

1 CHICAGO PUBLIC SCHOOLS

2 PUBLIC HEARING

3 PROPOSED FY19 CAPITAL PLAN

4 Held on

5 Thursday, July 19, 2018

6
7 STENOGRAPHIC REPORT OF PROCEEDINGS

8 had in the above-entitled matter, held at Kennedy

9 King College, 740 West 63rd Street, Chicago,

10 Illinois, commencing at 6:00 o'clock p.m.

11
12 PRESENT:

13 MS. MARY De RUNTZ, Deputy Chief, Capital
14 Planning and Construction

15 MS. HEATHER WENDELL, Director of
16 Budgeting

17 MS. MEGAN HOUGARD, Chief of Network 11

18 MS. CHERYL WATKINS, Moderator, Chief of
19 Network 13

20
21
22
23 Reported By: April T. Hansen, CSR, RPR

24 License No.: 084-004043



1 MS. WATKINS: Good evening, everyone.

2 MEMBERS OF THE PUBLIC: Good evening.

3 MS. WATKINS: Thank you for that. I appreciate
4 it. My name is Cheryl Watkins, I am Chief of
5 Network 13.

6 On behalf of Felecia Sanders, who is
7 Chief of Network 9, in her absence; and on behalf
8 of Jeff Days, Chief of Network 12, in his absence;
9 and on behalf of Megan Hougard, Chief of Network
10 11, we welcome you.

11 This is the Capital Plan Hearing. I
12 want to let you know who's in the room on the
13 Chicago Public Schools' side, and then introduce a
14 couple of people to you and then we're going to
15 jump right in.

16 So we have Mary De Runtz, who is to my
17 left. And Mary is the Deputy Chief of Capital
18 Planning and Construction. Seated next to Chief
19 Hougard is Heather Wendell, and Heather is the
20 Director of Budgeting. In our audience we have
21 Barbara Williams, who would like to say what she's
22 here to support.

23 MEMBER OF THE PUBLIC: Oh, I'm the sign
24 language interpreter, and if there are any deaf



1 people here, I'm here to interpret for them.

2 MS. WATKINS: Thank you for that. And we also
3 want to acknowledge Alderman Moore who is seated
4 here. Alderman.

5 ALDERMAN MOORE: Thank you.

6 MS. WATKINS: You're very welcome.

7 I'm going to ask that Megan come up and
8 give just a little bit of overview about the
9 Capital Plan Hearings. You will see me at some
10 point, if you are speaking. You will see me hold
11 up a "20 seconds" sign, and then a "time is up"
12 sign, in hopes that you are able to get things out
13 that you need to get out. You will have a
14 presentation, so we're just going to go straight
15 ahead through.

16 MS. HOUGARD: Thank you, Dr. Watkins. I would
17 like to still claim her as being a former Deputy
18 Chief of Network 11. we like to keep our people
19 close.

20 Thank you all for joining us this
21 evening. So as you know, we'll begin at 6:00 p.m.
22 and we will end promptly at 8:00 p.m. or when the
23 last speaker has concluded, whichever is earlier.
24 Those who signed up to speak will be given an



1 opportunity to make a statement of up to two
2 minutes until the meeting is adjourned.

3 Speakers will be called in the order they
4 signed up. Speakers will be limited to the topics
5 related to the Capital Plan. Speakers are asked to
6 limit their comments to two minutes so that
7 everyone would like to speak will have an
8 opportunity to do so. As Dr. Watkins referred to,
9 we will have signs.

10 And then when multiple speakers from the
11 same organization or school are listed, only one
12 member per organization or school will be allowed
13 to speak regarding the same issue.

14 If the speaker has a follow-up question,
15 we ask that you please speak to CPS staff members.
16 We will be on site to help you fill out follow-up
17 cards. The full Capital Plan is on the CPS
18 website. You can provide feedback or leave
19 questions on the website. We will provide that on
20 the screen, but visit CPS.edu/capitalplan for
21 additional details.

