look at what that rises to.
14 Our share goes to \$634 million. And it keeps going
15 up from there. And even just the difference you
16 see from '13 to '14, a \$400 million increase in our
17 contribution, it's a thousand dollars for every
18 pupil in CPS.

19 So that's why we talk about this so much.
20 It's taking a huge amount of our funding to one
21 specific purpose, and it's not fair that we have to
22 pay it and no other district in Illinois has to
23 pay. That needs to be reformed in Springfield.

24 Now we've made these cuts I mentioned. We

1 tried to work through various things that we could
2 do to make sure we kept funding in the classroom.
3 We couldn't even come close to balancing the
4 budget. As you can see in the circle, that's over
5 the last two years what we had to use to balance
6 the budget, the reserves that we had to draw.

7 The good news is, in fiscal '14, we
8 thought we would have to use over \$600 million. We
9 only have to spend \$425 million of reserves to
10 cover a deficit, which is a ridiculous amount,
11 almost a half a billion dollars in deficit. And
12 that number goes up over \$800 million in
13 fiscal '15.

14 We would not be able to do that if it
15 weren't for our accounting change on revenue
16 recognition and the, frankly, just good luck when
17 Cook County moved the second installment property
18 tax date from November 1 to August 1. That in the
19 last two years has helped CPS to the tune of a
20 billion dollars because a billion dollars in
21 revenue has moved forward for us, and none of what
22 we have done would be possible if it weren't for
23 that.

24 The sad news is what we have done this

1 year isn't possible in the future, and the
2 structural deficit continues. As you can see on
3 the far left, the \$876 million deficit from this
4 year gets worse. And the assumptions that go into
5 this are pretty basic. What are the costs to the
6 district that are going up? What are the
7 projections in revenue from federal, state, and
8 local that we think are realistic to make?

9 And so we end up with over a billion
10 dollars in deficit in fiscal '16 and no clear path
11 on how to close that. And that's why over and over
12 again we talk about what's necessary in Springfield
13 on pension reform and more revenue for schools.
14 And then it continues on in '17 and beyond that.

15 So until those things get fixed
16 structurally, this never gets solved. Every year
17 is a challenge like this.

18 So that's our operating budget. That's
19 the challenge that we have there.

20 Now in capital, it's a very different
21 animal. We spend money on our schools from two
22 different sources. We raise -- we sell bonds. So
23 we raise debt so that we can invest in schools, but
24 we also get a lot of state money from other

1 sources, and those two things together create our
2 capital budget. Those are the investments we make
3 in buildings, in classrooms, in labs and roofs and
4 everything else that we need to do. And we have
5 over 700 buildings in CPS. You can imagine what a
6 staggering workload that is.

7 So we continue to invest in this. And, in
8 fact, in fiscal '15, mostly thanks to outside money
9 where most of our funding is coming from, we're
10 increasing the amount we're spending in buildings
11 to little over \$500 million. We've gotten revenue
12 from the state that allows us to build new schools
13 in some very badly overcrowded areas. We're
14 creating more selected enrollment seats. We're
15 adding pre-K seats because we really believe in
16 early childhood.

17 Sp you can see that \$510 million will be
18 spent this year. Just to be clear, we put it in
19 the budget this year. Those investments take many
20 years to get done. When we build a new school, it
21 takes a year and a half to two years. The money is
22 actually going out, but you have to budget it in
23 one year. And then over the next five years, it's
24 not shown on this chart, but we expect to spend

1 another billion, a billion two in our buildings,
2 and that barely keeps up with what's needed.

3 Those of you who own a home, you know that
4 it's challenging to repair things as they break.
5 But we got 700 of those. So when a roof leaks or
6 masonry starts to crumble, like you see at Chicago
7 Vocational High School or Lane Tech or many other
8 schools that we're fixing right now because they're
9 falling apart, those are investments that we have
10 to make or the buildings will end up having to be
11 torn down. So that's how we're -- we have to make
12 those.

13 So this is the second lowest amount of
14 funding CPS has put in, via the bonds, the debt, in
15 seven years, as you can see on the right; and the
16 reason for that is those bonds have to be paid off
17 over future years. It's very difficult for us to
18 anticipate the kind of revenue we will need to pay
19 for more and more investment.

20 Now there have been a couple of changes
21 that we want to highlight since the May 1st release
22 of the capital budget. That's in the bottom right.
23 The state came through at the end of their
24 legislative session in May with an additional

1 \$36 million, \$35 million for building new schools
2 and another million for security cameras in our
3 schools. For that, we're very grateful.

4 We also have shifted some funding. We had
5 thought we would spend some money in operating
6 costs, and we've decided that because of the
7 long-term nature of those investments, \$7 million
8 more should be in capital, and we will pay them off
9 over time.

10 And then finally, there was a state
11 infrastructure fund that we received money on last
12 year, and we haven't spent it yet. It provides a
13 steady stream of funding to pay for new
14 investments, and that's created an additional
15 \$44 million available to us.

16 So these are all increases versus what we
17 had originally proposed and we felt it was
18 important to lay that out for you now since it was
19 not in the May 1 release, and it will be what's
20 voted on by the Board on July 23rd.

21 Our capital budget focuses on three main
22 things. I've talked about it, but it's providing
23 programs for our students. By that what I mean is,
24 when we put a STEM program at a school, we need new

1 labs. We provide technology in our schools. So we
2 take it for granted now that every school has
3 wi-fi. Keeping up with that for the number of
4 devices in each school is expensive. So giving
5 children access to programs is our first area of
6 investment.

7 The second is modernization repairs. I've
8 given some examples of that already.

9 And then finally, overcrowding relief. If
10 you have come to some of our Board meetings, you've
11 heard the some of the schools complain about kids
12 eating in the auditorium or in the hallways,
13 classrooms being held in the hallways or in small
14 places that used to be teacher offices. So we're
15 trying to relieve that in some cases with modular
16 units -- that's all we can afford -- and others
17 with an annex; usually if we get state funding,
18 we'll have an opportunity to build an annex, to
19 relieve that overcrowding.

20 In last year's budget, there are two new
21 schools that are being built, one on the southwest
22 side and one on the southeast side because those
23 areas are wildly overcrowded and we need relief
24 that comes from new buildings.

1 So all the details of this are on our Web
2 site in every single capital project, not just the
3 ones we're proposing in '15, but every one that is
4 going on, from '14, '13, '12 capital budgets. And
5 you can see pictures of why we're doing it. When
6 we're repairing a roof, we'll show -- we have
7 pictures of how it's crumbling and the water damage
8 inside that we're trying to address.

9 And we hope that as you dive into this
10 budget, you will understand the difficult decisions
11 that we have to make every single day as we put
12 this together.

13 So with that, what I would like to do is
14 turn it over to you, hear from you on your
15 reactions to what we've released, what the media
16 has covered, what's on our Web site and get your
17 input that we can carry back to our Board for their
18 consideration before the meeting.

19 And, Renae, before you go to this, I think
20 consistent with our practice at our Board meetings,
21 I think Alderman Fioretti, if you would like to
22 speak, we'll let you jump the list. Thank you very
23 much.

24 ALDERMAN FIORETTI: Thank you again. Thank

1 you. As you know, my name is Bob Fioretti. I'm
2 the alderman of the 2nd Ward of the City of
3 Chicago. I've been an alderman for seven years,
4 and education is one of the most crucial issues
5 facing Chicago. I have devoted much of my time,
6 TIF money, mini money to supporting education,
7 building new schools, and rehabbing existing
8 schools in the current 2nd Ward.

9 There is a crisis in Chicago Public
10 Schools today. CPS closed 50 schools last year
11 supposedly based on declining enrollment. At the
12 same time, they opened new charter schools.
13 Despite promises of increased funding for existing
14 schools, CPS cut the budget for neighborhood
15 schools this year while they increased the budget
16 for charter schools.

17 I would hope at this hearing to hear from
18 many of the other individuals who are here from
19 different schools and different neighborhoods
20 throughout the city, but members of the Progressive
21 Caucus, of which I'm one of the leaders, we are
22 dedicated to improving educational opportunities
23 for all of our Chicago children. This means that
24 CPS needs to fight for additional funding for its

1 schools and use its resources it has to support the
2 schools now in the system.

3 I say that, and I listen to the remarks
4 that were going on, and somehow I find the fault
5 that exists for our problems in this educational
6 system at the footsteps of CPS. I find that there
7 is no political will. We talk about going to the
8 state legislature over and over again and the state
9 legislature can reduce this funding, the state
10 legislature can do -- can give us more funding,
11 whether it's for issues of pension, help solve the
12 pension issues that we have, that crisis that's
13 over there; but, yet, at the same time, I don't see
14 the political will.

15 We have a governor that's Democratic, and
16 I hope he remains that way in November. We have a
17 Democratic House and a Democratic Senate; but what
18 takes it apart and why can't they get together and
19 try to solve the funding that we need to make sure
20 our kids can compete in the global society? It's a
21 fact that there is no political will from CPS or
22 the fifth floor of this city and I say that with
23 hesitation.

24 I know the people that are at this table

1 are dedicated public servants. However, when we
2 decide that politicians should allow charter
3 schools, contract schools, and other schools that
4 take away the resources for political ends only, we
5 are depriving our kids of the necessary education
6 here in this city. We have to put a moratorium on
7 charter schools and all other types of schools, and
8 then create the political will to go to Springfield
9 and change what we need to do now. Thank you.

10 MS. KELLY: I would like to take the time to
11 talk about how we're going to approach the speaker
12 situation. I just want to remind you that your
13 comments need to be limited to two minutes.
14 Ideally how you can maximize that two minutes is
15 either to ask one question or to comment. But we
16 need you to conclude within two minutes.

17 Also I'm going to call you up in threes so
18 that we can keep it going. So let us start with
19 Speaker Number 1, who's Ellen, Speaker Number 2 is
20 Byron, and Speaker Number 3 is Nelson. So can you
21 come in that order so we can begin the speaker
22 presentation portion.

23 MR. CAWLEY: Before we start, we should make
24 sure both microphones work. Thank you.

1 MS. DAMLIK: Good evening. My name is
2 Ellen Damlik, and I'm a CPS teacher and librarian
3 of 12 years. I currently work at Senn High School
4 and I'm proud to say that I've always worked in
5 neighborhood schools. Prior to Senn, I was at
6 Little Village Lawndale campus.

7 I'm also a member of the CTU Librarians
8 Task Force. A few weeks ago, members of our group
9 spoke at the Board meeting to inform people about
10 the closing of library programs in our schools.
11 Unfortunately, the news got worse with the release
12 of the budget for the next year -- for next year.

13 Last year, CPS schools lost more than 140
14 librarians. The CEO and Mayor promised better
15 resources after the brutal closing of 50 schools.
16 However, next fall, according to the 2014-2015
17 budget, there will be 204 fewer librarians than
18 there were in 2012. Only 43 percent of Chicago
19 Public Schools will have professionally staffed
20 libraries. Many schools won't have a library at
21 all.

22 Why is this problem worth solving?
23 Studies show that professionally staffed school
24 libraries have a positive impact on student

1 achievement. Librarians promote information,
2 literacy, and a love of reading. For many of our
3 students in Chicago, the school library is the only
4 safe place where they can access books and other
5 resources.

6 MS. KELLY: Please wrap up.

7 MS. DAMLIK: School libraries help students
8 exceed in school and in life.

9 On the bright side, CPS can solve this
10 problem and find ways to move money back into the
11 classroom. The portfolio has -- the Portfolio
12 Office has a \$29.5 million budget. According to
13 the CPS Web site, the purpose of the Portfolio
14 Office is to open new schools. Since 2011, we have
15 added 21,000 seats to charter and contract schools.

16 MS. KELLY: Please wrap up.

17 MS. DAMLIK: I will. This plethora of new
18 seats contributes to the manufactured devastation
19 of neighborhood schools. I would also point out
20 that most charter and contract schools do not have
21 libraries.

22 I urge CPS to invest in neighborhood
23 schools. After all, strong neighborhood schools
24 build strong communities. All of our students

1 deserve schools with a full range of arts, PE,
2 world languages, wrap-around services, and
3 professionally staffed libraries. Thank you.

4 MR. SIGCHO: Good evening. Actually I'm a bit
5 shocked after seeing the presentation. For a
6 second, I thought I was in a different city.
7 Maybe -- maybe someone threw you here to realize
8 that -- or just to hear that somehow you're telling
9 us for the presentation that the effect of impact
10 on children has been reduced with respect to the
11 last three years? How can that -- how is that even
12 possible? I mean, unless you don't realize that
13 the Mayor and the unelected school board decided to
14 close 50 schools in the areas where the need was
15 the most? How can you tell us that's a fact or the
16 impact has been reduced?

17 We're cleaning house. That's what this
18 budget is doing. And it's hurting children. And
19 it's not because the monies are there. Let us be
20 clear. The funds are there as somebody already
21 mentioned, but it's going to the wrong places.

22 Why -- and I would like to get an answer
23 actually -- why are we keep funding charter schools
24 that not only have poor academic performances, but

1 they also have criminal records? How do we keep
2 funding them? Now if we keep funding UNO, if we
3 keep funding counselors, the network schools are
4 served that money because they do a good job, but
5 we are disinvesting in those schools.

6 The Board of Education and the Mayor are
7 hurting those children. When we talk about serving
8 the children, it's an insult to everyone in this
9 audience.

10 I urge you, all of us, to start making --
11 you know the problem with this is sometimes, like
12 in Pilsen, right, when the courageous teachers who
13 denounced the lack of transparency, the lack of
14 adequacy in the funding --

15 MS. KELLY: Sir, you need to wrap up.

16 MR. SIGCHO: I will -- like money, teacher who
17 denounced the lack transparency, he got fired.
18 That's what happens.

19 Now I think it's important that we start
20 doing what is right, what you said, and we demand
21 that, tonight, that this budget is adequately
22 reflecting the needs of our communities.

23 Now we have funding -- somehow we have
24 funding for public schools, but all of a sudden,

1 there's \$50 million for a north side school? Now
2 let's keep it real. And I hope you can do your job
3 or you tell your boss to do their job because
4 that's what we aren't seeing. Please, please, do
5 not tell me that you're here for the children. Now
6 we are. And that's why we're here tonight. Thank
7 you.

8 MS. KELLY: Before the third speaker, can I
9 have Speaker Number 4 Scott to get ready. Dwayne
10 is Speaker Number 5, and also Speaker Number 6 is
11 Peter. Can you get ready to come to the podium.

12 MR. CAWLEY: I'd also like to add that out of
13 respect for the speakers, if there is a question,
14 and the last speaker actually posed one I think in
15 the middle of that, we will respond. We will not
16 just sit here stone-faced looking at you. We will
17 answer questions if there's a specific question.
18 So I do want to let you know that. It just wasn't
19 clear that the last speaker expected an answer.
20 But, please, if you have a question, we will answer
21 it.

22 MR. SIGCHO: I did specifically ask about
23 charter schools.

24 MR. CAWLEY: The question I heard I think was

1 why do we fund charter schools.

2 VOICES: Yes.

3 A VOICE: We don't want them.

4 MR. CAWLEY: The answer is --

5 A VOICE: Especially in neighborhoods you close
6 schools.

7 A VOICE: You closed our kids' schools.

8 MR. CAWLEY: Let's respect each other. I won't
9 speak over any of the speakers, and I would hope
10 that people would show respect and not speak over
11 anybody.

12 The answer is that charter schools are
13 part of the district strategy, and 57,000 children
14 are attending those charter schools next year. So
15 the funding that is being provided to charter
16 schools is the funding that those children and
17 their families deserve. That's the answer.

18 MS. KELLY: Without further ado, we'll have
19 Speaker Number 3, Nelson. Mr. Nelson from the
20 Pilsen Alliance.

21 MR. SOTA: Thank you. My name is Nelson Sota.
22 I'm with Pilsen Alliance. First of all, you guys
23 have great guts here. I see lot of you here
24 before. The gentleman who just spoke, I've seen

1 you at the budget hearings, and you guys always act
2 like you want to really listen to the people. You
3 really want to hear what people have to say.

4 People have told you, in no uncertain
5 terms, that they don't want school closings, that
6 they don't want anymore charter schools, that they
7 don't want anymore killings on the south side, and
8 they don't want the schools to contribute to the
9 violence by not being there to provide attention to
10 the kids. We've told you all these things in all
11 different ways, and you come up with the same
12 answers.

13 A lot of people don't ask questions
14 because they know that you don't have the answers
15 because Rahm Emanuel is not here (applause) a lot
16 of faces that we are supposed to recognize and then
17 associate ourselves with, you know, because of the
18 way the cities are being divided, you know, in all
19 its history; but do you think that we believe you
20 will do any changes?

21 Because the businesses in this city have
22 decided that they want to gut public education.
23 They have decided that rich people don't want to
24 pay taxes so they can educate black and brown kids.

1 Where are you coming with all these lies and
2 numbers expecting that people are going to have a
3 presentation back, you know, and tell you this and
4 this and this and you should change it because
5 you're not going to change. You're going to rubber
6 stamp this like everything that happens in the
7 city.

8 Anybody who knows anything about the City
9 of Chicago knows that any public hearing happens
10 only when the pig is cooked. I know the big one is
11 already cooked. So what are we doing here? I want
12 to let you know that we're not giving up, that all
13 the lies that you're throwing at us, we'll confront
14 with the truth. We'll fight. We'll be in the
15 street, and we are going to defeat the forces
16 behind these awful policies that are costing death
17 and destruction in our communities.

18 MS. KELLY: Mr. Scott, if you could step up to
19 the mic, please.

20 MR. HILEY: Hello. My name is Scott Hiley. I
21 teach special education and history at Lincoln Park
22 High School.

23 I know compared to many schools, my school
24 is fortunate. We're still open. Kids don't have

1 to bring their own toilet paper. That's always a
2 plus.

3 The problem I do have is that last year I
4 taught two inclusion world city classes, both of
5 them with over 30 students. Best practices in
6 inclusion classrooms include transitions between
7 individuals, small group, and whole class
8 instruction. They include having students group
9 themselves flexibly, do collaborative work.

10 The problem for me is that the 32 desks in
11 my classroom are packed in so tightly that I barely
12 have room to move in between them, let alone
13 managing a transition for 32 students, many of whom
14 have IEPs and learning needs that have to be
15 addressed.

16 So every time we have a Reach evaluation,
17 the last question is, what kind of resources, what
18 kind of supports would help you do your job? And
19 my answer is always the same one. It's not
20 ultimately a problem for my principal or the
21 assistant principals who are evaluating me. It's a
22 problem of CPS. It's a lack of money. It's a lack
23 of teachers. We need more teachers. We need
24 smaller classes, and I need to be able to give my

1 students the education that they deserve.

2 We need to pull the money from expanding
3 charter schools, reinvest in public schools and
4 neighborhood schools in our city's communities.

5 Thank you.

6 MS. KELLY: Thank you.

7 MR. TRUSS: Extraction through expansion.
8 That's what they're talking about with this budget
9 and their policy. And as we all know, they keep
10 telling a big lie, telling it over and over again,
11 even Tim Cawley starts believing it himself
12 (laughter).

13 Now what he didn't say with that budget
14 presentation -- by the way, I'm Dwayne Truss with
15 Raise Your Hand for Illinois Public Education.
16 Third year in a row, charter schools got a large
17 increase, \$62 million in charter schools.
18 \$10 million or \$11 million, round it up, for
19 contract schools. I don't know what the difference
20 is between the two, but they got \$11 million.

21 Alternative high schools, these kids
22 they're talking about retrieving which gives an
23 opportunity for people like Edison to get more
24 money, \$8 million.

1 When he talks about the capital budget --
2 now we're a city of one. We got black, brown, all
3 families trying to work together for the best of
4 this city, right. Well, that budget is a blatant
5 move to try to keep segregation and us at each
6 other's throat because (applause) \$6 million for
7 Obama Prep High School. He closed schools in my
8 community. This is personal. When you start
9 messing with my kids, you start messing with me.
10 You close our schools and put \$60 million into the
11 new Obama Prep.

12 He didn't even mention about the fact that
13 Payton Prep is getting an addition. They're not
14 overcrowded. They're not overcrowded.

15 So when you're talking about this proposal
16 that charter schools being part of their strategy,
17 I think the speakers have said before me, this is
18 all about privatization and people making money.
19 This is the same people who spent \$263 million to
20 close schools, right. They said they would
21 redirect money into neighborhood schools.