22 we will now proceed with the
23 presentation. Thank you.

24 MS. De RUNTZ: Thank you, Megan.



1 I'm Mary De Runtz, I'm the Deputy Chief
2 of Capital Planning and Construction, so thank you
3 for coming out tonight and we will start with our
4 presentation.

5 The CPS Capital Budget funds long-term
6 investments in the District such as the
7 construction of new schools, repairs and
8 renovations to existing schools, and other major
9 projects.

10 CPS's FY19 Capital budget is funded
11 through bonds issued by the District and funding
12 from outside sources, and provides capital projects
13 to over 150 CPS schools.

14 Improvement in CPS financial health is
15 providing greater access to capital funding in
16 FY19. To build on the record setting academic
17 progress that has earned national recognition for
18 Chicago Public Schools, CPS is investing \$989
19 million in capital funding for FY19, an increase of
20 \$853 million over FY 2018 capital budget and the
21 largest single year capital plan in more than two
22 decades.

23 Education investment highlights include
24 state-of-the-art high school science labs, high



1 speed internet access and devices, expansion of
2 free full-day pre-K, IB, STEM, Magnets, and
3 classical ed expansion programs.

4 there are three key academic initiatives
5 that support our optimal learning, and that's one
6 is warm, safe, and dry, which is deferred
7 maintenance; education programs; and overcrowding.

8 A prioritized list of critical building
9 needs to support academic initiatives. Mechanical
10 systems such as heating, ventilation, and air
11 conditioning and controls, building envelope, roof,
12 masonry, and windows, represent 90 percent of the
13 capital building needs in our District.

14 we also have safety, which is fire
15 alarms, security, security cameras, playgrounds
16 needing repairs and replacement, and other systems
17 such as turf field, AC replacement, and pool
18 upgrades.

19 critical building needs are
20 geographically diverse and include all SQRP levels.
21 Education programs and enrollment provide capital
22 investment opportunity.

23 Going back to our initial side when we
24 talked about the three initiatives, you can see



1 them across here. Warm, safe, and dry, education
2 programs, and overcrowding.

3 The opportunity for warm, safe, and dry
4 is to prioritize our critical needs. We have a
5 \$1.8 billion critical needs in our District.

6 Academic capital investments include IB, STEM,
7 Magnet, pre-K, modernized computing and military.

8 And overcrowding is to provide space for
9 overcrowded or soon to be overcrowded schools.

10 You want to jump down to tactical and key
11 considerations, which ensure we address life,
12 safety, and environmental concerns, and warm, safe,
13 and dry. Academic research suggests
14 well-maintained and well-equipped school buildings
15 support learning. Under education programs,
16 technical and key consideration. Ensure programs
17 such as the science STEM labs, art, music rooms,
18 facility renovations. Opportunity for Magnet or
19 IB, and the one-to-one computing. And then
20 overcrowding, invest in schools that are
21 experiencing overcrowding and projecting future
22 growth.

23 FY19 finance plan covers capital
24 expenditures projected through the majority of FY



1 2020. These are a list of the bonding funding
2 sources, and they equate to \$989 million.

3 The FY 2019 capital budget includes \$989
4 million for facility needs, programmatic
5 investments, overcrowding relief, IT, security and
6 building system investments, site improvements,
7 capital projects support services, contingencies
8 for additional outside funded projects. It's the
9 largest single year capital investment in our
10 schools in over two decades.

11 The FY19 capital budget includes \$336
12 million for facility needs such as exterior
13 envelope projects, roofs for example, mechanical,
14 and maintenance projects.

15 The budget also includes \$339 million
16 for programmatic improvements such as new schools,
17 state of the art high school science labs,
18 expansion of free full-day pre-K, and the IB, STEM,
19 Magnet and Classical expansion.

20 The FY19 capital budget includes \$138
21 million to overcrowding relief at five schools.

22 The budget also includes \$88 million for
23 investments in IT, security, and building system
24 improvements, including \$50 million in funding



1 towards District-wide one-to-one modernized
2 computing.