22 But yet, the total debt services they
23 didn't talk about, never talked about is going to
24 be \$750 million where your kid and grand babies are

1 going to have to help pay.

2 Also with this fiscal budget they didn't
3 talk about was the fact that 9,224 additional seats
4 are scheduled for charter/contract schools,
5 additional seats when we lost 3,000 students, and
6 3,000 of those students are kids they can't find as
7 a result of these school closings. It's
8 well-documented right there.

9 MS. KELLY: We need you to wrap up.

10 MR. TRUSS: I'm going to wrap up. The bottom
11 line is this is that the greatest organizer -- I
12 got to give Mayor Rahm Emanuel credit. He's a
13 great organizer. We all know what we need to do in
14 order to deal with this minutia. We got to elect a
15 new mayor. We got to get an elected school board
16 (applause). Thank you very much.

17 MS. KELLY: Peter, before you step to the mic.

18 (Chanting.)

19 MS. KELLY: Peter, before you begin, let me
20 have Windy, Claudia, and Michelle who are Speakers
21 7, 8, 9 to be prepared to step to the mic,
22 following Peter, in that order.

23 MR. HARRISON: Thank you very much. I think
24 there's two points everyone in this room can agree

1 with. One is crime is at an unacceptable level in
2 this city. It's a plague, frankly. And education
3 is the best weapon to combat this plague.

4 So given these two points, I truly find it
5 shocking that behind closed doors you would decide
6 or allow the decision to be made to spend
7 \$20 million in Lincoln Park where -- while also
8 shutting down 50 schools and firing numerous and
9 countless librarians.

10 Furthermore, on top of this, the Lincoln
11 community does not even support this annex and that
12 seats, frankly, are open in our community. Other
13 schools around the area have capacity, and you're
14 taking away outdoor space, community space.

15 I'm a teacher, potentially Lincoln parent.
16 I don't want my kids going to a school with a
17 rooftop deck; and, frankly, it's money that should
18 be spent where it's needed on the south side to
19 combat the violence that we saw so readily on
20 July 4th weekend.

21 I'm asking you to take back this money and
22 actually, frankly, take the one-time action, Tim,
23 that you mentioned and use this money where it can
24 be much better spent.

1 So if you're taking, we do appreciate it
2 because most of these things I go to, no questions
3 are taken, including from the aldermen. Why are
4 you doing this \$20 million over the objections of
5 the community around the school and not spending
6 the money in places where it's so much more needed
7 than the north side?

8 MR. CAWLEY: The fact about the Lincoln annex
9 is that Lincoln Elementary School is very
10 overcrowded, and there are -- and all of the
11 children are from that area. So we have some
12 overcrowded schools in other areas where kids are
13 coming in from outside the attendance boundary and
14 you can manage the overcrowding by just accepting
15 fewer of them.

16 In Lincoln Park, families are moving in
17 and there are a lot of children and the school is
18 overcrowded, and the projections are that it will
19 become more settled.

20 A VOICE: And Lincoln Park families are white.
21 That's why the money is going there.

22 A VOICE: You said in a deposition you didn't
23 want to inconvenience those boundaries by redrawing
24 those boundaries so they have to go to another

1 school.

2 MR. CAWLEY: So that's why the annex is being
3 built as Lincoln, and that was the best solution.
4 We understand that there is opposition in that
5 neighborhood. The opposition --

6 MR. HARRISON: It's fairly unanimous in the
7 neighborhood.

8 MR. CAWLEY: At the Board meetings, it's been a
9 draw.

10 MR. HARRISON: We'll have to get our alderman
11 in Emanuel's back pocket.

12 MR. CAWLEY: There are many difficult
13 decisions. Almost every decision we make, there
14 are people who are opposed to it and there are
15 people who are in favor of it. Lincoln is a
16 perfect example.

17 MS. KELLY: Here's what I recommend with this.

18 MR. HARRISON: If you're going to take
19 questions --

20 MS. KELLY: Here's what I recommend. Since we
21 have the two-minute window, if you feel that your
22 question has not been answered, you can actually
23 fill out a slip where you can voice your concern or
24 your question on the slip, and we'll be happy to

1 provide a response for you.

2 Guys, I'm asking you that if we can remain
3 respectful of one another, we can keep things going
4 smoothly. We have quite a few speakers. We want
5 to exercise that fairness to allow everybody to
6 have an opportunity at the mic. We want to address
7 your response. We want to hear you. We just ask
8 that you maybe need to write down your response or
9 write down your question and we'll gladly provide a
10 response for you.

11 MR. HARRISON: In all seriousness, I do
12 appreciate you taking questions because of the
13 umpteen ones I've gone to, no one ever takes
14 questions. So that's greatly appreciated.

15 MR. CAWLEY: Thank you.

16 MS. KELLY: Windy.

17 MS. PEARSON: Good afternoon. My name is
18 Windy Pearson, W-i-n-d-y, P-e-a-r-s-o-n.

19 As we attend these hearings, attended by
20 staff of CPS, those that are formerly members of
21 AUSL, those that are formerly living outside of the
22 City of Chicago in the \$100,000 club with CPS's
23 roster, I would like to say to you, you have no
24 invested interest in our communities.

1 The promise of Safe Passage based on the
2 yellow signs and the same schools have proven to be
3 a joke. It states as much as I quote the bullet
4 point number 6 that says 150 students expelled due
5 to violence. You plan to build or add a new school
6 at the cost of \$1.5 million that equals \$10,000 per
7 student, yet other CPS students are receiving less
8 than 5,000 based on basic education needs.

9 Between 2009 and 2010, 11,225 youth were
10 arrested and were on school properties. I'm
11 referring to the Juvenile Detention Center. Let
12 you know this, that in August of 2013, August 23rd
13 to be exact, there were 133 shootings, 38 murders
14 near Safe Passage zones.

15 I want to go a little bit further, and I'm
16 going to take my 30 seconds and then some.
17 District 10, there were 133 arrests. That averages
18 out to 2.39 percent. In District 11, 255, 4.57
19 percent. In District 12, 308 arrests. These are
20 all on school property.

21 MS. KELLY: If we could have you wrap up,
22 please, Ms. Windy.

23 MS. PEARSON: I shall. I want to tell you
24 this. More security does not necessarily lead to

1 feeling safe. Sixty-four percent of the students
2 said they can see anything in the school even if
3 there's metal detectors. However, 47 percent do
4 not think having metal detectors make it safe.

5 A first grader is bullied for year and a
6 half in AUSL school -- Mr. Cawley, do you still
7 live outside the district? You should answer that
8 question for me, sir. What made it fair for you to
9 live outside the district? Do you still live
10 there, sir?

11 MR. CAWLEY: I live in the City of Chicago.

12 MS. PEARSON: Would it be fair to live outside
13 the district and collect money on us? Answer my
14 question, sir.

15 MR. CAWLEY: I live in Chicago.

16 MS. PEARSON: Answer my question. What makes
17 it fair for you to be able to live outside of the
18 district, outside of this district, but you were
19 collecting our dollars with your salary. Is that
20 fair, sir?

21 MS. KELLY: Okay, Ms. Windy. We need you to
22 wrap it up.

23 MS. PEARSON: I need the answer to the
24 question. The man said he was going to answer the

1 question. I would like him to answer that
2 question. Answer my question, sir. You live
3 inside the City of Chicago this year. You moved.
4 Prior to that, Mr. AUSL, you lived outside the City
5 of Chicago. Everybody in this room knows that.
6 Answer my question, sir.

7 The other question I have -- one more
8 question, sir, since you refuse to answer that
9 question. The other question I ask of you, sir, is
10 that you act as though we're ignorant to the fact
11 as to what TIF dollars are because you said in your
12 statement standing at that podium that some of us
13 are not aware of what these programs are. TIF
14 dollars belong to us.

15 So answer my question, sir -- ma'am, no
16 disrespect on that panel -- but I need you to
17 understand that some of these people, these people
18 in this room very much know what's going on in the
19 world of education because this is our school.
20 This is our city.

21 One more question I have for you.

22 MR. CAWLEY: Thank you.

23 MS. PEARSON: The Board of Education -- and
24 they're not going to touch me. How many other

1 buildings does the Board of Education have in our
2 neighborhoods that are not being upkept and kept?
3 Answer that question, sir.

4 MS. KELLY: We have other people who would like
5 to speak.

6 MS. PEARSON: You guys need to understand is
7 that there were 120 schools closed prior to the
8 50 schools, and they are not being upkept and kept
9 in our community.

10 MS. KELLY: Claudia.

11 MS. PESENT: Hello. I was hoping to be spoken
12 on both sides of the microphone tonight.

13 As a substitute 30 years ago in segregated
14 schools in Garfield Park and Humboldt Park, I
15 witnessed the inequities and violence in and around
16 Chicago Public Schools. It continues to be
17 underfunded in Chicago, but now the destruction of
18 neighborhood schools and communities, especially in
19 the south and west sides, have been supported and
20 funded by our unelected school board and
21 Mayor Emanuel.

22 I have worked for the children at four of
23 the neighborhood schools you have closed or turned
24 around, Deneen, Calhoun, Medill, and most recently

1 Stockton, at which I worked for seven years as a
2 teacher in the library. You closed that as well
3 due to budget cuts.

4 I kept teaching despite being reprimanded
5 by my network chief for words spoken at these
6 hearings, misnamed, but they were called hearings.
7 Stockton became Courtenay. This will be the third
8 year without a librarian. Please inform the Board
9 that I know of experienced certified librarians
10 seeking to open the libraries and books and hearts
11 and minds of our children in our communities. I
12 have references if you need them.

13 With the majority of low-income students
14 in transit, transitory situations, i. e., homeless
15 situations, and recent immigrants and refugees, a
16 library is needed most of all at Courtenay School.
17 Yet, we have now had six positions cut for this
18 coming year. Funds are dwindling for these
19 welcoming receiving schools and still no librarian.

20 I would like to know why we weren't given
21 what we were promised. We were promised a
22 certified librarian, and we still don't have one.

23 MR. CAWLEY: We'll have to follow up. Who made
24 that promise? The way decisions are made about

1 whether or not there will be a librarian is by the
2 principal.

3 MS. PESENT: That's how you put it now, just
4 like the per pupil funding. You try to push off
5 the decision-making driven by the budget cuts that
6 the unelected school board --

7 MR. CAWLEY: There was more funding this year,
8 and the principals were free to allocate that what
9 they thought was most important for their students.
10 Every principal made those decisions.

11 MS. PESENT: But why doesn't the unelected
12 school board feel that it is their duty to provide
13 funding for the librarians in each school if the
14 principal doesn't have the awareness that a school
15 needs a school librarian?

16 MR. CAWLEY: I would say because the board
17 believes the principal is the best person to make
18 that decision, not the Board.

19 MS. PESENT: What about the community and the
20 families and the children? Don't they have a right
21 to --

22 MS. KELLY: Okay. Since time has elapsed, what
23 we can do is take your question or comment and
24 provide a response to you at a later time.

1 So Michelle, before you step to the mic,
2 let me call up Caroline, Speaker Number 10,
3 Zerlina, Speaker 11, and Sherise, Speaker 12. So
4 Michelle, if you could step to mic. The three
5 speakers in that order, be prepared to speak.

6 MS. VILLEGAS: My name is
7 Michelle Hoppe-Villegas, and I am from the Lincoln
8 Park area, and I would just like to say there's a
9 reason that there is so much anger in this room and
10 so much distrust of CPS. The answer that
11 Mr. Cawley just gave to Mr. Harrison was false.

12 Lincoln Elementary School is about 100
13 students over capacity. It sits in a sea of
14 underutilized schools. Directly to the north of
15 them, Alcott has 200 empty seats. Directly to the
16 west of them, Meyer has 300 empty seats. Each of
17 those schools is at 30 percent neighborhood
18 capacity. Directly to the south, Newberry has 100
19 extra seats.

20 Anywhere else in this city, a school that
21 is overcrowded by 100 students, 150 max, when
22 there's 200 -- there's 2500 extra seats in Lincoln
23 Park according to census data and CPS's own
24 analysis. So what you just said was false.

1 Anywhere else in the city, you would have
2 used boundary change, moving the gifted program out
3 of Lincoln, some other method that cost no money.
4 But in this wealthy neighborhood, you appeased the
5 privileged, and you diverted \$20 million off
6 budget. It never showed up in the budget. You
7 sent this money to Lincoln Elementary School.

8 We were told by people who made this
9 decision, the highest level at the state, the
10 highest level on the Board of Education that this
11 money was not used because it was needed. We gave
12 them their own arguments created by the Educational
13 Facilities Master Plan and CPS. This money was
14 diverted to Lincoln Elementary School to the
15 detriment of other schools in CPS. Fifty percent
16 of schools are not going to have librarians next
17 year. \$20 million going to an unnecessary annex.
18 It was diverted there to protect property values.

19 MS. KELLY: Can you wrap up, please?

20 MS. VILLEGAS: To protect property values of
21 the wealthy and to keep the wealthy taxpayers in
22 the city.

23 Now we cannot have a functional city when
24 we are diverting pork to the privilege off budget

1 and you are gutting neighborhood schools around the
2 city. Take back the \$20 million for this
3 unnecessary, unnecessary annex, this pork to the
4 privilege, and divert it back to the budget where
5 it belongs and put art, librarians, teachers back
6 in the schools where they are needed the most.

7 MS. KELLY: Ms. Caroline.

8 MS. VICKREY: My name is Caroline Vickrey.

9 A VOICE: Why don't you answer that?

10 MR. CAWLEY: What was the question? The only
11 thing I would correct in the statement is that the
12 impression that was given by the speaker was that
13 we didn't do boundary changes only because it's
14 Lincoln Park.

15 The reality is we have other parts of the
16 city that are overcrowded as well with
17 underutilized schools nearby, and we have refrained
18 from doing any boundary changes because boundary
19 changes are difficult in all our communities.

20 A VOICE: You did it in Austin.

21 A VOICE: You closed 50 schools.

22 MS. KELLY: If we could let Caroline have the
23 floor.

24 MS. VICKREY: The information that was up on

1 the slide show posted by Mr. Cawley was -- it's
2 indeed alarming, and there are really difficult
3 decisions that we need to be making all across the
4 city right now. There's no question about it.

5 In times like this when really difficult
6 decisions need to be made, it's so important that
7 we have a plan, a plan in place that helps the
8 system objectively and fairly distribute funds in
9 the most rational and objective way possible. This
10 plan exists. CPS passed it. It was the
11 Educational Facilities Master Plan. It makes
12 sense. It was not followed. There was a political
13 decision that was made to circumvent the plan.

14 I don't know what else to say. I've been
15 saying this for two years. I wouldn't be coming
16 out to these meetings for two years if I did not
17 feel so strongly that this is such a bad decision
18 for our community and for the broader city. It's
19 such a bad decision.

20 The political decision was made
21 unfortunately by our misguided alderman who led the
22 charge, and that's unfortunate for our community as
23 well as for the greater city. And then the Board
24 went ahead and endorsed this decision. It's so

1 unfortunate in so many different ways.

2 Unfortunately, demolition is supposed to
3 begin on Monday on our playground, our cherished
4 playground in our neighborhood. We're devastated.
5 Unfortunately for our neighborhood and for the rest
6 of the city where this money is being siphoned
7 from -- and I say air conditioners all over the
8 city if it has to be capital expenditures -- spend
9 it somewhere else. Unfortunately, this pig is
10 already cooked.

11 MS. KELLY: Ms. Zerlina.

12 MS. SMITH: My name is Zerlina Smith. I'm a
13 parent of a CPS student. I have just one question.
14 Do anyone sitting on this panel have children in
15 CPS schools? I guess I'll take that as a no. So
16 just one.

17 I had a speech, but I'm going to go from
18 the heart. When you look into a community like
19 mine where schools was closed where I had to take
20 my child from a school that was on the -- on the
21 closing list last year because I was in fear of my
22 child not getting a quality education due to budget
23 cuts because I knew they were coming because I was
24 out here walking the streets with everyone and many

1 more that is sitting in this room begging for you
2 people that we know are not going to listen.

3 I just want to know what gives you the
4 right to think that our children do not deserve a
5 quality education within community schools? You
6 cut budgets in public schools. CPS cut their
7 budgets by 62 million, but gave charter schools
8 67 million.

9 When I have to think about when my
10 property taxes went up, how I'm going to get my
11 daughter 27 minutes outside of my community to get
12 to a school just to have history, music, art,
13 science, when there's a building within walking
14 distance from our home that does not have those
15 same resources.

16 I want to know when they raise these
17 property taxes and say that they didn't have no
18 money to educate our black and brown children,
19 where did they find 96 million to buy new furniture
20 for the office? Did they think about when you look
21 at where you're getting your federal funding from,
22 it's from the poor, the working poor, the
23 nonworking? You're getting federal dollars on our
24 kids' heads but ain't giving them nothing. You're

1 not giving the parents anything.

2 When you look at the violence in our
3 community, education is important to everything.
4 No one is going to come to our communities and
5 invest in us because we don't have education
6 systems that invest in us. For free. For free.
7 Give us what we pay for. If we buy a pop that goes
8 to everyone's salary here, does anybody's grandkids
9 or kids sitting on this panel, if you think you're
10 going to have some, going to benefit from what you
11 are doing now?

12 Because I know I wake up every day reading
13 to my daughter, making sure that she's capable to
14 get to your standards to make sure that she can be
15 adequate to the kids up north. Because I know when
16 I read an article in the Chicago Sun-Times that
17 stated that middle-class families and poor
18 communities, black communities, they resource
19 education out. Why? Because they have the means
20 to do so. I don't have the means. I don't have
21 the means.

22 But everyone sitting here stone-faced,
23 will you tell my child come next year -- because I
24 have one going into kindergarten. I'm CPS policy

1 chairperson. I know that you're only going to
2 invest the little change into the black and brown
3 communities with the three-hour head start
4 programs.

5 When you look at all the programs, people,
6 look for the white folks. They say we don't work,
7 we don't go the school, we're not going to get
8 nothing.

9 MS. KELLY: Can you please wrap up.

10 MS. SMITH: They want us to stay where we at.
11 And if we allow them -- I know that Rahm Emanuel is
12 looking at all these polls coming up. We are going
13 to replace him and all you, too. All you, too. So
14 let that man know he got to go and his whole
15 hand-picked bunch, too.

16 MS. KELLY: Sherise, before you step to the
17 mic, let me have Shelley. A representative from
18 Lincoln School, I'm sorry, I can't see -- also
19 Herb Schober. We need the next three speakers to
20 be prepared to come to the mic. Without further
21 ado, Sherise.

22 MS. McDANIEL: My name is Sherise McDaniel.
23 I'm a mother of children at Manierre and Lincoln
24 Park Elementary School, Lincoln Park and Manierre

1 Elementary.

2 Manierre was one of the schools on the
3 list but one of the schools on the list to be
4 closed. We fought to stop that. The next thing
5 that happened was that you all took \$450,000 from
6 our budget. So kids are stacked on top of each
7 other in the classrooms. And to stop the closing
8 of our school, we offered classes to little
9 Lincoln. We offered classrooms to little Lincoln
10 who was spending -- CPS was spending thousands of
11 dollars to rent rooms from DePaul so that the kids
12 could go there, to the overflow.

13 You know, you all said that it's not that
14 easy to change boundaries. Well, you all wanted to
15 change our boundaries in a heartbeat so that our
16 kids had to attend Jenner which was across Division
17 and to make our home school, once you all closed
18 Manierre, a local charter school.

19 The thing is that you all are putting all
20 of this money into the charters. We don't want
21 them. My kids are flourishing in their
22 neighborhood school. I want you to spend the
23 dollars there. All the kids in the selected
24 enrollment, they're getting a good quality

1 education. I want my children in the local
2 neighborhood school to have the same opportunities.
3 Okay?

4 We have to fight for an elected school
5 board. That's number one. Chicago is the city of
6 big shoulders, not the city of deep pockets. So
7 please tell Rahm Emanuel, enough is enough. It has
8 to end.

9 MS. KELLY: Shelley.

10 MS. NATION-WATSON: My name is
11 Shelley Nation-Watson, and I'm a counselor at
12 Montefiore Special School. Thank you.

13 We are a receiving school. We received
14 Near North. We received Buckingham. We received
15 an amazing amount of services for this past school
16 year. Now we have lost three social workers, four
17 of our best special ed teachers in the city, and
18 eight paraprofessionals. We have been stripped of
19 our students. Students -- we had 18 students that
20 graduated. We have received zero students placed
21 in our school this year, and dozens of students
22 have been placed into therapeutic day school, and
23 every last one of them has been placed in a private
24 school.

1 The state pays CPS tons -- tens of
2 millions of dollars every year to place students in
3 private settings. CPS, they don't pay a dime to
4 place these students in private settings.

5 When I called and e-mailed and made phone
6 calls to find out where our students are, I was
7 told that's not my job. That's her job. And when
8 I called her, it's not my job, it's his job. And
9 they went back and forth. I guess we're having a
10 miscommunication. I said, I guess you are having
11 communication issues. Maybe you could fix that.
12 And then no one would call me back.

13 So our students have been misplaced,
14 displaced, our special needs. Obviously CPS
15 doesn't want to deal with our students' scores and
16 don't want to deal with paying our salaries and not
17 -- it's inconceivable that our students --

18 MS. KELLY: Please wrap up.

19 MS. NATION-WATSON: -- are wondering are we
20 going to be displaced again? And when parents were
21 offered a private option before they came to
22 Montefiore and when parents realized the option of
23 private was sub par, they tried to come to
24 Montefiore and CPS refused for them to come to

1 Montefiore and I was told, "those parents chose
2 private. If they say they want to be in
3 Montefiore, they're liars."

4 So --

5 MS. KELLY: Can we have you finalize your
6 comments, please?

7 MS. NATION-WATSON: The question is, why are
8 you stripping Montefiore and why are you trying to
9 phase us out as the only left -- the only public
10 therapeutic school in the city? And isn't it
11 against the law not to have a public option for
12 special needs students? Thank you. I would like
13 an answer. Thank you.

14 MR. CAWLEY: I have to say I'm not familiar --
15 I'm not familiar with the law on what has to be
16 provided in the city. We do have a public
17 therapeutic school. So if there is a requirement,
18 we meet it.

19 I do know that these are children who have
20 the most special needs, and we have an enormous
21 investment in that area, some very caring and
22 capable people who try to find the best place for
23 those students. Montefiore does a wonderful job
24 for them, and we're proud of the work that's done

1 there. There are more children that Montefiore can
2 serve, and many of these private placements do an
3 outstanding job, and that's why parents choose
4 them.

5 So there's a great deal of care and
6 concern for the students with special needs, and
7 there are a variety of alternatives for them.
8 That's why the state makes those alternatives
9 available from a funding standpoint. And
10 Dr. Markay Winston, our leader in that area, is the
11 most caring, capable, concerned person on the
12 planet for children with special needs.

13 MS. KELLY: Thank you for the response, Tim.
14 If we can now have the representative from Lincoln
15 School to step to the mic.

16 MS. ROSENBERG: My name is Lynn Rosenberg, and
17 I had lots of questions that have already been
18 asked, but I just don't understand. The alderman
19 said that, why not use existing property, existing
20 buildings?

21 I'm a designer. I do this all the time
22 for a living. We recycle property and make it
23 work. And, you know, you have got all these
24 schools in our district, and they got empty seats,

1 empty seats. And you are throwing \$20 million to
2 build an annex when we don't need it. We don't
3 want it.

4 We want you to use the money for children
5 in other areas that need the money, for the
6 librarians, for the programs. So maybe they'll be
7 busy, they'll be directed to reading a book instead
8 of taking out a gun and shooting somebody. We need
9 to help the city, not just Lincoln Park.

10 You know, there's a lot been said that,
11 well, we're all black here. You know what, we're
12 white and we don't want the money. We want to help
13 the public areas of the city. You know, we're the
14 people that grew up in the '70s and the '80s.
15 We're the people that wanted to help the world.

16 And, you know, I listen to this budget
17 that you came up with and it's like, you know --
18 Abraham Lincoln said it all, you know, about
19 fooling some of the people some of the time and
20 some people all the time, but not everyone, and
21 you're not fooling us.

22 All these people -- there isn't one person
23 that came up here and said, yeah, good job, you're
24 doing great. Nobody said that.

1 A VOICE: They're liars.

2 MS. ROSENBERG: Because we know, as Nelson
3 said, the pig has been cooked, and no matter what
4 we do, the pig has been cooked.

5 MS. KELLY: Herb, before you step to the mic,
6 let's have the next three speakers to get ready.
7 Claudia, Patsy, and Amparo, 16, 17, 18, in that
8 order. Thank you.

9 MR. SCHOBBER: Hi. My name is Herb Schober, and
10 I'm also from Lincoln Park, and I'm backing
11 Michelle and Lynn in stating that we do not need
12 the \$20 million spent in our area. Learn to move
13 the boundaries. Is that so hard to do? You guys
14 are all college graduates. Is it hard to do to
15 move a boundary? Give me a break. Spend the money
16 some other place.

17 MS. KELLY: Thank you. Claudia from Roosevelt.

18 MS. CUEVA: (Through interpreter) Good evening.
19 My name is Claudia. I am a mother of a student at
20 Roosevelt High School. I am also a Local School
21 Council member. I am also a Local School Council
22 member for the first time.

23 I am here to provide you with some points
24 for the education of the students. From 2013 to

1 this year, the school, it has received a budget cut
2 of \$2 million. And she doesn't think that's right
3 for those students' education.

4 She told the story about her and her son.
5 So his school doesn't have textbooks. So they
6 provide them with just work sheets. So there was
7 one time that her son couldn't find the work sheet,
8 and he was very worried. He couldn't find the work
9 sheet -- the work sheets because then he cannot
10 turn in his homework. So they were searching for
11 the work sheet. And then at the end, Claudia found
12 her son very discouraged about his education
13 because they just provide him with work sheets and
14 not textbooks.

15 The school is on probation, and how are
16 they going to improve the quality of their
17 education if they don't have textbooks and they
18 don't have the funding to provide a quality
19 education? Now I ask you to not cut the budget
20 because -- not only for my son, but for the rest of
21 the students because -- so they can become
22 successful men and they can help the community.
23 Thank you.

24 MR. CAWLEY: What school is it?

1 MS. CUEVA: Roosevelt High School.

2 MR. CAWLEY: We'll have somebody reach out to
3 you to understand. Roosevelt High School should
4 have plenty of money for textbooks. As a LSC
5 member --

6 A VOICE: Lincoln's got some money.

7 MR. CAWLEY: As a LSC member, we should be sure
8 that you understand what's in the budget so you can
9 help the principal be successful. We would like to
10 get your name and we'll get back to you.

11 MS. KELLY: Thank you for your comments. I
12 appreciate it. Can we have Patsy to step to the
13 mic. Patsy Blosson. Is Patsy Blosson in the
14 house? Patsy Blosson? All right.

15 We're going to move on. Speaker 18,
16 Amparo. Ms. Amparo, before you say anything, let
17 me have Speaker 19, Mr. Bell, Speaker 20,
18 Georgia Waller, and Speaker 21, Aushunda Harris.
19 Go ahead, Ms. Amparo.

20 MS. SOSTENES: Hi. I am 16. I'm a student at
21 Juarez. We live in Chicago. As far as I can
22 remember, any adult, any teacher, anybody that I
23 have met, they tell us that they want us to be good
24 people when we grow up. They want us to be good,

1 educated people, and they want us to go to college
2 and finish high school and have a good job.

3 But this isn't what we're being taught
4 right now. We spend \$70,000 just to keep a
5 teenager in a Juvenile Detention Center, and we
6 spend \$13,000 to keep one person in school. With
7 that, that means what it would take to keep one
8 person in the Juvenile Detention Center, you can
9 keep five in school.

10 MS. KELLY: Can you please step closer to the
11 mic?

12 MS. SOSTENES: Eighty percent of people in the
13 Juvenile Detention Center are in there for
14 drug-related offenses or they could be put into
15 rehab instead of being (inaudible).

16 If we were to spend more money in the
17 schools better and making the teachers have like --
18 they could entertain the students. They could be
19 there for them. We could pay a little bit more.
20 We would be spending less money -- we would be
21 spending less money having to make security
22 cameras. We would be spending less money doing
23 other things just to keep them so that they
24 wouldn't do anything bad.

1 If 57,000 children are going to attend
2 charter schools next year, how many kids are being
3 pushed out of school right now? How many kids are
4 being pushed out last year? Those 57,000 students
5 go there because they have other public schools
6 that they want to attend. Maybe they want to
7 attend public schools but those schools, they're
8 not good enough for them. They don't have money.
9 They can't do as much as charter schools.

10 Now you are giving money to charter
11 schools. Well, public schools needs it. 57,000
12 children are going there next year because public
13 schools don't have enough for them so that they can
14 do the same. Charter schools have enough money.
15 They have enough money. They have plenty of it,
16 while public schools, they're getting the money
17 cut. Why? Charter schools aren't enough. We're
18 building more charter schools and there's public
19 schools being closed. Those schools, they have
20 many kids.

21 Now how are we going to tell a child, how
22 are you going to tell them they're going to grow up
23 and they're going to finish high school when you're
24 cutting the money that they need to do that?

1 MS. KELLY: Mr. Bell.

2 MR. BELL: My name is Dion Bell. I go to
3 Roosevelt High School. I'm a student organizer
4 with the Chicago Student Organization Save Our
5 Schools. I'm here today because for the past
6 couple of years --

7 MS. KELLY: Can you step closer to the mic,
8 please. Thank you.

9 MR. BELL: For the past couple of years, CPS
10 has been closing our schools and cutting
11 neighborhood schools' budget.

12 When I was a junior, I went to my
13 counselor to ask about my service hours. I handed
14 her my service hours and trusted that she would
15 enter them. The next day, she told me that she
16 misplaced my papers with a hundred other paperwork
17 on her desk. I was mad because I put so much time
18 to do those hours. At the same time, I was not mad
19 at my counselor because I saw all the other things
20 that she had to deal with.

21 I understand why she misplaced my papers
22 because, in my school, there are hundreds of
23 students per counselor. This is not -- this is a
24 lot of students to handle for one person. We need

1 more counselors in my school to help students
2 graduate and get ready for college; but, instead,
3 this year, my school lost almost \$1 million. This
4 is not right. CPS needs to put money back into the
5 neighborhood schools instead of taking it away.
6 Thank you.

7 MS. KELLY: All right. Before Georgia steps to
8 the mic, can I call up Helen Alexander. Are you
9 available? Helen Alexander. Can you step to the
10 mic, please? And then following Helen will be
11 Ms. Georgia and then Ms. Aushunda Harris, in that
12 order.

13 A VOICE: You need to eat the mic. It needs to
14 be close to your lips.

15 MS. KELLY: Helen Alexander at the mic. If you
16 could step to the mic.

17 MS. ALEXANDER: (Through interpreter) Hello.
18 I'm also here. I'm a parent from Roosevelt High
19 School. I'm here because I'm also concerned about
20 what the higher authorities here are doing in our
21 schools.

22 Her question is, do you guys have children
23 in our schools? No, right? So I need you -- she
24 needs you guys to think to put yourselves in her

1 shoes and everyone's shoes and think like them when
2 you guys are making the decisions when you guys are
3 planning budget cuts.

4 So to get a special education, she has
5 special ed daughter. So she's asking, you know,
6 what do you guys do when you guys close -- cut our
7 budget? She feels bad when she's looking -- she's
8 looking for programs to help her daughter, right?
9 And she can't find any. And when you guys cut the
10 budget, it impacts families like her. She pays --
11 she works. She pays taxes. You know, she believes
12 that her daughter and the students in the community
13 deserve better.

14 MR. CAWLEY: Could we please get your
15 daughter's name? If there's anything we're not
16 doing to support the needs of her daughter, we
17 would like to follow up on that.

18 MS. ALEXANDER: She knows that you guys don't
19 have a lot of power, right? But, you know, she
20 doesn't want promises. She wants actions, right?
21 If you guys were like Pinocchio, this room wouldn't
22 be long enough for your nose. Thank you.

23 MS. KELLY: If we could have Ms. Waller step up
24 to the mic.

1 MS. WALLER: My name is Georgia Waller. I am a
2 public school teacher.

3 You know what? This is bad. The amazing
4 thing is tonight, it's a wonderful thing when the
5 truth comes out. It feels so good. The thing is
6 this is bad. Once again, it's time to balance the
7 books on the backs of the children. Can't do it.
8 \$72 million cut. Wow. And this is -- did you
9 think the communities wouldn't find out about this?

10 There was over \$3 million for their
11 schools. That's insane. And you guys are handing
12 out money to the charters, the profit-making
13 charters. \$20 million, like the woman said. We
14 don't want it, we don't need it. But there are
15 other schools that need it.

16 Listen, Chicago, I got to tell you
17 something. We got a problem, and the problem is
18 this, simple. We must stop letting others define
19 or establish our worthiness. Okay? Not jobs and
20 especially not in education. All right? I tell
21 you this. If you don't remember your history,
22 you're doomed to repeat it. This is what you guys
23 got to remember tonight.

24 If you don't handle this thing on the

1 front end, you're going to deal with it on the back
2 end, and we are seeing that right now. We have
3 kids in the street that are being shot, kids in the
4 street that are crying because they don't know what
5 school they're going to go to, kids in the street
6 that don't even know where they're going to live.

7 Come on, people, we can do better than
8 this.

9 MS. KELLY: Ms. Aushunda, before you step up,
10 can I have Jonathan from Rainbow Bush? Can I have
11 April Drayton from Community, and Irene,
12 Speakers 22, 23, 24, be prepared to come in that
13 order behind Ms. Aushunda. Thank you.

14 MS. HARRIS: Hi. I'm going to go into reverse.
15 I'm going to first pose my question. (Multiple
16 voices.) (Inaudible). I'm going in reverse. And
17 the reason why is because, number one, instead of
18 cutting budgets and redirecting funds to charter
19 schools, it's time that CPS prioritize the needs of
20 the students and families by investing in high
21 quality, accessible early childhood education. The
22 budget lacks transparency; but as far as I can tell
23 from what it does reveal, CPS is leaving over
24 90 percent of low-income infant and toddlers

1 without access to programs. An estimated 13,000
2 educators in larger class sizes; elimination of
3 transportation; and leaving about 84,000 students
4 unknown to where they are, children -- oh, to Safe
5 Passage, what you mentioned, expansion, it's not
6 safe. You're actually using the parents, and the
7 word is barricades and barriers, the violence and
8 the gun shooting. I see them every day. I see
9 fights break out every day. I see them getting hit
10 in the head while my daughter had to travel about
11 40 minutes to get to school.

12 I drive my daughter to school. I have a
13 CPS school right when I open my front door, right
14 outside my front door, but I refuse because they
15 are not ready. They are not qualified. They do
16 not have what it takes to accommodate them. I have
17 about 40 seconds. They do not have what
18 accommodates them.

19 So it's also an entire early childhood
20 block grant that ended, that's ending our state
21 funding for pre-schools for over 90,000 children.

22 My question to you, despite the crucial
23 benefits of early childhood education, anticipated
24 enrollment for the first month of the school year,

1 it is reduced by 332 from the same time of last
2 year. My question is how many preschool slots for
3 preschool for all do we have this year? Do you
4 know?

5 MR. CAWLEY: I don't have that number off the
6 top of my head. We would be happy to get back to
7 you. We are expanding our investment on early
8 childhood with full-day kindergarten, which we
9 started last year, and with more pre-K seats year
10 over year.

11 Now children come in after the 20th day
12 and we provide seats for them. So the number of
13 children in preschool for all has been growing over
14 the last several years and will continue to grow.
15 But we will get back to you with very specific
16 numbers on that.

17 MS. HARRIS: Please do. Please do.

18 MS. KELLY: We will provide a response to you.
19 Can I have the next speaker, Jonathan, to step to
20 the mic, please.

21 MR. JACKSON: Hello. My name is
22 Jonathan Jackson from Rainbow Push Coalition.
23 Mr. Cawley, pleasure to meet you in person. Thank
24 you for coming out today.

1 I must say -- two points I would like to
2 make, one on fiscal and the second on educational.
3 The fiscal mismanagement here is outrageous. I
4 teach business management, business math. It's
5 alarming to me to find out today that we're not
6 even following Generally Accepted Accounting
7 Principles as we record revenue on an accrual basis
8 that it impacts the budget year 2016, pulling money
9 backwards in time in order to close this deficit.

10 So the educational policy, the latter
11 point has already failed. This is a failed system
12 if we're recognizing revenue in 2014 from 2016. At
13 what point do we turn this around so we can build
14 something on solid ground?

15 Last year this time, under your
16 leadership, there were 50 schools to be closed in
17 predominantly low-income, African-American,
18 Hispanic neighborhoods, disrupting the lives of
19 34,000 children. Was there an impact study made?
20 And if so, when and where can I see this?

21 MR. CAWLEY: So Mr. Jackson, I would say --

22 MR. JACKSON: Please, in interest of my time, I
23 would like to pause while he answers so I can
24 continue.

1 MR. CAWLEY: Yes. So regarding the accounting
2 principles, actually public sector organizations
3 use -- it's called Modified GAAP, Generally
4 Accepted Accounting Principles, where revenue is
5 recognized on a cash basis, not on an accrual basis
6 like you would find in business. So it is a very
7 significant difference.

8 I may have misspoke. We're not
9 recognizing any revenue in 2016 in the 2014 year.
10 The August -- what I said was, in July and August
11 of 2015, that revenue will be recognized in
12 fiscal '15; but, similarly, the revenue in July and
13 August of '16 will then be recognized in fiscal
14 '16. So we're not stealing months from the future.
15 We just slid when we recognize the revenue, and
16 it's just the way -- so it's modified, yeah.

17 MR. JACKSON: I teach it. I understand. The
18 big print giveth away free, the little print taketh
19 back. So we're simply saying we continue to
20 operate at a deficit.

21 My point being, 50 schools were closed
22 disrupting the lives of 34,000 students. Was there
23 an impact study made on each school on what the
24 economic impact would be to the future of our

1 ability, accounting wise, housing wise, job wise,
2 where there is no school, there is no neighborhood,
3 there is no future? We're living in the aftermath
4 of violence this year from the actions you all took
5 place last year.

6 In the last 38 months, the Mayor, he
7 closed down 50 neighborhood schools. He's opened
8 up your former organization that you still -- I
9 don't know how you get away with not distancing
10 yourself from AUSL while you turn over schools to
11 your private company that you used to work for with
12 Mr. David Vitale. That's an ethics issue that I
13 think everyone should know about and you should
14 recuse yourself from. If you're going to have a
15 turnaround school, you ought to give people
16 options, but you don't give --

17 MS. KELLY: Mr. Jackson, can you wrap it up?

18 MR. JACKSON: Yes, I will. And then the other
19 part of it, where does this violence come from?
20 Violence is coming from somewhere. You are
21 creating the violence. People are out here today.
22 They want their voices heard.

23 I'm here as a special needs student. I
24 stuttered. I had a speech pathologist, a speech

1 therapist. This was offered in the public schools
2 when I went there. Now the school that I went to
3 is now closed.

4 I would like to see the money that Lincoln
5 Park Elementary School says they do not want, do
6 not need. With that money, sir, if you could go
7 back to the Board and tell them we have enough
8 money and you just found it, we can put a librarian
9 in every school this year, not tomorrow, but this
10 year. We can put an art teacher to teach our
11 African-American children. We could have an arts
12 teacher this year. We can use that money that's
13 going into a building to put back into the work
14 force, to put back into the children so they can
15 stop this violence. I thank you respectfully.

16 MS. KELLY: Thank you, Mr. Jackson. Can we
17 have April Drayton come to the mic, April Drayton.

18 MS. DRAYTON: Hello. My name is April Drayton.
19 I worked in early childhood education for 13 years.
20 I know what it's like to be a preschooler. I am
21 one myself. I attended preschool, and it gave me
22 the thrust to want to complete any level of
23 schooling that was available to me.

24 I realize now that there's no money, and

1 now we have reached down to the children who don't
2 even know that land mines are being set in front of
3 them before they even get started. They don't even
4 know where to step because the bombs are blowing up
5 before they get started.

6 Rahm Emanuel says that if he was really
7 concerned and was serious about giving all children
8 access to preschool, this budget would give us what
9 parents and children of Chicago desperately need,
10 full-day, free preschool. Instead, we see
11 anticipated enrollment reduced by several hundred
12 from last year.

13 My school closed last year. Ten
14 classrooms. Six weeks to five years of age who we
15 supported, and we lost 104 families with nowhere to
16 send them.