3 The FY19 Capital Budget includes \$46
4 million for site improvements such as space to
5 grow, play lots, and turf fields. The budget also
6 includes \$25 million in support service to
7 implement capital projects, \$16 million in
8 potential land acquisitions, and \$1 million in
9 contingency for additional outside funded projects.

10 Up here you will see a map. The FY19
11 capital expenditures are allocated in a way that
12 supports students across all areas of the District.
13 For example, state of the art high school science
14 labs, high speed Internet access and devices,
15 expansion of free full-day pre-K, IB, STEM, Magnet
16 and Classical expansion. So these dots represent
17 where the programs that we just listed are located.

18 And that concludes the presentation.

19 Thank you.

20 MS. WATKINS: So we are at the public comment
21 portion of tonight. What we will do is we'll call
22 your name. You actually have cards that have your
23 number on them, and right now we have someone who
24 is retrieving the rest of the speakers, if indeed



1 there are more. Right now there are 11.

2 I think it would be beneficial if you
3 would come up in groups of four. So speaker 1, 2,
4 3 and 4 would be in line, and then we will call the
5 next ones.

6 So remember you will have two minutes,
7 and you will get some little flashes of paper that
8 say "1 minute," "20 seconds," and then "time is up"
9 from me, and I'll just be seated right there.

10 The first speaker is Royce Cunningham,
11 and may I say that your printing is beautiful.
12 From the educator. So you can step right up to the
13 microphone there.

14 MEMBER OF THE PUBLIC: Thank you so much.

15 MS. WATKINS: Behind Mr. Cunningham is Sarah
16 Rothschild, Gerald Johnson, and Natunji West.
17 Ms. West, I did pronounce that correctly?

18 MEMBER OF THE PUBLIC: No.

19 MS. WATKINS: No. She said no. Come on, tell
20 me what it is? I want to get it right.

21 MEMBER OF THE PUBLIC: Natunji.

22 MS. WATKINS: Natunji. Thank you. So you are
23 speaker No. 4, so if you can line up in that order.
24 Speaker No. 1, Royce Cunningham; speaker No. 2,



1 Sarah Rothschild; speaker No. 3, Gerald Johnson;
2 and then speaker No. 4, Natunji West.

3 Now I see five to be up there, coming up
4 there. Mr. Johnson? Somebody is Mr. Johnson?

5 MEMBER OF THE PUBLIC: Yes.

6 MS. De RUNTZ: Okay, there we go.

7 MEMBER OF THE PUBLIC: It's two Johnsons, one
8 is Gerald and one is Darryl.

9 MS. WATKINS: This is Gerald.

10 MEMBER OF THE PUBLIC: Just clarifying.

11 MS. WATKINS: Okay. So I'm going to -- don't
12 start talking yet. I'm going to sit down with my
13 timer, and then -- so actually Megan is going to
14 time you, which I just love.

15 You may begin.

16 MR. CUNNINGHAM: Good evening, everyone. You
17 guys hear me okay? I'm Royce Cunningham, and I am
18 the vice chair of the Dolittle LSC, and I am the
19 community representative on the LSC.

20 I'm speaking on behalf of the Dolittle
21 students. Those families have had their third
22 principal in four years. And I am also the
23 director of the Real Men Breed program in
24 collaboration with the neighborhood school and



1 Urban Rep Academy.

2 Those students are sharing some outdated
3 technology, computers. With over 300 students in
4 the building, they are down to 30 or 40 machines.
5 Breaks my heart to see the classes where they are
6 doubling up on computers.

7 It's imperative that this funding be used
8 to modernize the technology within these schools,
9 including Dolittle. Our students don't have the
10 chance, if they are unable to compete globally, if
11 they are not computer literate, it just won't
12 happen. With our room read program, we want to
13 read along with the students as they have their own
14 computers as some of the fluent (inaudible) and
15 when that end.