17 At the same time, how is it possible? Are
18 we supposed to believe that the children just don't
19 need preschool or the parents just don't want it?
20 We know that that's not true. And we need help
21 from all of you. Help tell that story. Fill out a
22 parent survey tonight. We're here to help
23 everybody. Fill out a parent survey. If you're a
24 parent, raise your hand, see us and fill out a

1 survey. We need help.

2 MS. KELLY: All right. Irene, before you step
3 to the mic, can we have Speaker 25, Jackie Charles,
4 Speaker 26, Jay Armstrong, and Renee Criswell,
5 Speaker 27, in that order. Irene?

6 MS. ROBINSON: Hi. I would like to say
7 Rahm Emanuel and the Board have destroyed my
8 community. I am from the Bronzeville community.
9 They closed down Anthony Overton School. Why? For
10 no reason at all. It was discrimination. We went
11 to Mollison. It's now on probation.

12 Rahm Emanuel and the Board do not care
13 about these children. Why? Because they are
14 children of color. I heard you say no children
15 left behind. Well, you have all them kids
16 struggling, hurt since they have closed the school.
17 I can't tell you how many kids we lost, have died
18 by you all policies that you all standing there --
19 back 60 years ago when we was discriminated and you
20 didn't want us to go to school and you didn't want
21 us to profit and you took our school which was
22 wrong. We fought for those schools. Our people
23 died for those schools for us to have an education.

24 You trying to take it all back? No. You

1 won't. Rahm Emanuel stood right in front of
2 Mollison and right behind King and going to say a
3 new Chicago. But he ain't -- none of you all
4 holding up on his memories and his dreams and his
5 accomplishments. You all is tearing out everything
6 that we, our children, have in our community. We
7 don't have anything. We struggling.

8 But yet you gave \$100 million to
9 DePaul University to add on. 15, 17 more million
10 to Walter Payton. All children have a right. But
11 it's wrong when you discriminate.

12 Now I want to ask you a question. I do.
13 Out of the 54 schools you closed, what color was
14 the children? What community? What neighborhood?
15 I want you to tell me that. The majority of --

16 A VOICE: Let him answer. Let him answer.

17 MR. CAWLEY: There were 50 schools and they
18 were in a variety of neighborhoods in the city.

19 MS. ROBINSON: Were they?

20 MS. KELLY: Irene has the floor. Mr. Cawley is
21 trying to provide a response.

22 MS. ROBINSON: We need a school. We are
23 raising money for it now. We are going to fight
24 this. You all giving us back our schools. We

1 going to fight this. We is not going down like
2 this. We don't care (inaudible). We fought and we
3 are going to get it back.

4 UNIDENTIFIED SPEAKER: (Screaming into the
5 microphone.) (Inaudible.)

6 MS. KELLY: The next speaker on the roster
7 is --

8 UNIDENTIFIED SPEAKER: (Inaudible) represented
9 elected school board. Their time is up.

10 MS. KELLY: Jackie Charles. Can you step to
11 the mic, please? Jackie Charles.

12 MS. CHARLES: Good evening. For the last two
13 years, I've been a kindergarten teacher. So I'm
14 here speaking on behalf of my students.

15 I taught students who came from families
16 who went to two years of preschool who were reading
17 by the end of the year. I taught students who have
18 never been in day care or a school setting away
19 from mom and grandma who could barely write their
20 names. I taught students who experienced severe,
21 emotional trauma and everyone in between.

22 My first class fluctuated between 27 and
23 32 students. My second class, between 24 and 30.
24 Compared to many stories we've heard in the recent

1 past, these numbers seem mild, but don't anyone
2 here dare think that. Early childhood and primary
3 classes should be capped at a much lower number.

4 They are in a transitional year, and for
5 the first time this past year was made universal.
6 If all schools are going to have kindergarten
7 classes, they should be adequately funded with
8 teachers, teacher assistants, and high quality
9 developmentally appropriate curriculum.

10 The things we are expecting 5- and
11 6-year-olds to do is absurd especially for students
12 who have never been to school before kindergarten
13 and with one adult in the room. Thirty
14 kindergartners in one class will not ever produce
15 the desired results of students reading at a level
16 C, writing sentences based on text evidence, and
17 explaining how they arrived at their answer in
18 math. If we have smaller class sizes and teacher
19 assistants, this would be a more realizable goal.

20 Even my students who did have the
21 opportunity to go to preschool and who were ready
22 for kindergarten had to adjust from a
23 two-and-a-half-hour day to a seven-hour day. Keep
24 in mind that they are only 5 and 6 years old

1 working several hours. Imagine being in your first
2 full year of school.

3 If kindergarten class sizes were smaller,
4 classes had teacher assistants, and we had
5 developmental curriculums that allow more songs,
6 games, and structured play, the transition would
7 not be so difficult and students would be better
8 prepared for the years ahead. We cannot put higher
9 expectations in front of developmental education as
10 our dream for college and career-ready students
11 cannot be realized without both.

12 We must keep class sizes small so teachers
13 don't spend the majority of their day managing,
14 instead of teaching. We must hire teacher
15 assistants, instead of cutting them so that
16 teachers can do things like focus on working in
17 small groups --

18 MS. KELLY: Wrap up, please.

19 MS. CHARLES: Yep -- and not leave the rest of
20 the class minimally supervised. We must
21 acknowledge that we are teaching the youngest
22 full-time students and are sensitive to their
23 developing brains and personalities.

24 MS. KELLY: Thank you. Can we have

1 Jay Armstrong to step to the mic. I would ask that
2 you please keep in mind that the person needs to be
3 heard. We need to allow everybody to be heard in
4 the room. We got quite a few speakers remaining,
5 and we need to allow them to be heard. Thank you
6 so much. Jay Armstrong.

7 MR. ARMSTRONG: Jay Armstrong. I'm from
8 642 West Belden, and I want to speak clearly about
9 our neighborhood is clearly against the Lincoln
10 Park annex. You are taking 50 schools in
11 predominantly black and Hispanic neighborhoods and
12 you are shutting down and you are spending
13 \$20 million because you say it's overcrowded.

14 Well, according to CPS, there's 68 crowded
15 schools, overcrowded schools. Of that, Lincoln
16 ranked 55th. So, therefore, they deserve the
17 \$20 million above the other 54 schools.

18 There's other ways of solving this. This
19 is a difficult budget, isn't it? Is this hard to
20 do? I am asking you, Mr. Cawley.

21 MR. CAWLEY: Yes.

22 MR. ARMSTRONG: It is difficult, isn't it?

23 But you told me it's difficult to change
24 boundaries. I'll tell you what. I'm in private

1 sector. I'm president of an aluminum company. If
2 I spent \$20 million in capital investment that I
3 could fix administratively, I would be fired the
4 next day.

5 I want you to go back -- I want you to go
6 back and challenge yourselves and say we got
7 20 million we can give to these people who need it.
8 You have 20 million in your pocket. We can stop
9 this tomorrow. You challenge yourself. You have
10 five or six different ways you can handle this.
11 You can change boundaries. You have two good
12 schools, you heard, that have 500 seats open below
13 the desired level. 500. You're 150 over your 500,
14 350 short.

15 If you can't solve that administratively,
16 I think you should take a good look in the mirror,
17 good look in the mirror because you can handle it.

18 Second --

19 MS. KELLY: Mr. Armstrong, I need to you wrap up.

20 MR. ARMSTRONG: Yes, I will. Thank you.

21 Third, relocation of the IB program. How
22 about looking -- maybe moving the French program
23 over to LaSalle Language Academy. That would be a
24 clever idea. The French program in the LaSalle

1 Language Academy. We can utilize some other part
2 of a CPS facility or you can continue to rent space.

3 The neighborhood has clearly moved away
4 from supporting this annex when it was originally
5 suggested and going to the CMH facility. Building
6 on top of a good playground while another school
7 four blocks away is trying to raise a million
8 dollars to build a playground for their school is
9 ludicrous.

10 Get it together. Look at your
11 alternatives. Save \$20 million, and appease some
12 of these people who have true needs for the money.
13 Thank you.

14 MS. KELLY: Thank you. Renee, before you step
15 to the mic, let me get the next three speakers,
16 Speaker 28, Melissa, Speaker 29, Samantha, and
17 Alderman Bob Fioretti, Speaker 30.

18 MR. CAWLEY: We've heard from the Alderman.

19 MS. KELLY: So Anna. So we're going -- behind
20 Renee, we have Melissa, Samantha, and then Anna.

21 MS. CRISWELL: Hi. My name is Renee Criswell.
22 I have lived in Lawndale for over 50 years, and I
23 can clearly see that it's going through a period of
24 being gentrified and that there's signs all over,

1 as the lady said, that say new Chicago. It seems
2 that new Chicago does not include us.

3 I love my community. I love the children
4 in my community. I have taught in my community for
5 over 24 years. I taught at Herzl. It was given to
6 AUSL. Then I moved down the street and I taught at
7 Dvorak, and it was given to AUSL. In fact, almost
8 every school in my community has been given to
9 AUSL; and, like Jonathan said, I think that's a
10 huge conflict of interest if you can come from a
11 company and then work for CPS and give the schools
12 at CPS in my neighborhood back to your company.

13 And what happens when the schools are
14 given to AUSL? While I was at Herzl, while my
15 students were taking a very important test, AUSL
16 had construction workers over their heads banging,
17 hammering, dust coming everyplace in this building
18 that was 107 years old. So Lord knows how much
19 asbestos we breathed in. They were so
20 disrespectful to us that even when my assistant
21 principal asked them to stop, they refused.

22 So I don't think there was any love there
23 for the children in the classroom. I don't see the
24 love from CPS for my community. Almost every

1 school is either an AUSL school, a charter school
2 or closed. Polk School closed last year. You
3 plastered signs saying Safe Passage all over the
4 place. I guess my student or the students in my
5 neighborhood couldn't follow those signs, so they
6 found themselves at Crown and at Dvorak.

7 What did we find? We found that our
8 classrooms were overcrowded. I had as many as
9 39 third grade students, but what didn't follow was
10 the money for the students.

11 MS. KELLY: Can you wrap up.

12 MS. CRISWELL: Where were the resources? And
13 if you have a combination of poverty, overcrowded
14 classrooms, minus the resources, that is really a
15 formula for failure, and everybody knows that.

16 So I want to know where is the love from
17 CPS for students in my neighborhood and people who
18 look like me? You don't even have to answer that
19 because actions speak louder than words, and I know
20 there is no love for the people in my community.

21 MS. KELLY: Can we have Melissa to step to the
22 mic.

23 MS. MACEK: My name is Melissa Macek. I am a
24 parent of a special needs child at Lincoln as well

1 as a member of the Mid-North Association.

2 So first of all, I won't belabor the point
3 that a lot of my -- other individuals have come up
4 and said in terms of the fact that I think it is
5 fiscally irresponsible to put \$20 million into
6 Lincoln when there's other opportunities to
7 redistrict. Or one of the things that hasn't come
8 up yet is look at other programs. So the parents
9 might be able to self-select out of Lincoln by
10 opening proximity seats at some of these other
11 schools to people in the Lincoln district, that
12 they could self-select out of Lincoln versus
13 putting an annex in a spot that the overall
14 community does not want.

15 And I think one of the things -- and I
16 apologize. You mentioned that at a lot of the
17 Board meetings, they had been more 50/50. Well,
18 that was when it was at Children's. There has been
19 an overwhelming turn of support towards this now
20 that it is on the Lincoln playground and taking
21 away the only open place space in the Mid-North
22 district. So just to kind of bring everyone up to
23 speed.

24 I am also here from the standpoint that

1 the Mid-North Board -- Lincoln Elementary is in the
2 Mid-North Historic District -- has unanimously come
3 out with a letter to the city that we oppose as
4 well as obviously we're not speaking for just the
5 board but for the majority of our members on this
6 annex.

7 So we would like to see the \$20 million go
8 to other schools that need it, to special education
9 programs which is near and dear to my heart as well
10 as some of these other programs.

11 MS. KELLY: Thank you very much. Can we have
12 Samantha Lewis to step to the mic?

13 MS. CORRAL: Thank you. I think you skipped my
14 name. My name is Anna. I was Number 30.

15 MS. KELLY: I'm sorry. Samantha Lewis was on
16 the roster. Is she here? Okay. Moving on to
17 Ms. Anna Corral.

18 MS. CORRAL: Math is important in schools,
19 isn't it?

20 I'm here to say that I'll be working
21 really hard to make parents aware of TIFs, make
22 parents aware of the rights for special needs kids.

23 As of yesterday, I was running for
24 alderman for Ward 23. I have declined that

1 position to be a community organizer instead which
2 means -- which means that I would be fighting
3 against the CPS Board to get the rights of parents
4 to be established. Parents, educate yourself.
5 Find out the rules. Find out the guidelines. Find
6 out anything that you can read.

7 Parents, vote. Please, 2015 is important.
8 The reason it's important, unfortunately, we will
9 elect -- I mean, fortunately, we will elect a new
10 mayor. Sorry. Please vote for the Progressive
11 Caucus alderman. They know what they're doing.
12 You need to know that they are good people.

13 Schools need more of the following.
14 Special education programs. We need more nurses.
15 Being a nurse myself for so many years, for
16 20 years, I know the necessity that every school
17 needs a nurse in there because there's kids that
18 have accidents every single day and there's no one
19 there to help them. We need more counselors to
20 help the kids stay away from things, talk about
21 their problems, instead of cutting themselves and
22 committing suicide. That's important. They're
23 strangling themselves to get a high because they
24 don't have any other outlets. This is what's

1 happening in the Chicago Public Schools. You don't
2 hear about it. Ask the counselors. They know.

3 Librarians, when I was growing up, I had a
4 librarian that showed me how to read and she always
5 brought me books. We don't have that anymore.

6 So please, please, educate yourselves.
7 And remember that LSC does have the power to let go
8 of any principal that is not there to help the
9 schools or the children because this is about
10 children. So I'm sorry, but I'm not directing any
11 questions over there. This is for you guys. Leave
12 today with no anger because anger will not help
13 you. What will help you is education and knowledge
14 and take that. That's it.

15 MS. KELLY: All right. The next three speakers
16 in this order, Tricia Black, Speaker 32, Virginia,
17 Speaker 43, and Norine, Speaker 34. Please come in
18 that order.

19 MS. BLACK: My name is Tricia. I'm an
20 elementary school teacher at Drummond Montessori.
21 And this is my first budget hearing and it's very
22 interesting because I thought we were all here for
23 the kids, and I'm feeling a real big divide here.
24 I'm feeling -- I'm hearing all of this testimony,

1 very heartfelt. And I don't believe -- I do not
2 believe that you people do not have hearts. I
3 mean, that's ridiculous. You people, you have
4 children or nieces and nephews. Maybe they don't
5 go to CPS, but you have heart. These are children.
6 They need things in schools. You're not stupid.
7 You're clearly intelligent people.

8 But when you just see your own nieces and
9 nephews and your own children's faces and you turn
10 away from your brothers and sisters, children's
11 faces, you are in danger of chipping away at your
12 humanity. And I invite you to reclaim it and fight
13 for all of our children.

14 I mean, I'm sure the state is difficult.
15 You can blame the state for certain things. But
16 how about fighting the state? Instead of someone
17 giving you a number, say work with this, say, this
18 is bullshit, these numbers aren't good enough. You
19 have to fight just like we're fighting. Don't
20 accept it.

21 MS. KELLY: Thank you. Virginia.

22 MS. LUGO: Hi. My name is Virginia Lugo. I'm
23 a parent in the Pilsen Academy. You guys are here
24 all the time. We're here obviously all the time.

1 We hear you guys -- at every meeting, you guys say
2 we're here to hear you guys. We're here to see
3 what you guys have to say. You pretend to take
4 notes, and all we could -- you guys could be
5 doodling for all we know instead of taking notes.
6 Why? Because you guys don't listen to us. You
7 guys may hear us -- you guys may listen to us, but
8 really hear us?

9 What we're saying and what we're fighting
10 for, you guys are not doing that. All of you up
11 there are pretending to listen, and we only have
12 one guy who's answering anything. What about you
13 three, four? Nothing.

14 Resources. You guys cut budgets -- you
15 cut many resources for our schools. We, as
16 parents, have to take matters into our own hands to
17 get the stuff that we need for our kids for our
18 schools. I personally had to go and buy paint,
19 brushes, rollers. I got cuts and bruises all over
20 me because I helped my school to get a fresh new
21 coat of paint. I am looking into different
22 corporations to be able to get donations to have a
23 garden, flowers, bushes, things like that, when you
24 guys, CPS, should be providing those kinds of

1 things for our kids, not us.

2 We have to go into the corporations that
3 are taking our own TIF money like Target to be able
4 to provide for our kids, for our schools. How is
5 that working? I mean, you guys have money to --
6 there's TIF money to be able to go to these
7 corporations to build new places and taking money
8 away from us, from our kids. How is that?

9 MS. KELLY: Please wrap up.

10 MS. LUGO: I am. It's time you guys not only
11 listen to us but take actions.

12 Rahm Emanuel says Chicago is a world-class
13 city. He is not making that. For whom? For these
14 folks right here sitting in front of us who have
15 really good jobs? And like I mentioned before, you
16 know someone said, Lincoln Park, it's all white
17 folks. Yes, white folks don't have kids. They
18 have pets. They have dogs. And I'm sorry if I'm
19 insulting anyone. I'm not. But, I mean, that's
20 what it is.

21 Stop feeding us lies because if we could,
22 we would spit them right at you in your face.
23 Because all those slide shows and everything, it's
24 all bullshit, and we're not eating them. Thank

1 you.

2 MS. KELLY: Thank you for your comments. Is
3 Norine -- Norine.

4 MS. GUTEKANST: Thank you everybody for coming
5 out tonight. Obviously there's a lot of anger in
6 this room, a lot of anger about injustices that
7 have been done to students year after year after year.

8 And I want to talk about a couple of
9 things. I want to talk about early childhood. I
10 want to talk about charter expansion, and I also
11 want to talk about revenue.

12 Mr. Cawley stated tonight, we really
13 believe in early childhood. However, when you look
14 at the CPS budget, it actually shows there's going
15 to be more than 300 fewer early childhood seats in
16 September enrolled in pre-K. And we know that
17 students who attend pre-K are more likely to
18 graduate high school. They're less likely to need
19 specialized services, and they're much less likely
20 to enter the juvenile justice system.

21 So this is a program that is proven to
22 work. Unfortunately, this CPS budget is not going
23 to increase these services, and it's not going to
24 actually make early childhood accessible to

1 families. The way that early childhood works right
2 now -- I hope I'm not yelling too much -- the way
3 that early childhood works right now is many of the
4 slots are for about two hours and 40 minutes a day.
5 Well, that's two hours and 40 minutes of quality
6 instruction, but that doesn't mean it's accessible
7 to people.

8 A person who has to go to work every day,
9 a person who has classes to take or a person who is
10 trying to get into a training program so they could
11 get a decent job, a two-hour-and-40-minute program
12 is useless, is useless and absolutely does not meet
13 their needs.

14 What we really need is an early childhood
15 program that is a full-day program that provides
16 great, high quality instruction for our families,
17 and that would be an actual anti-poverty program
18 because, obviously, there are so many unmet needs
19 out in the community.

20 Other barriers are, we got a centralized
21 enrollment system. Our CTU teachers have
22 complained bitterly about this centralized
23 enrollment system. It's a way for parents to
24 actually be driven away from the early childhood

1 services because parents have to go from this
2 school to that office to try to access their
3 enrollment of their kid.

4 MS. KELLY: Please wrap up.

5 MS. GUTKANST: I would be very happy to do that.

6 And then finally, the early childhood
7 system, as it exists right now, people are paying
8 for early childhood, whereas one or two years ago,
9 this was a free service to families. So how
10 accessible is that for our families? In fact,
11 we're going in the opposite direction in terms of
12 really improving the opportunities for parents to
13 access quality childhood.

14 Instead, what CPS is doing, they're
15 expanding charter schools. In fact, they're going
16 to open up two new concept charter schools, concept
17 charter schools. This is the school that is being
18 investigated by the FBI right now for white collar
19 crime. They're going to put one in at 54th and
20 Western, and this is approved; and they're going to
21 put another one in at 87th and Lafayette. Oh, 87th
22 and Lafayette, that's about a mile away from where
23 they just closed several of our schools a year or
24 two ago, 54th and Western, schools with

1 precipitously falling enrollment.

2 Why are we putting corrupt and
3 underperforming charter schools in our
4 neighborhoods where they're stealing resources from
5 our students?

6 So, finally, proposals for Mr. Cawley and
7 for his team. Big picture, we need something like
8 a graduated income tax where the rich are actually
9 paying more and working people and poor people are
10 paying much less instead of the flat tax that we
11 have now. That's the big picture.

12 We also need a tax on Wall Street, a tax
13 on LaSalle Street, stock transactions, and this is
14 something that has been proposed in a number of
15 quarters.

16 But what CPS specifically can do, CPS has
17 a seat to approve every single TIF. And so CPS
18 should be demanding of their friend, Rahm Emanuel,
19 and of all of these folks who sit on this TIF
20 board, we want that TIF money to go back to our
21 schools. That is taxpayer money. That's stolen
22 from our schools, and it deserves to go back in our
23 schools.

24 And the last thing, SWAPs, interest rate

1 SWAPs. There are about four big banks that hold
2 these interest SWAP agreements with Chicago Public
3 Schools, and the City of Chicago has recently
4 re-negotiated some agreements with some of the
5 banks that hold SWAPs with them.

6 So my question to Mr. Cawley is, if we
7 could help recover a minimum of \$35 million a year
8 to go into our educational programs, since the City
9 of Chicago has already renegotiated some SWAP
10 agreements, would CPS be willing to try to do that?

11 MR. CAWLEY: Yes. In fact, we talk to our
12 banks all the time about how we can renegotiate the
13 SWAPs to save money, and we've been successful in
14 some cases. But it's difficult. It's like going
15 into your bank and saying I would like to
16 renegotiate my mortgage. You have a contract that
17 you agreed to do something. And so it's not always
18 successful, but we're working on that.

19 MS. GUTEKANST: When we were going to work
20 every day at those 50 schools, we also thought that
21 that was a contract with us and the parents in the
22 community had a contract with them. But when it's
23 the students, they're dispensable. When it's a
24 bank, that's inviolate, and that's not fair and

1 that's not unethical.

2 MS. KELLY: Thank you for your comments.

3 MR. VOLAN: I want to address the point about
4 early childhood enrollment. So we are not cutting
5 funding for early childhood. We're not cutting the
6 number of seats that we're funding. We're actually
7 increasing it.

8 In the budget book, you will see a
9 demographics projection that shows that, you know,
10 we're projecting early childhood enrollment to be
11 down a few hundred students. And that's just
12 following the trends from the last few years. But
13 we actually have more seats available than the
14 number of students that we're projecting. We hope
15 those seats get filled and that the enrollment
16 trend turns around, and then in future years, we'll
17 be projecting an increase in enrollment.

18 So I just want to correct the record that
19 we are not cutting the number of seats for early
20 childhood education.

21 MS. GUTKANST: But that's why we need
22 full-day, early childhood.

23 MR. CAWLEY: If we could afford full day early
24 childhood or pre-K, we would do it in a heart beat.

1 Just this past year, we went to universal full-day
2 kindergarten.

3 So I don't think there's any question that
4 this Board believes in early childhood. That was a
5 \$30 million investment in full-day kindergarten.
6 If we could afford full-day pre-K, we would move to
7 it. We're trying to expand the accessible --

8 A VOICE: Take the 20 million from Lincoln.

9 MR. CAWLEY: We're trying to expand the
10 availability --

11 A VOICE: -- charter schools and UNO, the
12 corrupt charters, stop funding them, you got your
13 money.

14 MR. CAWLEY: We are trying to increase funding
15 for early childhood and make it more accessible to
16 students, as Greg Volan said, and we're evaluating
17 full-day. Right now, we cannot afford it.

18 A VOICE: Take the money from Lincoln.

19 MS. KELLY: I want to take the time to thank
20 you for coming to our budget hearing this year. It
21 was a pleasure to be your facilitator. Thank you,
22 everyone. Have a nice evening.

23 (Whereupon, these proceedings
24 concluded at 8:23 o'clock p.m.)

1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF W I L L)
4

5 ANNA M. MORALES, as an Officer of the
6 Court, says that she is a shorthand reporter doing
7 business in the State of Illinois; that she
8 reported in shorthand the proceedings of said
9 public hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said public hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set
14 my verified digital signature this 18th day of
15 July, 2014.

16
17
18
19
20
21
22
23
24


Illinois Certified Shorthand Reporter





A					
\$1	75:8	23:15	Alexander	appeased	audience
73:3	\$740	addition	2:13 73:8,9,15,17	54:4	34:9
\$1.5	10:19	41:13	74:18	applause	auditorium
47:6	\$750	additional	Alliance	37:15 41:6 42:16	26:12
\$10	41:24	24:24 25:14 28:24	36:20,22	appreciate	August
40:18	\$8	42:3,5	allocate	8:5 44:1 46:12 69:12	21:18 47:12,12 80:10
\$10,000	40:24	address	52:8	appreciated	80:10,13
47:6	\$800	10:15 27:8 46:6	allow	46:14	Aushunda
\$100	21:12	106:3	30:2 43:6 46:5 60:11	approach	2:15 69:18 73:11
85:8	\$876	addressed	88:5 89:3,5	30:11	76:9,13
\$100,000	22:3	39:15	allowed	appropriate	AUSL
46:22	ability	addressing	4:7 5:5 12:1	9:14 14:16 87:9	46:21 48:6 49:4
\$11	81:1	4:10	allows	appropriately	81:10 92:6,7,9,14
40:18,20	able	adequacy	8:18 23:12	7:2	92:15 93:1
\$13,000	6:4 10:10 11:9 12:6	34:14	alternative	approval	Austin
70:6	16:8,17 21:14	adequate	18:19 19:8 40:21	8:15,17	55:20
\$15	39:24 48:17 94:9	59:15	alternatives	approve	authorities
15:10	99:22 100:3,6	adequately	65:7,8 91:11	104:17	73:20
\$1600	above-mentioned	34:21 87:7	aluminum	approved	availability
13:23	1:7	adjourned	90:1	8:19 103:20	107:10
\$19	Abraham	3:13	amazing	April	available
18:4	66:18	adjust	62:15 75:3	2:16 12:12 76:11	7:11,14 9:8 25:15
\$2	absolutely	87:22	amount	82:17,17,18	65:9 73:9 82:23
68:2	102:12	administration	11:10 19:8,23 20:20	APs	106:13
\$20	absurd	10:17	21:10 23:10 24:13	19:4	averages
43:7 44:4 54:5,17	87:11	administrative	62:15	Aramark	47:17
55:2 66:1 67:12	academic	1:12 6:19 8:2,10 14:4	Amparo	16:6	avoid
75:13 89:13,17	33:24	16:1	2:12 67:7 69:16,16	area	14:2
90:2 91:11 94:5	Academy	administratively	69:19	14:4 15:17 26:5	aware
95:7	90:23 91:1 98:23	90:3,15	analysis	43:13 44:11 53:8	7:9 49:13 95:21,22
\$250	accept	ado	53:24	64:21 65:10 67:12	awareness
11:13	98:20	8:1 36:18 60:21	anger	areas	52:14
\$263	Accepted	adult	53:9 97:12,12 101:5	23:13 26:23 33:14	awful
41:19	79:6 80:4	69:22 87:13	101:6	44:12 66:5,13	38:16
\$29.5	accepting	advance	animal	arguments	
32:12	44:14	17:12	22:21	54:12	
\$3	access	advocate	Anna	Armstrong	
75:10	26:5 32:4 77:1 83:8	6:21	1:23 2:20 91:19,20	2:18 84:4 89:1,6,7,7	
\$30	103:2,13	advocating	95:14,17 108:5	89:22 90:19,20	
107:5	accessible	3:15	annex	arrested	
\$35	76:21 101:24 102:6	afford	26:17,18 43:11 44:8	47:10	
25:1 105:7	103:10 107:7,15	26:16 106:23 107:6	45:2 54:17 55:3	arrests	
\$36	accidents	107:17	66:2 89:10 91:4	47:17,19	
25:1	96:18	aforesaid	94:13 95:6	arrived	
\$4.8	accommodate	108:11	answer	87:17	
13:17	6:5 77:16	African-American	6:6,7 17:8 33:22	art	
\$400	accommodates	79:17 82:11	35:17,19,20 36:4	55:5 58:12 82:10	
20:16	77:18	aftermath	36:12,17 39:19	article	
\$425	accomplished	81:3	48:7,13,16,23,24	59:16	
21:9	17:21	afternoon	49:1,2,6,8,15 50:3	arts	
\$44	accomplishments	3:4 17:2 46:17	53:10 55:9 64:13	18:8 33:1 82:11	
25:15	85:5	age	85:16,16 87:17	asbestos	
\$450,000	accountability	83:14	93:18	92:19	
61:5	15:21	ago	answered	asked	
\$50	accounting	8:14 12:23 15:10	5:15 45:22	3:20 4:13 65:18	
35:1	9:21 11:9,18 21:15	20:9 31:8 50:13	answering	92:21	
\$500	79:6 80:1,4 81:1	84:19 103:8,24	99:12	asking	
23:11	accrual	agree	answers	5:8 43:21 46:2 74:5	
\$510	79:7 80:5	42:24	37:12,14 79:23	89:20	
23:17	achievement	agreed	Anthony	assistant	
\$6	11:17 32:1	105:17	84:9	39:21 92:20	
41:6	acknowledge	agreements	anti-poverty	assistants	
\$60	88:21	105:2,4,10	102:17	87:8,19 88:4,15	
11:4 41:10	act	ahead	anticipate	associate	
\$600	37:1 49:10	56:24 69:19 88:8	24:18	37:17	
13:18 21:8	action	ain't	anticipated	Association	
\$613	12:6 43:22	58:24 85:3	77:23 83:11	94:1	
20:10	actions	air	anybody	assumptions	
\$62	9:20 74:20 81:4	57:7	6:18,21 36:11 38:8	22:4	
40:17	93:19 100:11	alarming	69:22	attend	
\$634	activity	56:2 79:5	anybody's	46:19 61:16 71:1,6,7	
20:14	16:11	Alcott	59:8	101:17	
\$7	actual	53:15	anymore	attendance	
25:7	102:17	alderman	37:6,7 97:5	44:13	
\$70	add	2:2 8:5,7 27:21,24	apart	attended	
11:12	17:15 35:12 47:5	28:2,3 45:10 56:21	24:9 29:18	46:19 82:21	
\$70,000	85:9	65:18 91:17,18	apologize	attending	
70:4	added	95:24 96:11	8:7 13:15 94:16	36:14	
\$72	17:16 18:8 32:15	aldermen	appease	attention	
	adding	44:3	91:11	4:19 8:22 37:9	

B

habies	41:24
baccalaureate	17:10
back	12:11 18:17,22 20:8
	27:17 32:10 38:3
	43:21 45:11 55:2,4
	55:5 63:9,12 69:10
	73:4 76:1 78:6,15
	80:19 82:7,13,14
	84:19,24 85:24
	86:3 90:5,6 92:12
	104:20,22
backing	67:10
backs	75:7
backwards	79:9
bad	56:17,19 70:24 74:7
	75:3,6
badly	23:13
balance	13:20 21:5 75:6
balancing	21:3
hanging	92:16
bank	105:15,24
banks	105:1,5,12
barely	24:2 39:11 86:19
barricades	77:7
barriers	77:7 102:20
based	28:11 47:1,8 87:16
basic	

22:5 47:8	25:20 26:10 27:17	72:11 74:3,7,10	22:20 23:2 24:22	changing	cities
basically	27:20 31:9 33:13	76:22 79:8 83:8	25:8,21 27:2,4	11:5	37:18
12:1	34:6 42:15 45:8	89:19 97:21	41:1 57:8 90:2	Chanting	city
basis	49:23 50:1,20 51:8	101:14,22 106:8	capped	42:18	11:24 17:16 18:9
4:4,4 79:7 80:5,5	52:6,12,16,18	107:20	87:3	charge	28:2,20 29:22 30:6
bear	54:10 56:23 62:5	budgeting	capture	56:22	33:6 37:21 38:7,8
19:17,18	82:7 84:7,12 86:9	11:10	12:1	Charles	39:4 41:2,4 43:2
beat	94:17 95:1,5 96:3	budgets	captures	2:17 84:3 86:10,11	46:22 48:11 49:3,4
106:24	104:20 107:4	9:4 27:4 58:6,7 76:18	8:20	86:12 88:19	49:20 53:20 54:1
began	Bob	99:14	card	chart	54:22,23 55:2,16
8:13	2:2 28:1 91:17	build	5:13,14	19:11 23:24	56:4,18,23 57:6,8
begging	bombs	23:12,20 26:18 32:24	cards	charter	62:5,6,17 64:10,16
58:1	83:4	47:5 66:2 79:13	5:19	28:12,16 30:2,7	66:9,13 85:18 95:3
behalf	bonds	91:8 100:7	care	32:15,20 33:23	100:13 105:3,8
86:14	22:22 24:14,16	building	65:5 84:12 86:2,18	35:23 36:1,12,14	city's
belabor	book	11:4 16:14 25:1 28:7	career-ready	36:15 37:6 40:3,16	40:4
94:2	66:7 106:8	58:13 71:18 82:13	88:10	40:17 41:16 58:7	Civic
Belden	books	91:5 92:17	caring	61:18 71:2,9,10,14	11:20
89:8	32:4 51:10 75:7 97:5	buildings	64:21 65:11	71:17,18 76:18	class
believe	boss	11:1 15:6 23:3,5,10	Caroline	93:1 101:10	39:7 77:2 86:22,23
9:6 12:17 18:7,21	35:3	24:1,10 26:24 50:1	2:8 53:2 55:7,8,22	103:15,16,17	87:14,18 88:3,12
19:13,14 23:15	bottom	65:20	carry	104:3 107:11	88:20
37:19 83:18 98:1,2	24:22 42:10	built	27:17	charter/contract	classes
101:13	boundaries	26:21 45:3	cases	42:4	39:4,24 61:8 87:3,7
believes	44:23,24 61:14,15	bullet	26:15 105:14	charters	88:4 102:9
52:17 74:11 107:4	67:13 89:24 90:11	8:22 47:3	cash	61:20 75:12,13	classroom
believing	boundary	bullied	80:5	107:12	10:16 11:7 15:13
40:11	44:13 54:2 55:13,18	48:5	Caucus	cherished	16:3 17:23,24 21:2
Bell	55:18 67:15	bullshit	28:21 96:11	57:3	32:11 39:11 92:23
2:13 69:17 72:1,2,9	brains	98:18 100:24	Cawley	Chicago	classrooms
belong	88:23	bunch	1:1,8 24:6 28:3,5,9	1:1,8 24:6 28:3,5,9	12:21 14:2 23:3
49:14	break	60:15	28:23 31:18 32:3	28:23 31:18 32:3	26:13 39:6 61:7,9
belongs	24:4 67:15 77:9	burden	38:9 46:22 48:11	38:9 46:22 48:11	83:14 93:8,14
55:5	breathed	10:10 19:15	45:12 46:15 48:6	45:12 46:15 48:6	Claudia
benefit	92:19	Buren	48:11,15 49:22	48:15 49:3,5 50:16	2:7,12 42:20 50:10
59:10	brief	1:8	51:23 52:7,16	50:17 59:16 62:5	67:7,17,19 68:11
benefits	9:12 12:13	buses	53:11 55:10 56:1	69:21 72:4 75:16	cleaned
77:23	briefed	11:2 15:8 16:24 17:1	64:14 68:24 69:2,7	83:9 85:3 92:1,2	15:6
best	8:21	Bush	74:14 78:5,23	97:1 100:12 105:2	cleaning
6:5 39:5 41:3 43:3	bright	76:10	79:21 80:1 85:17	105:3,9	11:1 33:17
45:3 52:17 62:17	32:9	bushes	85:20 89:20,21	chief	clear
64:22	bring	99:23	91:18 101:12	1:12 6:19 8:2,9 51:5	22:10 23:18 33:20
better	18:16,21 39:1 94:22	business	104:6 105:6,11	child	35:19
31:14 43:24 70:17	brings	79:4,4 80:6 108:7	106:23 107:9,14	57:20,22 59:23 71:21	clearly
74:13 76:7 88:7	11:22	businesses	census	93:24	7:1 89:8,9 91:3,23
beyond	broader	37:21	53:23	childhood	98:7
22:14	56:18	bussing	Center	23:16 76:21 77:19,23	clerks
big	Bronzeville	15:9	47:11 70:5,8,13	78:8 82:19 87:2	13:6
13:13 17:7 38:10	84:8	busy	central	101:9,13,15,24	clever
40:10 62:6 80:18	brothers	66:7	10:17 11:3 12:21	102:1,3,14,24	90:24
97:23 104:7,11	98:10	buy	13:20 14:6,11	103:6,8,13 106:4,5	close
105:1	brought	9:22 12:6 58:19 59:7	15:16	106:10,20,22,24	21:3 22:11 33:14
biggest	97:5	99:18	centralized	107:4,15	36:5 41:10,20
14:24	brown	Byron	102:20,22	children	73:14 74:6 79:9
billion	37:24 41:2 58:18	2:3 30:20	CEO	15:8,9 17:9 18:14	closed
13:17 21:11,20,20	60:2	C	31:14	26:5 28:23 33:10	28:10 36:7 41:7 43:5
22:9 24:1,1	bruises	87:16	certain	33:18 34:7,8 35:5	50:7,23 51:2 55:21
bit	99:19	Calhoun	98:15	36:13,16 44:11,17	57:19 61:4,17
33:4 47:15 70:19	brushes	50:24	certainly	50:22 51:11 52:20	71:19 79:16 80:21
bitterly	99:19	call	11:22	57:14 58:4,18	81:7 82:3 83:13
102:22	brutal	8:21 30:17 53:2	certified	60:23 62:1 64:19	84:9,16 85:13 93:2
black	31:15	63:12 73:8	51:9,22 108:21	65:1,12 66:4 71:1	93:2 103:23
2:20 37:24 41:2	Buckingham	called	cetera	71:12 73:22 75:7	closer
58:18 59:18 60:2	62:14	4:5 51:6 63:5,8 80:3	13:7	77:4,21 78:11,13	70:10 72:7
66:11 89:11 97:16	budget	63:12 73:8	chairperson	79:19 82:11,14	closing
97:19	1:2,14 3:5,5 4:11	calls	60:1	83:1,7,9,18 84:13	9:19 31:10,15 57:21
blame	5:24 6:20 7:20 8:3	63:6	challenge	84:14,14 85:6,10	61:7 72:10
98:15	8:11,15,19,23,24	cameras	22:17,19 90:6,9	85:14 92:3,23 97:9	closings
blatant	8:24 9:14,16 11:11	25:2 70:22	challenging	97:10 98:4,5,13	37:5 42:7
41:4	12:10,11,16,16	campus	9:17 24:4	children's	club
block	19:11 21:4,6 22:18	31:6	change	94:18 98:9,10	46:22
77:20	23:2,19,22 24:22	CANDACE	9:21 11:9,18 21:15	chipping	CMH
blocks	25:21 26:20 27:10	1:16	30:9 38:4,5 54:2	98:11	91:5
91:7	28:14,15 31:12,17	capable	60:2 61:14,15	choose	Coalition
Blosson	32:12 33:18 34:21	59:13 64:22 65:11	89:23 90:11	65:3	78:22
69:13,13,14	37:1 40:8,13 41:1	capacity	changed	chose	coat
blowing	41:4 42:2 51:3	43:13 53:13,18	20:7	64:1	99:21
83:4	52:5 54:6,6,24	capital	changes	circle	collaborative
board	55:4 57:22 61:6	4:11 8:24 12:11,16	10:23 16:10,23 24:20	21:4	39:9
8:12,14,15,17 12:14	66:16 68:1,19 69:8		37:20 55:13,18,19	circumvent	collar