16 So in closing, please ensure that the
17 proper financial resources are allocated to the
18 schools such as Dolittle to make sure that these
19 students, that these neighborhood students, become
20 neighborhood leaders. We can't do it without the
21 proper resources. Thank you so much.

22 MS. WATKINS: Thank you, sir.

23 Ms. Rothschild.

24 MS. ROTHSCHILD: Hi. I work for CTU, and I was



1 the institutional liaison to the Chicago
2 Educational Facilities Task Force for the years
3 that that was in effect, and helped write the bill
4 that oversees facility planning and spending
5 management in CPS.

6 And this is one more example, year after
7 year, of gross violation of the law and complete
8 reckless spending and it's completely inequitable.
9 You haven't done any facility needs assessment
10 since 2014, so you don't even know the condition of
11 your buildings. There is no facility master plan
12 for the District, which is in complete violation of
13 state law. Why are you building annexes when there
14 are nearby schools with under enrollment and you
15 could just (inaudible).

16 Waters Elementary in Lincoln Square is
17 right next to Albany Park, which is losing students
18 because of charter expansion and because of
19 unaffordable housing issues. Children in Albany
20 Park are doubling up in their classes. They're
21 having to split level reading classes, and you're
22 giving annexes to wealthy schools just east of it.
23 That's completely inequitable.

24 Our neighborhood schools are crumbling.



1 They're full of rodents and infested. Yet you're
2 spending millions in programmatic investments in
3 elite tactical schools for the top students. There
4 are only three reasons schools ever get capital
5 support in Chicago: Gentrification, school
6 actions, and political clout. You're holding our
7 schools hostage for the benefit of developers and
8 to get the Mayor's supports reelected.

9 CPS should not move forward with this
10 Capital Plan until it complies with state law and
11 completes a comprehensive and democratically
12 developed educational facilities master plan.

13 MS. WATKINS: Thank you.

14 Mr. Johnson.

15 MR. JOHNSON: That's tough to follow.

16 Hi. My name is Gerald Johnson, I'm the
17 co-chair of the Devon High School LSC. I'm here
18 with our other LSC members. Devon High School is a
19 small high school on the southeast side of Chicago.
20 Small is not bad for us because all the teachers
21 know the students' names and we have a very
22 thriving community. We just recently ordered a
23 contract for the principal, Principal Horton, and
24 she has provided a very strong vision and dedicated



1 energy to where the growth of the school is heading
2 to.

3 Devon has a pre-energy program and
4 working machine shop, which is something unique to
5 the schools in the area. We are expanding with the
6 number of advanced placement classes and what we
7 are doing is changing our environment and ensuring
8 we're reflecting positive messages through our
9 parents, through facilities, and the attitude of
10 teachers, staff, and parents.

11 One of the things I didn't hear
12 addressed, maybe you can address this at some point
13 later, is when does the program start. When do you
14 actually start spending, when will you actually
15 start seeing the facilities change.

16 And the second thing, question posed,
17 also is who and how were the schools selected to
18 determine where these resources would go to.

19 That's all I got.

20 MS. WATKINS: Thank you so much.

21 Ms. West.

22 MS. WEST: Hello. I am the LSC chair for
23 Bronzeville Scholastic Institute, and I'm here to
24 speak on behalf of the school because we are a



1 boutique school. We are in the building of DuSable
2 High School, which is a historic building. It does
3 need upgrading, because I've been in the school
4 with my kids between the two, like, six years, and
5 there hasn't been any improvement in the building
6 at all. It's crumbling. And our kids need -- our
7 kids needs to be able to compete with the rest of
8 the world. And we're an IB school. So if we don't
9 have those resources and equipment to compete, how
10 can our kids even, as an IB school, how can they
11 compete with the world like they're supposed to.
12 They can't without the resources.