103:18 colleagues 7:21 collect 48:13 collecting 48:19 college 1:8 67:14 70:1 73:2 88:10 Colleges 17:17 color 84:14 85:13 combat 43:3,19 combination 93:13 come 5:7 14:23 15:7 21:3 26:10 30:21 35:11 37:11 59:4,23 60:20 63:23,24 76:7,12 78:11 81:19 82:17 92:10 94:3,7 95:2 97:17 comes 20:11 26:24 75:5 coming 4:2 5:2 8:5 10:20 15:18 23:9 38:1 44:13 51:18 56:15 57:23 60:12 78:24 81:20 92:17 101:4 107:20 commenced 3:2 commencing 1:9 comment 30:15 52:23 comments 4:13,22 30:13 64:6 69:11 101:2 106:2 committing 96:22 communicate 4:17 communication 7:4 63:11 communities 32:24 34:22 38:17 40:4 46:24 50:18 51:11 55:19 59:4 59:18,18 60:3 75:9 community 7:22 18:1 41:8 43:11 43:12,14 44:5 50:9 52:19 56:18,22 57:18 58:5,11 59:3 68:22 74:12 76:11 84:8,8 85:6,14 92:3,4,4,8,24 93:20 94:14 96:1 102:19 105:22 company 81:11 90:1 92:11,12 compared 14:17 38:23 86:24 compete 29:20 complain 26:11 complained 102:22 complete 82:22 comptroller 7:19 concept	103:16,16 concern 45:23 65:6 concerned 65:11 73:19 83:7 conclude 30:16 concluded 16:20 107:24 conditioners 57:7 conflict 92:10 confront 38:13 consideration 27:18 consistent 27:20 construction 92:16 contains 108:11 continue 17:3,14 23:7 78:14 79:24 80:19 91:2 continues 22:2,14 50:16 continuing 8:17 9:16 contract 16:6 30:3 32:15,20 40:19 105:16,21 105:22 contribute 13:19 19:20 37:8 contributes 32:18 contributing 20:8 contribution 20:17 contributions 19:22 20:1 Cook 21:17 cooked 38:10,11 57:10 67:3 67:4 core 11:11 corporations 99:22 100:2,7 Corral 2:20 95:13,17,18 correct 55:11 106:18 108:10 corrupt 104:2 107:12 cost 19:16 47:6 54:3 costing 38:16 costs 10:8 13:23 19:13,19 22:5 25:6 Council 67:21,21 counselor 62:11 72:13,19,23 counselors 34:3 73:1 96:19 97:2 countless 43:9 County 21:17 108:3 couple 7:7 8:13 17:21 24:20 72:6,9 101:8 courageous	34:12 course 7:20 court 6:23 7:2 108:6 Courtenay 51:7,16 cover 5:18 9:23 21:10 covered 27:16 CPS 1:13,14 3:5 5:11,24 7:19 8:10 10:6,21 12:8,20 20:18 21:19 23:5 24:14 28:10,14,24 29:6 29:21 31:2,13 32:9 32:13,22 39:22 46:20 47:7 53:10 54:13,15 56:10 57:13,15 58:6 59:24 61:10 63:1,3 63:14,24 72:9 73:4 76:19,23 77:13 89:14 91:2 92:11 92:12,24 93:17 96:3 98:5 99:24 101:14,22 103:14 104:16,16,17 105:10 CPS's 46:22 53:23 cps.edulbudget 6:10,12 create 23:1 30:8 created 18:23 25:14 54:12 creating 23:14 81:21 credit 17:16,17 42:12 crime 43:1 103:19 criminal 34:1 crisis 19:24 28:9 29:12 Criswell 2:18 84:4 91:21,21 93:12 criticized 11:19 crowded 89:14 Crown 93:6 crucial 28:4 77:22 crumble 24:6 crumbling 27:7 crying 76:4 CSR 1:23 CTU 31:7 102:21 Cueva 2:12 67:18 69:1 current 43:9 currently 31:3 curriculum 87:9 curriculums 88:5	custodial 16:8 custodians 13:7 cut 14:4,24 28:14 51:17 58:6,6 68:1,19 71:17 74:6,9 75:8 99:14,15 cuts 10:19 14:1,18,23 15:14 20:24 51:3 52:5 57:23 74:3 99:19 cutting 10:16 71:24 72:10 76:18 88:15 96:21 106:4,5,19	D damage 27:7 Damlik 2:2 31:1,2 32:7,17 danger 98:11 dare 87:2 data 53:23 date 21:18 daughter 58:11 59:13 74:5,8 74:12,16 77:10,12 daughter's 74:15 David 81:12 day 19:7 27:11 59:12 62:22 72:15 77:8,9 78:11 86:18 87:23 87:23 88:13 90:4 96:18 102:4,8 105:20 106:23 108:14 deal 8:23 9:3 42:14 63:15 63:16 65:5 72:20 76:1 dear 95:9 death 38:16 debt 8:24 22:23 24:14 41:22 decades 16:11 decent 102:11 decide 3:22 30:2 43:5 decided 25:6 33:13 37:22,23 decision 43:6 45:13 52:18 54:9 56:13,17,19 56:20,24 decision-making 52:5 decisions 28:8 51:24 52:10 56:3,6 74:2 deck 43:17 declined 95:24	declining 28:11 dedicated 28:22 30:1 deep 62:6 defeat 38:15 deficit 21:10,11 22:2,3,10 79:9 80:20 deficits 9:18,20 17:7 define 75:18 degree 17:19 demand 34:20 demanding 104:18 Democratic 29:15,17,17 demographics 106:9 demolition 57:2 Deneen 50:24 denounced 34:13,17 departments 14:10 DePaul 61:11 85:9 deposition 44:22 depriving 30:5 deputy 7:18 deserve 33:1 36:17 40:1 58:4 74:13 89:16 deserves 104:22 designate 5:6,8 designer 65:21 desired 87:15 90:13 desk 4:2 72:17 desks 39:10 desperately 83:9 despite 28:13 51:4 77:22 destroyed 84:7 destruction 38:17 50:17 detail 9:3 details 27:1 defectors 48:3,4 Detention 47:11 70:5,8,13 detriment 54:15 devastated 57:4 devastation 32:18 developing 88:23	developmental 88:5,9 developmentally 87:9 devices 26:4 devoted 28:5 died 84:17,23 difference 20:15 40:19 80:7 different 10:11 13:1 22:20,22 28:19,19 33:6 37:11 57:1 90:10 99:21 difficult 24:17 27:10 45:12 55:19 56:2,5 88:7 89:19,22,23 98:14 105:14 digital 108:14 dime 63:3 Dion 2:13 72:2 dip 20:3 direct 12:20 directed 66:7 directing 97:10 direction 103:11 Directly 53:14,15,18 dirt 16:12,16 discouraged 68:12 discriminate 85:11 discriminated 84:19 discrimination 84:10 discussion 12:12 disinvesting 34:5 disparity 14:20 dispensable 105:23 displaced 63:14,20 disrespect 49:16 disrespectful 92:20 disrupting 79:18 80:22 distance 58:14 distanting 81:9 distribute 56:8 district 9:24 10:7,11,12 13:24 17:12 19:16 19:17 20:22 22:6 36:13 47:17,18,19 48:7,9,13,18,18 65:24 94:11,22 95:2
---	---	---	---	--	--	--

56:12	77:21 106:5,6	13:13 20:14 21:12	79:14	head	hire
following	107:12,14	59:7	group	60:3 77:10 78:6	88:14
3:1 12:3,3 42:22	funds	going	31:8 39:7,8	headquarters	Hispanic
73:10 79:6 96:13	10:16 33:20 51:18	3:9 4:3,17 5:16,17	groups	11:4	79:18 89:11
106:12	56:8 76:18	8:1 9:3,7 10:24	88:17	heads	Historic
fooling	furniture	16:12 20:14 22:6	grow	58:24 92:16	95:2
66:19,21	58:19	23:22 27:4 29:4,7	69:24 71:22 78:14	hear	history
footsteps	further	30:11,17,18 33:21	growing	7:1 9:11,12 14:7	37:19 38:21 58:12
29:6	8:1 36:18 47:15	38:2,5,5,15 41:23	78:13 97:3	27:14 28:17 33:8	75:21
force	60:20	42:1,10 43:16	guess	37:3 46:7 97:2	hit
31:8 82:14	Furthermore	44:21 45:18 46:3	57:15 63:9,10 93:4	99:1,2,7,8	77:9
forces	43:10	47:16 48:24 49:18	guidelines	heard	hold
38:15	future	49:24 54:16,17	3:9 5:1 96:5	3:15,18 5:21,23 6:17	105:1,5
foregoing	12:4 22:1 24:17	57:17 58:2,10 59:4	gun	7:5 26:11 35:24	holding
108:9	80:14,24 81:3	59:10,10,24 60:1,7	66:8 77:8	81:22 84:14 86:24	85:4
former	106:16	60:12 63:20 68:16	gut	89:3,3,5 90:12	home
81:8	FY-15	69:15 71:1,12,21	37:22	91:18	24:3 58:14 61:17
formerly	1:2 3:5	71:22,22,23 76:1,5	Gutkanst	hearing	homeless
46:20,21	G	76:6,14,15,16	2:22 101:4 103:5	1:3 3:5,9 28:17 38:9	51:14
formula	GAAP	81:14 82:13 85:2	105:19 106:21	97:21,24 107:20	homework
93:15	80:3	85:23 86:1,1,3	guts	108:9,12	68:10
forth	games	87:6 91:5,19,23	36:23	hearings	honor
63:9	88:6	101:14,22,23	gutting	37:1 46:19 51:6,6	8:10
fortunate	garden	103:11,15,19,20	55:1	heart	hope
38:24	99:23	105:14,19	guy	57:18 95:9 98:5	27:9 28:17 29:16
fortunately	Garfield	good	99:12	106:24	35:2 36:9 102:2
96:9	50:14	3:4 17:18 21:7,16	guys	heartbeat	106:14
forward	Generally	31:1 33:4 34:4	36:22 37:1 46:2 50:6	61:15	hoping
12:2,4 21:21	79:6 80:3	46:17 61:24 66:23	67:13 73:22,24	heartfelt	8:14 50:11
fought	gentleman	67:18 69:23,24	74:2,2,6,6,9,18,21	98:1	Hoppe-Villegas
61:4 84:22 86:2	36:24	70:2 71:8 75:5	75:11,22 97:11	hearts	53:7
found	gentrified	86:12 90:11,16,17	98:23 99:1,1,2,3,4	51:10 98:2	hours
68:11 82:8 93:6,7	91:24	91:6 96:12 98:18	99:6,7,7,10,14,24	held	72:13,14,18 88:1
four	Georgia	100:15	100:5,10	1:7 26:13	102:4,5
10:18 50:22 62:16	2:14 69:18 73:7,11	gotten	H	Helen	house
91:7 99:13 105:1	75:1	11:19 19:18 23:11	half	2:13 73:8,9,10,15	78:14 29:17 33:17
frankly	getting	governor	21:11 23:21 48:6	Hello	69:14
21:16 43:2,12,17,22	41:13 57:22 58:21,23	29:15	hallway	38:20 50:11 73:17	housing
Fraze	61:24 71:16 77:9	93:9	16:12,16	78:21 82:18	81:1
7:19	gifted	grader	hallways	help	HR
free	54:2	48:5	26:12,13	5:12 9:6 17:11 19:1	15:21
52:8 59:6,6 80:18	give	graduate	hammering	29:11 32:7 39:18	http
83:10 103:9	7:13 29:10 39:24	17:18 73:2 101:18	92:17	42:1 66:9,12,15	6:10,12
French	42:12 59:7 67:15	graduated	hand	68:22 69:9 73:1	huge
90:22,24	81:15,16 83:8 90:7	62:20 104:8	40:15 83:24	74:8 83:20,21,22	19:23 20:20 92:10
fresh	92:11	graduates	hand-picked	84:1 96:19,20 97:8	humanity
99:20	given	67:14	60:15	97:12,13 105:7	98:12
friend	3:12 4:3 18:15 26:8	graduation	handed	helped	Humboldt
10:22 104:18	43:4 51:20 55:12	18:17	72:13	21:19 99:20	18:24 50:14
front	92:5,7,8,14 108:12	grand	handing	helping	hundred
4:2 8:8 76:1 77:13,14	gives	41:24	75:11	18:2	72:16 83:11 106:11
83:2 85:1 88:9	40:22 58:3	grandkids	handle	helps	hundreds
100:14	giveth	59:8	72:24 75:24 90:10,17	56:7	72:22
full	80:18	grandma	hands	Herb	hurt
5:24 33:1 88:2	giving	86:19	99:16	2:11 60:19 67:5,9	84:16
106:23	3:8 26:4 38:12 58:24	grant	happen	hercunto	hurting
full-day	59:1 71:10 83:7	77:20	12:14	108:13	33:18 34:7
78:8 83:10 102:15	85:24 98:17	granted	happened	Herzl	
106:22 107:1,5,6	glad	26:2	61:5	92:5,14	I
107:17	3:6	graphics	happening	hesitation	29:23
full-time	gladly	9:2	13:8 97:1	Hi	IB
88:22	46:9	grateful	happens	67:9 69:20 76:14	17:15 90:21
fully	global	25:3	34:18 38:6,9 92:13	84:6 91:21 98:22	idea
19:21	29:20	great	happy	high	90:24
functional	go	8:22 9:3 36:23 42:13	45:24 78:6 103:5	17:18 18:17 24:7	Ideally
54:23	3:10 4:24 5:16 16:15	65:5 66:24 102:16	hard	31:3 38:22 40:21	30:14
fund	22:4 27:19 30:8	greater	9:1 10:6,9 19:10	41:7 67:20 69:1,3	IEPs
13:19 19:21,23 20:10	44:2,24 47:15	56:23	67:13,14 89:19	70:2 71:23 72:3	39:14
20:12 25:11 36:1	57:17 60:7,14	greatest	95:21	73:18 76:20 87:8	ignorant
funded	61:12 69:19 70:1	42:11	harder	96:23 101:18	49:10
19:21 50:20 87:7	71:5 72:2 76:5,14	greatly	14:9	102:16	Illinois
funding	82:6 84:20 87:21	46:14	Harold	higher	1:9 10:2 19:17 20:22
10:3 11:6 13:20	90:5,5 95:7 97:7	Greg	7:16	73:20 88:8	40:15 108:1,7,21
14:21 20:20 21:2	98:5 99:18 100:2,6	7:20 107:16	Harris	highest	imagine
23:9 24:14 25:4,13	102:8 103:1	GREGORY	2:15 69:18 73:11	54:9,10	23:5 88:1
26:17 28:13,24	104:20,22 105:8	1:14	76:14 78:17	highlight	immigrants
29:9,10,19 33:23	goal	grew	Harrison	24:21	51:15
34:2,2,3,14,23,24	9:10 87:19	66:14	2:5 42:23 45:6,10,18	Hiley	impact
36:15,16 52:4,7,13	goes	ground	46:11 53:11	2:4 38:20,20	31:24 33:9,16 79:19
58:21 65:9 68:18					80:23,24
					impacts

74:10 79:8	intervened 20:2	K	60:14 61:13 64:19	legislature 29:8,9,10	lives 18:20 19:2,6 79:18
important 11:15 18:11 19:3	introduce 7:12	K-12 10:4,4	65:23 66:10,11,13	legitimate 11:22	80:22
25:18 34:19 52:9	invest 10:6,14 11:14,16	keep 8:18 9:24 11:6 30:18	66:16,17,18 67:2	let's 35:2 36:8 67:6	living 46:21 65:22 81:3
56:6 59:3 92:15	14:17 17:5,9 18:21	33:23 34:1,2,3	74:5,11,19 75:3	letter 95:3	local 22:8 61:18 62:1
95:18 96:7,8,22	19:7 22:23 23:7	35:2 40:9 41:5	76:4,6 78:4 81:9	letting 75:18	67:20,21
impression 55:12	32:22 59:5,6 60:2	46:3 54:21 70:4,6	81:13 82:20 83:2,4	level 43:1 54:9,10 82:22	long 12:23 74:22
improve 68:16	invested 46:24	70:7,9,23 87:23	83:20 93:16,19	87:15 90:13	long-term 25:7
improving 28:22 103:12	investigated 103:18	88:12 89:2	96:11,12,16 97:2	Lewis 95:12,15	look 9:4 20:13 57:18
inaudible 70:15 76:16 86:2,5,8	investing 76:20	Keeping 26:3	99:5 100:16	64:3 67:1	58:20 59:2 60:5,6
include 15:16 39:6,8 92:2	investment 14:16,19 17:20 18:7	keeps 20:14 24:2	101:16 106:9	liars 31:2 51:8,19,22 52:1	90:16,17 91:10
including 4:11 6:3 17:4 44:3	18:18 24:19 26:6	Kelly 1:15 3:4,6 7:23 30:10	knowledge 97:13	52:15 82:8 97:4	93:18 94:8 101:13
inclusion 39:4,6	64:21 78:7 90:2	1:15 3:4,6 7:23 30:10	knows 38:8,9 49:5 74:18	librarian 31:2 51:8,19,22 52:1	looking 35:16 60:12 74:7,8
income 104:8	107:5	32:6,16 34:15 35:8	92:18 93:15	52:15 82:8 97:4	90:22 99:21
inconceivable 63:17	investments 17:14 23:2,19 24:9	36:18 38:18 40:6	L	librarians 31:7,14,17 32:1 43:9	Lord 92:18
inconvenience 44:23	25:7,14	42:9,17,19 45:17	L 108:3,3	51:9 52:13 54:16	lost 14:8 19:23 31:13
increase 11:9,12,13 19:3	involute 105:24	45:20 46:16 47:21	labs 23:3 26:1	55:5 66:6 97:3	42:5 62:16 73:3
20:16 40:17	invite 98:12	48:21 50:4,10	lack 34:13,13,17 39:22,22	libraries 31:20,24 32:7,21	83:15 84:17
101:23 106:17	Irene 2:17 76:11 84:2,5	52:22 54:19 55:7	lacks 76:22	33:3 51:10	lot 8:20 9:1 11:19 12:9
107:14	85:20	55:22 57:11 60:9	lady 92:1	library 31:10,20 32:3 51:2	12:12 14:21 16:7
increased 28:13,15	irresponsible 94:5	60:16 62:9 63:18	Lafayette 103:21,22	51:16	17:5 22:24 36:23
increases 25:16	issue 5:6 81:12	64:5 65:13 67:5,17	land 83:2	License 1:24	37:13,15 44:17
increasing 23:10 106:7	issues 28:4 29:11,12 63:11	69:11 70:10 72:1,7	Lane 24:7	lie 40:10	66:10 72:24 74:19
individuals 7:13 28:18 39:7 94:3	J	73:7,15 74:23 76:9	language 7:8,9 90:23 91:1	lies 38:1,13 100:21	94:3,16 101:5,6
inequities 50:15	Jackie 2:17 84:3 86:10,11	78:18 81:17 82:16	languages 33:2	life 32:8	lots 65:17
infant 76:24	Jackson 2:15 78:21,22 79:21	84:2 85:20 86:6,10	large 11:24 40:16	limit 4:13	louder 93:19
inform 31:9 51:8	79:22 80:17 81:17	88:18,24 90:19	larger 77:2	limited 4:10 30:13	love 32:2 92:3,3,22,24
information 7:15 32:1 55:24	81:18 82:16	91:14,19 93:11,21	Larry 7:19	Lincoln 4:10 30:13	93:16,20
infrastructure 25:11	Jay 2:18 84:4 89:1,6,7	95:11,15 97:15	LaSalle 90:23,24 104:13	44:8,9,16,20 45:3	low-income 51:13 76:24 79:17
injustices 101:6	Jenner 61:16	98:21 100:9 101:2	late 12:12	45:15 53:7,12,22	lower 87:3
input 27:17	job 14:9 34:4 35:2,3	103:4 106:2	laughter 40:12	54:3,7,14 55:14	lowest 24:13
insane 75:11	39:18 63:7,7,8,8	107:19	law 64:11,15	60:18,23,24 61:9,9	LSC 69:4,7 97:7
inside 27:8 49:3	64:23 65:3 66:23	kept 21:2 50:2,8 51:4	Lawndale 31:6 91:22	65:14 66:9,18	luck 21:16
installment 21:17	70:2 81:1 102:11	key 9:13	lay 25:18	67:10 82:4 89:9,15	ludicrous 91:9
instruction 11:11 39:8 102:6,16	jobs 75:19 100:15	kid 41:24 103:3	lead 47:24	93:24 94:6,9,11,12	Lugo 2:21 98:22,22 100:10
insult 34:8	Johnson 7:16	kids 14:12 16:4,5 17:8,24	leader 65:10	94:20 95:1 100:16	lunch 11:2
insulting 100:19	Joke 47:3	19:6 26:11 29:20	leaders 28:21	107:8,18	lunchroom 13:7 16:19
intelligent 98:7	Jonathan 2:15 76:10 78:19,22	30:5 36:7 37:10,24	leadership 79:16	Lincoln's 69:6	Lynn 2:10 65:16 67:11
interactive 9:4	92:9	42:6 43:16 44:12	leaks 24:5	line 8:23 11:23 42:11	M
interest 46:24 79:22 92:10	Juarez 69:21	58:24 59:9,15 61:6	learn 18:4 67:12	lines 11:2	M 1:23 108:5
104:24 105:2	July 1:4 8:14,15,16 12:15	61:11,16,21,23	learning 14:12,12 39:14	lips 73:14	ma'am 49:15
interesting 97:22	25:20 43:20 80:10	71:2,3,20 76:3,3,5	leave 6:1 18:19 88:19	list 27:22 57:21 61:3,3	Macek 2:19 93:23,23
international 17:10	80:12 108:15	84:15,17 95:22	97:11	listened 5:4	mad 72:17,18
interpretation 7:11	jump 27:22	96:17,20 97:23	leaving 76:23 77:3	listen 29:3 37:2 58:2 66:16	major 16:13
interpreter 7:8,10 67:18 73:17	June 20:13	99:17 100:1,4,8,17	led 56:21	75:16 99:6,7,11	majority 13:12,16 51:13 85:15
	junior 72:12	killings 37:7	left 7:10 22:3 64:9 84:15	100:11	88:13 95:5
	justice 101:20	kind 11:16 14:15 24:18	legislative 24:24	literacy 32:2	making 15:11 34:10 41:18
	juvenile 47:11 70:5,8,13	39:17,18 94:22		little 16:15 23:11 31:6	56:3 59:13 70:17
	101:20	kindergarten 59:24 78:8 86:13		47:15 60:2 61:8,9	
	101:20	87:6,12,22 88:3		70:19 80:18	
		107:2,5			
		kindergartners 87:14			
		87:14			
		kinds 99:24			
		King 85:2			
		knew 57:23			
		know 4:6,12 5:13 10:21			
		11:3 20:4 24:3			
		28:1 29:24 34:11			
		35:18 37:14,17,18			
		38:3,10,12,23 40:9			
		40:19 42:13 47:12			
		49:18 51:9,20			
		56:14 58:2,3,16			
		59:12,15 60:1,11			

67:8 73:12 76:13 79:9 84:5 97:16,18 organization 5:4,5 72:4 81:8 organizations 11:20 80:2 organizer 42:11,13 72:3 96:1 originally 25:17 91:4 other's 41:6 ought 13:8 81:15 outcomes 11:15 outdoor 43:14 outlets 96:24 outrageous 79:3 outside 15:12,23 23:8 44:13 46:21 48:7,9,12,17 48:18 49:4 58:11 77:14 outsourced 16:7 outstanding 65:3 overall 94:13 overcrowded 23:13 26:23 41:14,14 44:10,12,18 53:21 55:16 89:13,15 93:8,13 overcrowding 26:9,19 44:14 overflow 61:12 overhead 13:4 overseeing 16:5 Overton 84:9 overview 9:15 overwhelming 94:19	18:24 43:15 57:13 73:18 83:22,23,24 93:24 98:23 parents 19:1 59:1 63:20,22 64:1 65:3 77:6 83:9,19 94:8 95:21 95:22 96:3,4,7 99:16 102:23 103:1,12 105:21 Park 18:24 38:21 43:7 44:16,20 50:14,14 53:8,23 55:14 60:24,24 66:9 67:10 82:5 89:10 100:16 part 36:13 41:16 81:19 91:1 parts 55:15 Passage 17:19 47:1,14 77:5 93:3 passed 56:10 path 20:8 22:10 pathologist 81:24 Patsy 67:7 69:12,13,13,14 pause 79:23 pay 4:19 10:8 20:22,23 24:18 25:8,13 37:24 42:1 59:7 63:3 70:19 paying 14:2 63:16 103:7 104:9,10 payment 13:14 pays 63:1 74:10,11 Payton 41:13 85:10 PE 18:9 33:1 Pearson 2:6 46:17,18 47:23 48:12,16,23 49:23 50:6 pension 10:8,9 12:7 13:14,19 13:22,23 19:13,14 19:21,23 20:8,10 20:12 22:13 29:11 29:12 people 5:7 9:7 11:19 12:18 13:1 14:8,10 15:20 16:3,4,5 19:5,9 29:24 31:9 36:10 37:2,3,4,13,23 38:2 40:23 41:18 41:19 45:14,15 49:17,17 50:4 54:8 58:2 60:5 64:22 66:14,15,19,20,22 69:24 70:1,12 76:7 81:15,21 84:22 90:7 91:12 93:17 93:20 94:11 96:12 98:2,3,7 102:7 103:7 104:9,9 percent 12:19 31:18 47:18,19	48:1,3 53:17 54:15 70:12 76:24 perfect 45:16 performances 33:24 period 11:23 20:5 91:23 person 5:9 52:17 65:11 66:22 70:6,8 72:24 78:23 89:2 102:8,9 102:9 personal 41:8 personalities 88:23 personally 99:18 Pesent 2:7 50:11 52:3,11,19 Peter 2:5 35:11 42:17,19 42:22 pets 100:18 phase 64:9 phone 63:5 picture 104:7,11 pictures 27:5,7 pig 38:10 57:9 67:3,4 Pilsen 34:12 36:20,22 98:23 Pinocchio 74:21 place 8:18 15:11 32:4 56:7 63:2,4 64:22 67:16 81:5 93:4 94:21 placed 62:20,22,23 placements 65:2 Placencia 7:17 places 26:14 33:21 44:6 100:7 plague 43:2,3 plan 4:12 47:5 54:13 56:7 56:7,10,11,13 planet 65:12 planning 74:3 plastered 93:3 play 88:6 playground 57:3,4 91:6,8 94:20 plead 6:22 please 3:20,23 4:6,8,24 5:11 5:18 6:13,18 32:6 32:16 35:4,4,20 38:19 47:22 51:8 54:19 60:9 62:7 63:18 64:6 70:10 72:8 73:10 74:14 78:17,17,20 79:22 86:11 88:18 89:2	96:7,10 97:6,6,17 100:9 103:4 pleasure 78:23 107:21 plenty 69:4 71:15 plethora 32:17 plus 39:2 pocket 45:11 90:8 pockets 62:6 podium 35:11 49:12 point 4:18 32:19 47:4 79:11,13 80:21 94:2 106:3 points 9:13 42:24 43:4 67:23 79:1 policies 38:16 84:18 policy 40:9 59:24 79:10 political 29:7,14,21 30:4,8 56:12,20 politicians 30:2 Polk 93:2 polls 60:12 poor 33:24 58:22,22 59:17 104:9 pop 59:7 pork 54:24 55:3 portfolio 32:11,11,13 portion 30:22 pose 76:15 posed 35:14 position 96:1 positions 14:5,5 15:16 16:2,18 16:19,22 18:8 51:17 positive 14:11 31:24 possible 11:6 21:22 22:1 33:12 56:9 83:17 posted 56:1 potentially 43:15 poverty 93:13 power 74:19 97:7 practice 27:20 practices 39:5 pre 10:4 pre-K 23:15 78:9 101:16,17 106:24 107:6 pre-schools	77:21 precipitously 104:1 predominantly 79:17 89:11 Prep 41:7,11,13 prepared 42:21 53:5 60:20 76:12 88:8 preschool 78:2,3,13 82:21 83:8 83:10,19 86:16 87:21 preschooler 82:20 present 1:11 8:3,11 12:10 presentation 9:10,13 19:12 30:22 33:5,9 38:3 40:14 presenting 6:20 president 90:1 pretend 99:3 pretending 99:11 pretty 22:5 primary 87:2 principal 39:20 52:2,10,14,17 69:9 92:21 97:8 principals 19:4 39:21 52:8 principles 79:7 80:2,4 print 80:18,18 prior 19:20 31:5 49:4 50:7 prioritize 76:19 private 62:23 63:3,4,21,23 64:2 65:2 81:11 89:24 privatization 41:18 privilege 54:24 55:4 privileged 54:5 probation 68:15 84:11 problem 31:22 32:10 34:11 39:3,10,20,22 75:17,17 problems 29:5 96:21 proceedings 1:6 3:2 107:23 108:8 108:11 produce 87:14 professionally 31:19,23 33:3 profit 84:21 profit-making 75:12 program 25:24 54:2 90:21,22 90:24 101:21 102:10,11,15,15 102:17	programs 11:14 14:14,21 16:2 17:5,9,11,15,16 18:10,12 25:23 26:5 31:10 49:13 60:4,5 66:6 74:8 77:1 94:8 95:9,10 96:14 105:8 Progressive 28:20 96:10 project 27:2 projecting 106:10,14,17 projection 106:9 projections 22:7 44:18 promise 47:1 51:24 promised 31:14 51:21,21 promises 28:13 74:20 promote 32:1 properties 47:10 property 21:17 47:20 54:18,20 58:10,17 65:19,22 proposal 1:2 41:15 proposals 104:6 proposed 8:11 25:17 104:14 proposing 27:3 protect 54:18,20 protected 15:5 proud 17:20 31:4 64:24 proven 47:2 101:21 provide 6:1 7:14 9:2 10:5 26:1 37:9 46:1,9 52:12,24 67:23 68:6,13,18 78:12 78:18 85:21 100:4 provided 19:3 36:15 64:16 provides 25:12 102:15 providing 12:18 25:22 99:24 proximity 94:10 public 1:1,3 28:9 30:1 31:19 34:24 37:22 38:9 40:3,15 50:16 58:6 64:9,11,16 66:13 71:5,7,11,12,16,18 75:2 80:2 82:1 97:1 105:2 108:9 108:12 publicly 12:11 pull 10:12 12:4 16:16 40:2 pulling 12:2 79:8 pupil 11:13 13:24 20:18 52:4
P					
P-e-a-r-s-o-n 46:18 p.m. 1:9 3:3 107:24 packed 39:11 paid 24:16 pail 16:11 paint 99:18,21 panel 7:13 49:16 57:14 59:9 paper 39:1 papers 72:16,21 paperwork 72:16 par 63:23 paraprofessionals 62:18 parent					

purpose 20:21 32:13	27:15	47:11	7:2	103:7,18 107:17	83:6 100:12 108:6
push 52:4 78:22	read 59:16 96:6 97:4	reflecting 34:22	representative 60:17 65:14	rights 95:22 96:3	SBB 11:10
pushed 71:3,4	readily 43:19	reform 12:7 13:22,23 22:13	represented 86:8	rises 20:13	scheduled 42:4
put 8:22 23:18 24:14	reading 32:2 59:12 66:7	reformed 20:23	reprimanded 51:4	rising 19:19	Schober 2:11 60:19 67:9,9
25:24 27:11 30:6	86:16 87:15	refrained 55:17	required 10:7	RMR 1:23	school 5:4,5 15:4,5,5 16:9
41:10 52:3 55:5	ready 35:9,11 67:6 73:2	refresher 12:13	requirement 64:17	Robinson 2:17 84:6 85:19,22	17:18 18:3,15,17
70:14 72:17 73:4	77:15 87:21	refugees 51:15	reserves 9:20 21:6,9	23:20 24:7 25:24	26:2,4 31:3,23
73:24 82:8,10,13	real 9:10 19:5 35:2 97:23	refuse 49:8 77:14	resolution 8:17	99:19	32:3,7,8 33:13
82:14 88:8 94:5	realistic 22:8	refused 63:24 92:21	resource 59:18	roof 24:5 27:6	35:1 37:5 38:22,23
103:19,21	reality 55:15	regarding 5:6 80:1	resources 10:13 11:14 29:1	roofs 23:3	41:7 42:7,15 43:16
putting 8:23 61:19 94:13	realizable 87:19	rehab 70:15	30:4 31:15 32:5	rooftop 43:17	44:5,9,17 45:1
104:2	realize 17:4 33:7,12 82:24	rehabbing 28:7	39:17 58:15 93:12	room 39:12 42:24 49:5,18	47:5,10,20 48:2,6
Q	realized 63:22 88:11	reinvest 40:3	93:14 99:14,15	53:9 58:1 74:21	49:19 50:20 51:1,6
qualified 77:15	really 3:15 23:15 37:2,3	4:11 14:8	104:4	87:13 89:4 101:6	52:6,12,13,14,15
quality 57:22 58:5 61:24	56:2,5 83:6 93:14	relatively 13:21	respect 3:15,17 5:2 6:22	rooms 61:11	53:12,20 54:7,14
68:16,18 76:21	95:21 99:8 100:15	release 24:21 25:19 31:11	33:10 35:13 36:8	67:17,20 69:1,3 72:3	60:18,24 61:8,17
87:8 102:5,16	101:12 102:14	released 27:15	36:10	73:18	61:18,22 62:2,4,12
103:13	103:12	relief 20:3 26:9,23	respectful 6:14 7:4 46:3	Rosenberg 2:10 65:16,16 67:2	62:13,15,21,22,24
quarters 104:15	reason 24:16 53:9 76:17	relieve 26:15,19	82:15	77:13,24 80:23	64:10,17 65:15
question 5:10,15,15,19 6:6	84:10 96:8	relocation 90:21	respecting 7:5	81:2,15 82:2,5,9	67:20,20,21 68:1,5
30:15 35:13,17,20	received 25:11 62:13,14,14,20	remain 98:12	respond 6:2,4 35:15	83:13 84:9,16,20	68:15,24 69:1,3
35:24 39:17 45:22	68:1	46:2	responded 5:20	84:21 85:22 86:9	70:2,6,9 71:3,23
45:24 46:9 48:8,14	receiving 14:21 47:7 51:19	remaining 4:19,21 89:4	response 5:19 46:1,7,8,10	86:18 87:12 88:2	72:3,22 73:1,3,19
48:16,24 49:1,2,2	62:13	29:16	52:24 65:13 78:18	91:6,8 92:8 93:1,1	75:2 76:5 77:11,12
49:6,7,8,9,15,21	reclaim 98:12	29:3	85:21	93:1,2 96:16 97:20	77:13,24 80:23
50:3 52:23 55:10	recognition 11:23 17:5 21:16	remember 69:22 75:21,23 97:7	rest 13:5 18:20 57:5	99:20 101:18	81:2,15 82:2,5,9
56:4 57:13 64:7	recognize 8:7 37:16 80:15	remind 30:12	68:20 88:19	103:2,17	83:13 84:9,16,20
73:22 76:15 77:22	80:5,11,13	remains 29:16	result 42:7	schooling 19:2 82:23	84:21 85:22 86:9
78:2 85:12 105:6	recognizing 79:12 80:9	remains 29:16	results 87:15	schools 1:1 9:5 11:11,13	86:18 87:12 88:2
107:3	recommend 45:17,20	remains 29:3	retrieving 40:22	12:19 17:1	88:21 89:12 90:1,1
questions 6:1,3 35:17 37:13	record 79:7 106:18	remember 69:22 75:21,23 97:7	return 14:15	14:19,20 15:18	91:6,8 92:8 93:1,1
30:15 35:13,17,20	recording 6:24	remind 30:12	reveal 76:23	18:16,23 22:13,21	93:1,2 96:16 97:20
35:24 39:17 45:22	records 34:1	remain 98:12	revenue 9:23 10:5 11:23 12:1	22:23 23:12 24:8	99:20 101:18
45:24 46:9 48:8,14	recover 18:14 105:7	46:2	12:5,8 17:4 21:15	25:1,3 26:1,11,21	103:2,17
48:16,24 49:1,2,2	recuse 81:14	remains 29:16	21:21 22:7,13	28:7,8,10,10,12,14	103:2,17
49:6,7,8,9,15,21	recycle 65:22	29:3	23:11 24:18 79:7	28:15,16,19 29:1,2	103:2,17
50:3 52:23 55:10	red 4:23	remember 69:22 75:21,23 97:7	79:12 80:4,9,11,12	30:3,3,3,7,7 31:5	103:2,17
56:4 57:13 64:7	redirect 41:21	remind 30:12	80:15 101:11	31:10,13,15,19,20	103:2,17
73:22 76:15 77:22	redirecting 76:18	remains 29:16	reverse 76:14,16	32:14,15,19,20,23	103:2,17
78:2 85:12 105:6	redistrict 94:7	29:3	76:14,16	32:23 33:1,14,23	103:2,17
107:3	redrawing 44:23	remember 69:22 75:21,23 97:7	rewarded 19:10,15	34:3,5,24 35:23	103:2,17
questions 6:1,3 35:17 37:13	reduce 29:9	remind 30:12	rich 37:23 104:8	36:1,6,7,12,14,16	103:2,17
30:15 35:13,17,20	reduced 15:23 33:10,16 78:1	remain 98:12	ridiculous 21:10 98:3	37:6,8 38:23 40:3	103:2,17
35:24 39:17 45:22	83:11	46:2	right 18:7,21 19:16 20:8	40:3,4,16,17,19,21	103:2,17
45:24 46:9 48:8,14	references 51:12	remains 29:16	24:8,15,20 75:20	41:7,10,16,20,21	103:2,17
48:16,24 49:1,2,2	referring	29:3	76:2 77:13,13 84:2	42:4 43:8,13 44:12	103:2,17
49:6,7,8,9,15,21		remember 69:22 75:21,23 97:7	80:15 101:11	47:2 50:7,8,14,16	103:2,17
50:3 52:23 55:10		remind 30:12	reverse 76:14,16	50:18,23 51:19	103:2,17
56:4 57:13 64:7		remain 98:12	76:14,16	53:14,17 54:15,16	103:2,17
73:22 76:15 77:22		46:2	rewarded 19:10,15	55:1,6,17,21 57:15	103:2,17
78:2 85:12 105:6		remains 29:16	rich 37:23 104:8	57:19 58:5,6,7	103:2,17
107:3		29:3	ridiculous 21:10 98:3	61:2,3 65:24 70:17	103:2,17
questions 6:1,3 35:17 37:13		remember 69:22 75:21,23 97:7	right 18:7,21 19:16 20:8	71:2,5,7,7,9,11,11	103:2,17
30:15 35:13,17,20		remind 30:12	24:8,15,22 34:12	7:18	103:2,17
35:24 39:17 45:22		remain 98:12	34:20 41:4,20 42:8	71:13,14,16,17,18	103:2,17
45:24 46:9 48:8,14		46:2	52:20 56:4 58:4	71:19,19 72:5,10	103:2,17
48:16,24 49:1,2,2		remains 29:16	68:2 69:14 70:4	72:11 73:5,21,23	103:2,17
49:6,7,8,9,15,21		29:3	71:3 73:4,7,23	75:11,15 76:19	103:2,17
50:3 52:23 55:10		remember 69:22 75:21,23 97:7	74:8,19,20 75:20	79:16 80:21 81:7	103:2,17
56:4 57:13 64:7		remind 30:12	76:2 77:13,13 84:2	81:10 82:1 84:22	103:2,17
73:22 76:15 77:22		remain 98:12	80:15 101:11	84:23 85:13,17,24	103:2,17
78:2 85:12 105:6		46:2	reverse 76:14,16	87:6 89:10,15,15	103:2,17
107:3		remains 29:16	76:14,16	89:17 90:12 92:1,1	103:2,17
questions 6:1,3 35:17 37:13		29:3	rewarded 19:10,15	92:13 94:11 95:8	103:2,17
30:15 35:13,17,20		remember 69:22 75:21,23 97:7	rich 37:23 104:8	95:18 96:13 97:1,9	103:2,17
35:24 39:17 45:22		remind 30:12	ridiculous 21:10 98:3	98:6 99:15,18	103:2,17
45:24 46:9 48:8,14		remain 98:12	right 18:7,21 19:16 20:8		103:2,17
48:16,24 49:1,2,2		46:2	24:8,15,22 34:12		103:2,17
49:6,7,8,9,15,21		remains 29:16	34:20 41:4,20 42:8		103:2,17
50:3 52:23 55:10		29:3	52:20 56:4 58:4		103:2,17
56:4 57:13 64:7		remember 69:22 75:21,23 97:7	68:2 69:14 70:4		103:2,17
73:22 76:15 77:22		remind 30:12	71:3 73:4,7,23		103:2,17
78:2 85:12 105:6		remain 98:12	74:8,19,20 75:20		103:2,17
107:3		46:2	76:2 77:13,13 84:2		103:2,17
questions 6:1,3 35:17 37:13		remains 29:16	80:15 101:11		103:2,17
30:15 35:13,17,20		29:3	reverse 76:14,16		103:2,17
35:24 39:17 45:22		remember 69:22 75:21,23 97:7	rewarded 19:10,15		103:2,17
45:24 46:9 48:8,14		remind 30:12	rich 37:23 104:8		103:2,17
48:16,24 49:1,2,2		remain 98:12	ridiculous 21:10 98:3		103:2,17
49:6,7,8,9,15,21		46:2	right 18:7,21 19:16 20:8		103:2,17
50:3 52:23 55:10		remains 29:16	24:8,15,22 34:12		103:2,17
56:4 57:13 64:7		29:3	34:20 41:4,20 42:8		103:2,17
73:22 76:15 77:22		remember 69:22 75:21,23 97:7	52:20 56:4 58:4		103:2,17
78:2 85:12 105:6		remind 30:12	68:2 69:14 70:4		103:2,17
107:3		remain 98:12	71:3 73:4,7,23		103:2,17
questions 6:1,3 35:17 37:13		46:2	74:8,19,20 75:20		103:2,17
30:15 35:13,17,20		remains 29:16	76:2 77:13,13 84:2		103:2,17
35:24 39:17 45:22		29:3	80:15 101:11		103:2,17
45:24 46:9 48:8,14		remember 69:22 75:21,23 97:7	reverse 76:14,16		103:2,17
48:16,24 49:1,2,2		remind 30:12	rewarded 19:10,15		103:2,17
49:6,7,8,9,15,21		remain 98:12	rich 37:23 104:8		103:2,17
50:3 52:23 55:10		46:2	ridiculous 21:10 98:3		103:2,17
56:4 57:13 64:7		remains 29:16	right 18:7,21 19:16 20:8		103:2,17
73:22 76:15 77:22		29:3	24:8,15,22 34:12		103:2,17
78:2 85:12 105:6		remember 69:22 75:21,23 97:7	34:20 41:4,20 42:8		103:2,17
107:3		remind 30:12	52:20 56:4 58:4		103:2,17
questions 6:1,3 35:17 37:13		remain 98:12	68:2 69:14 70:4		103:2,17
30:15 35:13,17,20		46:2	71:3 73:4,7,23		103:2,17
35:24 39:17 45:22		remains 29:16	74:8,19,20 75:20		103:2,17
45:24 46:9 48:8,14		29:3	76:2 77:13,13 84:2		103:2,17
48:16,24 49:1,2,2		remember 69:22 75:21,23 97:7	80:15 101:11		103:2,17
49:6,7,8,9,15,21		remind 30:12	reverse 76:14,16		103:2,17
50:3 52:23 55:10		remain 98:12	rewarded 19:10,15		103:2,17
56:4 57:13 64:7		46:2	rich 37:23 104:8		103:2,17
73:22 76:15 77:22		remains 29:16	ridiculous 21:10 98:3		103:2,17
78:2 85:12 105:6		29:3	right 18:7,21 19:16 20:8		103:2,17
107:3		remember 69:22 75:21,23 97:7	24:8,15,22 34:12		103:2,17
questions 6:1,3 35:17 37:13		remind 30:12	34:20 41:4,20 42:8		103:2,17
30:15 35:13,17,20		remain 98:12	52:20 56:4 58:4		103:2,17
35:24 39:17 45:22		46:2	68:2 69:14 70:4		103:2,17
45:24 46:9 48:8,14		remains 29:16	71:3 73:4,7,23		103:2,17
48:16,24 49:1,2,2		29:3	74:8,19,20 75:20		103:2,17
49:6,7,8,9,15,21		remember 69:22 75:21,23 97:7	76:2 77:13,13 84:2		103:2,17
50:3 52:23 55:10		remind 30:12	80:15 101:11		103:2,17
56:4 57:13 64:7		remain 98:12	reverse 76:14,16		103:2,17
73:22 76:15 7					