13 Thank you.

14 MS. WATKINS: Thank you very much.

15 I would like to now call Mary Long,
16 speaker No. 5. Hannah Hayes, speaker No. 6.
17 Keriesha Charleston, speaker No. 7. And Pamela
18 Smith, speaker No. 8. So Mary Long, Hannah Hayes.

19 Are you Ms. Hayes?

20 MS. HAYES: Yes.

21 MS. De RUNTZ: Keriesha Charleston, okay. And
22 Pamela Smith. Is Ms. Smith in line? Okay. There
23 you are. Thank you. And there is one behind you?
24 Okay, thank you. I just want to make sure I wasn't



1 missing anyone.

2 Please go ahead.

3 MS. LONG: Good evening. My name is Mary Long,
4 and I'm president of the Sacred Ground Ministries
5 and community partner with Hirsh High School. We
6 partnered with Hirsh in 2012 and we've worked with
7 the school administration since then providing
8 mentorship, tutoring, social services, parenting
9 support, volunteer support, and other services to
10 the administration, staff, students of Hirsh
11 Metropolitan High School. We know that you can't
12 do it all. We do our part as a community. But we
13 need the support of the Board in order for our
14 school to thrive.

15 I stand here representing a coalition of
16 residents, business owners, students, and parents
17 organized as the Greater Grand Crossing Strategic
18 Implementation Team. Our goal is revitalization of
19 our community and our neighborhood schools.

20 We need the Board to end the neglect we
21 suffer under. As I review your 2019 financial
22 plan, there are no plans to provide the Grand
23 Crossing community with the upgrades we need to
24 provide a quality education and our neighborhood



1 schools.

2 We hear repeated questions. The
3 community wants to go to Hirsh. That why should I
4 send my child to Hirsh? well, we answer loudly,
5 the residents of Grand Crossing has signed almost a
6 thousand petitions saying that they are tired of
7 traveling to and from long distance trying to get
8 their child to selected enrollment schools, and
9 that they would enroll in Hirsh High School when
10 the Board funds advanced placement classes and
11 qualified instructors, institute first responder
12 academy, build a fully functioning school library,
13 and provide a state of the art computer lab.

14 student athletes will enroll when the
15 Board funds a quality sports program with updated
16 equipment and skilled physical education staff.
17 students with technology --

18 MS. WATKINS: Ma'am, it's time.

19 MS. LONG: -- will enroll.

20 MS. WATKINS: Ms. Long, your time is up here.

21 Thank you.

22 MS. LONG: Can I get more one minute, please?

23 MS. WATKINS: No.

24 MS. LONG: Okay. So we are asking the Board --



1 MS. WATKINS: Ms. Long, I'm sorry, dear. Your
2 time is up. We can only give two minutes per
3 speaker. But you are welcomed to come afterwards
4 to talk to the individuals who are representing
5 here. So thank you so much.

6 MS. LONG: Thank you.

7 MS. WATKINS: Yes, ma'am.

8 Ms. Hayes.

9 MS. HAYES: My name is Hannah Hayes, I'm the
10 LSC community rep at Reavis Elementary Math and
11 science school. Like many schools in the south
12 side, we have waited far too long for facility
13 upgrades. In fact, we are called the math and
14 science specialty school, but we don't even have a
15 science lab. We virtually have no support with
16 that title.

17 while our teachers do the best they can,
18 we feel our students deserve more. Like other
19 people were saying, I felt very dismayed when I
20 first saw the Capital Improvement Plan because it
21 seemed like there was so much new construction,
22 building annexes, when there are so many
23 neighborhood schools on the south side, like
24 Reavis, that really need these repairs we have been



1 waiting for.

2 So we were notified that we are on the
3 list for repairs, so I do want to read some of
4 those off because I think these are shared by many
5 schools on the south side.