100:4 103:15,16 103:17,23,24 104:3,21,22,23 105:3,20 107:11	seriousness 46:11	3:20,20,24 4:7,8 7:8 7:9	79:14	spend 13:18 15:12 17:22 18:5 21:9 22:21 23:24 25:5 43:6 57:8 61:22 67:15 70:4,6,16 88:13	17:10 25:24 STENOGRAPHIC 1:6 step 38:18 42:17,21 53:1 53:4 60:16 65:15 67:5 69:12 70:10 72:7 73:9,16 74:23 76:9 78:19 83:4 84:2 86:10 89:1 91:14 93:21 95:12
science 58:13	serve 16:20 65:2	sign-in 4:1	solution 45:3	spent 15:13 23:18 25:12 41:19 43:18,24 67:12 90:2	steps 73:7
scores 63:15	served 34:4	signature 108:14	solve 20:4,5 29:11,19 32:9 90:15	spit 100:22	stock 104:13
Scott 2:4 35:9 38:18,20	service 9:1 72:13,14 103:9	signed 3:11	solved 20:7 22:16	spoke 31:9 36:24	Stockton 51:1,7
Screaming 86:4	services 7:7 33:2 41:22 62:15 101:19,23 103:1	significant 18:18 19:8 80:7	solving 31:22 89:18	spoken 50:11 51:5	stolen 104:21
sea 53:13	servings 34:7	signs 47:2 91:24 93:3,5	somebody 5:7 10:21,21 33:20 66:8 69:2	spot 94:13	stone-faced 35:16 59:22
searching 68:10	session 24:24	similarly 13:9 14:14 80:12	son 68:4,7,12,20	Springfield 12:7 20:2,23 22:12 30:8	stood 85:1
seat 104:17	settling 86:18	simply 80:19	songs 88:5	SS 108:2	stop 61:4,7 75:18 82:15 90:8 92:21 100:21 107:12
seats 23:14,15 32:15,18 42:3,5 43:12 53:15 53:16,19,22 65:24 66:1 78:9,12 90:12 94:10 101:15 106:6,13,15,19	set 83:2 108:13	single 9:5 15:12 27:2,11 96:18 104:17	sorry 13:14 17:22 60:18 95:15 96:10 97:10 100:18	stacked 61:6	stories 86:24
second 21:17 24:13 26:7 33:6 79:2 86:23 90:18	setting 63:3,4	siphoned 57:6	Sostenes 2:12 69:20 70:12	staff 5:11 13:6,9 46:20	story 14:11 68:4 83:21
seconds 4:18,21 47:16 77:17	settled 44:19	sir 34:15 48:8,10,14,20 49:2,6,8,9,15 50:3 82:6	Sota 2:3 36:21,21	staffed 31:19,23 33:3	strangling 96:23
sector 80:2 90:1	seven 24:15 28:3 51:1	sisters 98:10	sources 22:22 23:1	staffing 11:2 12:17 13:5	strategy 36:13 41:16
security 25:2 47:24 70:21	seven-hour 87:23	sit 35:16 104:19	south 37:7 43:18 50:19 53:18	staggering 19:18 23:6	stream 25:13
see 4:20 12:17 13:11,16 14:24 19:19 20:3 20:16 21:4 22:2 23:17 24:6,15 27:5 29:13 36:23 48:2 60:18 77:8,8,9 79:20 82:4 83:10 83:24 91:23 92:23 95:7 98:8 99:2 106:8	severe 86:20	sits 53:13	southwest 26:22	stamp 38:6	street 1:8 38:15 76:3,4,5 92:6 104:12,13
seeing 33:5 35:4 76:2	share 20:11,14	sitting 57:14 58:1 59:9,22 100:14	Sp 23:17	standards 59:14	streets 57:24
seeking 51:10	sheet 4:1 68:7,9,11	situation 9:17,23 10:15 30:12	space 43:14,14 91:2 94:21	standing 49:12 84:18	stretched 17:13
seen 14:15 16:9,10 36:24	sheets 68:6,9,13	situations 51:14,15	Spanish 7:10	standpoint 65:9 94:24	stripped 62:18
segregated 50:13	Shelley 2:10 60:17 62:9,11	six 51:17 83:14 90:10	speak 3:11,19,22 4:5,7,15 5:2,5,9,11,22 6:15 6:18 27:22 36:9,10 50:5 53:5 89:8 93:19	start 3:8 30:18,23 34:10 34:19 41:8,9 60:3	stripping 64:8
segregation 41:5	shock 25:4	Sixty-four 48:1	speaker 3:21 4:1,3 5:10 30:11 30:19,19,20,21 35:8,9,10,10,14,19 36:19 53:2,3,3 55:12 69:15,17,17 69:18 78:19 84:3,4 84:5 86:4,6,8 91:16,16,17 97:16 97:17,17	started 20:1 78:9 83:3,5	strong 32:23,24
selected 17:10 23:14 61:23	shocking 43:5	sizes 77:2 87:18 88:3,12	Spanish 7:10	starting 10:12	strongly 56:17
self-select 94:9,12	shoes 74:1,1	skipped 95:13	speak 3:11,19,22 4:5,7,15 5:2,5,9,11,22 6:15 6:18 27:22 36:9,10 50:5 53:5 89:8 93:19	starts 24:6 40:11	structural 17:7 22:2
sell 22:22	shoot 76:3	skipped 95:13	speakers 2:1 4:10,13 5:3 6:16 35:13 36:9 41:17 42:20 46:4 53:5 60:19 67:6 76:12 89:4 91:15 97:15	state 10:5,7,12 20:12 22:7 22:24 23:12 24:23 25:10 26:17 29:8,8 29:9 54:9 63:1 65:8 77:20 98:14 98:15,16 108:1,7	structurally 22:16
Senate 29:17	shooting 66:8 77:8	skyrocket 20:1	speaking 3:17 6:19,21 86:14 95:4	states 10:3,3 47:3	structured 88:6
send 83:16	shootings 47:13	slice 13:13	special 38:21 62:12,17 63:14 64:12,20 65:6,12 74:4,5 81:23 93:24 95:8,22 96:14	stating 67:11	struggling 84:16 85:7
Senn 31:3,5	short 9:10 90:14	slide 8:20 12:5 13:11,14 56:1 100:23	specialized 101:19	stay 60:10 96:20	student 11:15,17 31:24 47:7 57:13 67:19 69:20 72:3,4 81:23 93:4
sense 56:12	shorthand 108:6,8,10,21	slid 80:15	specific 20:21 35:17 78:15	steadily 12:23	student-based 11:10
sensitive 88:22	shot 76:3	slid 80:15	specifically 35:22 104:16	steady 25:13	students 15:4 16:21 17:11,15 17:17 18:2,19 19:2 25:23 32:3,7,24 39:5,8,13 40:1 42:5,6 47:4,7 48:1 51:13 52:9 53:13 53:21 62:19,19,19 62:20,21 63:2,4,6 63:13,15,17 64:12 64:23 65:6 67:24 68:3,21 70:18 71:4 72:23,24 73:1 74:12 76:20 77:3
sent 54:7	shoulders 62:6	slip 45:23,24	speech 57:17 81:24,24	stealing 80:14 104:4	
sentences 87:16	show 9:2 19:11 27:6 31:23 36:10 56:1	slots 78:2 102:4	speed 94:23	STEM	
September 101:16	showed 54:6 97:4	small 13:21 26:13 39:7 88:12,17			
serious 83:7	shown 23:24	smaller 39:24 87:18 88:3			
	shows 100:23 101:14 106:9	smarter 15:11 16:23			
	shutting 43:8 89:12	Smith 2:8 57:12,12 60:10			
	side 26:22,22 32:9 35:1 37:7 43:18 44:7	smoothly 46:4			
	sides 50:12,19	social 62:16			
	Siglo	society 29:20			
	sign	solid			

54:18,20	75:14 81:22 82:5	well-documented	16:14 33:2 39:4	yellow	18:8
Van	82:22 83:19 84:20	42:8	49:19 66:15	47:2	18
1:8	84:20 85:12,15	went	world-class	Yep	62:19 67:7 69:15
variety	89:8 90:5,5 93:16	20:7,12 56:24 58:10	100:12	88:19	1800
65:7 85:18	94:14 101:8,9,10	63:9 72:12 82:2,2	worried	yesterday	12:22
various	101:11 104:20	84:10 86:16 107:1	68:8	95:23	18th
21:1	106:3,18 107:19	weren't	worry	youngest	108:14
vast	wanted	21:15,22 51:20	20:6	88:21	19
13:11,16	61:14 66:15	west	worse	youth	69:17
vendors	74:20	1:8 50:19 53:16 89:8	22:4 31:11	1900	1:8
15:24	Ward	Western	worth	197	13:1
verified	28:2,8 95:24	103:20,24	31:22	1st	8:14 12:11 24:21
108:14	wasn't	WHEREOF	worthiness	2	
versus	35:18	108:13	75:19	Zambonies	
25:16 94:12	water	white	wouldn't	16:15	
Vickrey	27:7	44:20 60:6 66:12	12:5 56:15 70:24	Zerlina	
2:8 55:8,8,24	way	100:16,17 103:18	74:21 75:9	2:8 53:3 57:11,12	
Village	way	whittled	Wow	zero	
31:6	9:6,24 10:24 11:5	12:23	75:8	62:20	
Villegas	15:1,5 17:18,18	wi-fi	wrap	zones	
2:7 53:6 54:20	18:3 29:16 37:18	26:3	4:24 32:6,16 34:15	47:14	
violence	40:14 51:24 56:9	wildly	42:9,10 47:21	0	
37:9 43:19 47:5	80:16 102:1,2,23	26:23	48:22 54:19 60:9	08	
50:15 59:2 77:7	ways	willing	63:18 81:17 88:18	19:24	
81:4,19,20,21	15:19 32:10 37:11	105:10	90:19 93:11 100:9	084-002854	
82:15	57:1 89:18 90:10	window	103:4	1:24	
Virginia	we'll	3:20,23,24 4:6,9	wrap-around	09	
2:21 97:16 98:21,22	6:4,6 12:3,13 13:18	45:21	33:2	19:24	
visit	20:4,5 26:18 27:6	Windy	write	I	
6:9,11	27:22 36:18 38:13	2:6 42:20 46:16,18	18:20 46:8,9 86:19	1	
Vitale	38:14,14 45:10,24	47:22 48:21	writing	21:18,18 25:19 30:19	
81:12	46:9 51:23 69:2,10	Winston	6:11 87:16	10	
Vocational	106:16	65:10	wrong	47:17 53:2	
24:7	we're	wired	33:21 84:22 85:11	100	
voice	3:5 4:16 5:8 9:19	20:10	X	53:12,18,21	
36:3,5,7 44:20,22	11:3,5,9,17 12:2	wise	X	101	
45:23 55:9,20,21	15:1,10 16:8,23	81:1,1,1	1:7	2:22	
67:1 69:6 73:13	17:8,8,13,22 18:4	wish	Y	104	
85:16 107:8,11,18	18:13,15 23:9,10	18:5,5	yeah	83:15	
voices	23:13,14 24:8,11	wishing	66:23 80:16	107	
36:2 76:16 81:22	25:3 26:14 27:3,5	3:19	year	92:18	
Volan	27:6,8 30:11 33:17	witnessed	8:12,13 9:21 10:20	11	
1:14 7:20 106:3	35:6 38:12,24 41:2	50:15	11:8,12,19 12:3,3	14:3 20:3 47:18 53:3	
107:16	49:10 57:4 60:7	woman	15:3,3,3,14 18:4	11,225	
vote	63:9 64:24 66:11	75:13	20:9 22:1,4,16	47:9	
12:14 96:7,10	66:11,13,15 69:15	wonderful	23:18,19,21,23	1100	
voted	70:3 71:17 74:15	64:23 75:4	25:12 28:10,15	12:21	
25:20	79:5,12 80:8,14,19	wondering	31:12,12,13 36:14	12	
W	81:3 83:22 91:19	63:19	39:3 40:16 48:5	20:3,11 27:4 31:3	
W	95:4 98:19,24 99:2	word	49:3 51:8,18 52:7	47:19 53:3	
108:3	99:2,9,9 100:24	77:7	54:17 57:21 59:23	120	
W-i-n-d-y	103:11 105:18	words	62:16,21 63:2 68:1	50:7	
46:18	106:5,6,6,10,14	51:5 93:19	71:2,4,12 73:3	13	
wake	107:7,9,16	work	77:24 78:2,3,9,9	12:24 20:4,16 27:4	
59:12	we've	9:1 10:9 13:8 16:9,20	78:10 79:8,15 80:9	82:19	
walking	4:12 8:22 9:9,17,21	19:5,10,15 21:1	81:4,5 82:9,10,12	13,000	
57:24 58:13	9:22 10:15 11:18	30:24 31:3 39:9	83:12,13 86:17	77:1	
Wall	12:21 14:1,2,4,5	41:3 60:6 64:24	87:4,5 88:2 93:2	133	
104:12	14:15 15:14,23,24	65:23 68:6,7,8,9	101:7,7,7 103:23	47:13,17	
Waller	15:24 16:2,7,10,17	68:11,13 81:11	105:7 107:1,20	14	
2:14 69:18 74:23	16:18 17:4,14,15	82:13 92:11 98:17	year's	140	
75:1,1	17:19 18:8 20:24	101:22 102:8	26:20	31:13	
Walter	23:11 25:6 27:15	105:19	years	1400	
85:10	37:10 86:24 91:18	worked	9:18 10:18 15:9	17:15	
want	105:13	31:4 50:22 51:1	16:15 17:21 20:2	15	
3:8,14,17,22 4:16 5:6	wealthy	82:19	21:5,19 23:20,21	8:12 9:16,19 13:18	
5:21 6:13,14,16,21	54:4,21,21	workers	23:23 24:15,17	17:16 20:13 21:13	
6:24 7:5,12 8:21	weapon	13:7 18:2 62:16	28:3 31:3 33:11	23:8 27:3 80:12	
10:1,9 11:16 14:7	43:3	92:16	50:13 51:1 56:15	85:9	
24:21 30:12 35:18	Web	working	56:16 72:6,9 78:14	150	
36:3 37:2,3,5,6,7,8	5:20,23,24 6:2,3,9	14:9 18:13 58:22	82:19 83:14 84:19	47:4 53:21 90:13	
37:22,23 38:11	27:1,16 32:13	88:1,16 95:20	86:13,16 87:24	16	
43:16 44:23 46:4,6	weekend	100:5 104:9	88:8 91:22 92:5,18	1:4 22:10 67:7 69:20	
46:7 47:15,23 58:3	43:20	105:18	96:15,16 103:8	80:13,14	
58:16 60:10 61:20	weeks	workload	106:12,16	17	
61:22 62:1 63:15	8:14 20:9 31:8 83:14	23:6	yelling	22:14 67:7 85:9	
63:16 64:2 66:3,4	Welcome	works	102:2	170	
66:12,12 69:23,24	3:4 8:4	18:21 18:1 74:11			
70:1 71:6,6 74:20	welcoming	102:1,3			
	51:19	world			

3	57	76:24			
3	2:8	90,000			
30:20 36:19	57,000	77:21			
3,000	36:13 71:1,4,11	91			
42:5,6		2:18			
30	6	93			
4:18,21 13:3 39:5	6	2:19			
47:16 50:13 53:17	7:16 35:10 47:4	95			
86:23 91:17 95:14	87:24	2:20			
300	6-year-olds	96			
53:16 101:15	87:11	58:19			
308	6:08	97			
47:19	1:9 3:3	2:20 12:19			
31	6:30	98			
2:2	3:21 4:8	2:21			
32	6:31				
39:10,13 86:23 97:16	3:22				
33	60				
2:3	2:9 84:19				
332	601				
78:1	20:11				
34	62				
97:17	2:10 58:7				
34,000	642				
79:19 80:22	89:8				
350	65				
90:14	2:10				
36	67				
2:3	2:11,12 58:8				
38	68				
2:4 47:13 81:6	89:14				
39	69				
93:9	2:12				
4	7				
4	7				
35:9	7:17 42:21				
4,57	700				
47:18	15:15,15 23:5 24:5				
40	70s				
2:5 13:3 77:11,17	66:14				
102:4,5	72				
42	2:13				
2:5	73				
43	2:13				
31:18 97:17	74				
46	2:14				
2:6	76				
47	2:15				
48:3	78				
4th	2:15				
43:20					
5	8				
5	8				
3:21 35:10 87:10,24	7:18 42:21				
5,000	8:23				
47:8	107:24				
50	80s				
2:7 10:3,3 28:10	66:14				
31:15 33:14 43:8	82				
50:8 55:21 79:16	2:16				
80:21 81:7 85:17	84				
89:10 91:22	2:17				
105:20	84,000				
50/50	77:3				
94:17	86				
500	2:17				
90:12,13,13	87th				
53	103:21,21				
2:7	89				
54	2:18				
85:13 89:17					
54th	9				
103:19,24	9				
55	42:21				
2:8 10:20	9,224				
55th	42:3				
89:16	90				