6 So initiative science lab, which I think
7 is (inaudible) for STEM schools. We have a lot of
8 health-related things which are tied to mechanical
9 repairs. Like air conditioners, like a lot of
10 other schools that do not have air conditioning in
11 working and we know that impacts our students'
12 health and learning. The gym is so badly in need
13 of repairs. We have mold coming from the ceiling.
14 Our plumbing is over 50 years old. There have been
15 very few updates. The faucets leak, so the
16 bathrooms are sometimes full of water and not
17 useable. Our engineer reported that our hot water
18 system, the circulating pump, the ventilation
19 system all is in need of repairs.

20 Our security system is so old that it's
21 pretty useless. So when you go to look at a
22 picture from the camera, you can't even see
23 anything, who is what. Our engineer also pointed
24 out that LED lamps would be very cost effective.



1 There's other things. But I want to say
2 I think the previous speaker wanted to say is that
3 we really hope that this Capital Improvement Plan
4 will benefit neighborhood schools on the south side
5 that have been overlooked for so long.

6 MS. WATKINS: Thank you.

7 MS. CHARLESTON: Yes. In 2013, 50 schools were
8 closed on the south and west sides, and those
9 children look like me. And now, five years later,
10 there are still schools that are on the south and
11 west side that are not getting money. I do not
12 understand why the Board continues to give it to
13 affluent schools and not the neighborhoods that
14 need it.

15 It doesn't make sense that the way you
16 can get a fair education with the Board is either
17 the way you look or where you live. And that is
18 not fair.

19 MS. WATKINS: Thank you.

20 Ms. Smith.

21 MS. SMITH: I live in the 7th ward. This
22 budget disproportionately favors the north side
23 Magnet, selective enrollment schools, whereas
24 schools that service black and brown students are



1 undercut and under funded.

2 For instance, in the one the heating is
3 sub par. The heating is either 100 or off on there
4 and the children and adults suffer nose bleeds. Or
5 faulty outlets, crumbling windowsills, things of
6 that nature. Security cameras that do not work.

7 We need support. We need resources for
8 all, all students, in the City of Chicago. And we
9 need an environment for all our students to be
10 educated. That is conducive to learning. Thank
11 you.

12 MS. WATKINS: Thank you.

13 Speaker 9, Debra Hass. Speaker 10,
14 Mr. Curtis, last name Bynum?

15 MR. BYNUM: You got it right.

16 MS. WATKINS: Thank you, sir.

17 Ms. Edwards? I can't read the first
18 name.

19 MS. EDWARDS: Yletha.

20 MS. WATKINS: Ms. Yletha Edwards, speaker 11.
21 And Jose -- is it Requene?

22 MR. REQUENE: Requene.

23 MS. WATKINS: Okay. Thank you. Speaker 12.

24 You may begin.



1 MS. HASS: Good evening. I'm Deb Hass,
2 speaking for Raise Your Hand for Illinois Public
3 Education. Regarding (inaudible), how did CPS come
4 to a decision? Where is the transparency? How is
5 it laid out to the public? To have a fair
6 framework based on needs, how did CPS engage the
7 community on these decisions?

8 CPS did not update their facility
9 assessments as required by law in 2017. This
10 information is vital to the public and to having a
11 solid plan. We are not against any school getting
12 the necessary repairs and upgrades they need. Most
13 schools have waited far too long for facility
14 upgrades from CPS.

15 what we are asking is for information on
16 how CPS chooses who has to wait and who doesn't.
17 Parents, schools, and the public deserve the right
18 to know this, and a more equitable framework where
19 every school that has a crumbling roof or failed
20 plumbing system is considered equal and worthy of
21 capital dollars. (Inaudible) CPS has \$3 million in
22 unmet capital needs for their existing buildings,
23 but 60 percent of their capital budget since 2011
24 spent on new construction or new programming. In



1 this budget, 33 and 36 million is going to needs at
2 existing schools, and 600 million is going to new
3 construction and programs.

4 why is CPS spending so much on new
5 construction when basic needs aren't being met? We
6 think CPS should halt new construction until they
7 improve their practice of community engagement and
8 transparent governance and should value the needs
9 of all students equally.

10 CPS must provide a transparent
11 explanation to the public on what factors they use
12 to determine which schools are priorities and which
13 schools get passed over for improvements. By law,
14 CPS is supposed to adhere to a long term facility
15 plan in developing with robust community input
16 regarding our students. When hundreds of millions
17 of public dollars are expended with no transparency
18 about the process and no oversight, that's a
19 problem. The CPS unelected Board of Education
20 should not vote on a capital plan, but instead
21 should engage in a transparent equitable process to
22 determine capital projects.

23 MS. WATKINS: Thank you.

24 Mr. Bynum.



1 MR. BYNUM: Yes, good evening. So real quick,
2 it just doesn't make sense. I'm looking at that a
3 total of \$564 million is being spent. And out of
4 that, 40 percent of that money is being spent on
5 the north side. Okay, that's fine. New math, I
6 get it, all right. But I want to say this point to
7 it. We are going to have an election coming 2019
8 and we know where this falls. This is clearly the
9 mayor's doing. So if the mayor doesn't see an
10 investment in this community, it's high time that
11 fool is out of office.

12 MS. WATKINS: Ms. Edwards.

13 MS. EDWARDS: Good evening. I am Yletha
14 Edwards. I'm a citizen of the south side Shore
15 Community. I am a teacher at Walt Disney Magnet
16 School, which is on the north side. My school is
17 great. We have great resources.

18 But I'm here because I'm concerned. I'm
19 concerned about the dis-investment in certain
20 communities and the prioritizing of funding in the
21 north and central communities versus the south and
22 west communities. This message has been ringing
23 clear all night long.

24 where I live schools are lacking



1 resources. I'm again concerned about this. The
2 south and west side schools has been always under
3 this mayor's misleadership are again being
4 shortchanged. The CPS CEO has called smaller
5 projects on the south and west sides in an equity
6 effort, but I think we know they are in fact
7 racist, classist, inadequate, and unfair.

8 when it's time for me to, of course,
9 send my child to school, I want a quality education
10 for my child. So we need an elected school board.
11 We need to invest in all students and all schools
12 so receiving an education that is fair for
13 everyone. And parents can feel good about sending
14 their child to a quality school for a quality
15 education.

16 MS. WATKINS: Mr. Requene, good evening.

17 MR. REQUENE: Thank you. I'm Jose Requene, I'm
18 a teacher assistant at Edwards Elementary. I want
19 to say my school is very fortunate. We're one of
20 the the schools that had an annex added to their
21 building, and it really alleviates our overcrowding
22 issue. It replaced four outdoor classroom modules
23 and satellite campus and it created a much better
24 culture, a lot more morale within the school.



1 Parents now drop off and pick up their kids with a
2 lot more comfort and a lot more pride.

3 But we have to be really honest about why
4 we got that annex in 2016, and that's putting
5 political pressure on Edward Burke, one of the
6 longest serving aldermen in the City of Chicago and
7 chair of the finance committee.

8 It was not an easy fight. Not every one
9 of the staff or faculty, parents or their children,
10 enjoyed this victory were able to stay on or get
11 credit for this. But the truth of these capital
12 budgets in Chicago is that they're political
13 budgets where the people on top pick the winners
14 and losers based on their immediate political
15 calculus.

16 The politics of Eddie Burke and, you
17 know, other people. Joe Berrios would push back on
18 the scrutiny that his office received. However, we
19 saw that, you know, the people of Chicago wants to
20 hold him to account and his office.

21 And -- I'm sorry. So I just want to say
22 to the citizens of Chicago, look to the finance
23 committee, to the aldermen that are going to be
24 running in 2019. Look to the leadership of the



1 finance committee, look at people whose tenure has
2 been around since Daley the first, since Mayor
3 Sawyer, since Harold Washington. Eddie Burke was
4 actually very active during Harold Washington's
5 tenure. He was there for Daley the second, and now
6 this other guy.

7 So who created the political culture that
8 favors these political budgets? And that's what I
9 would like everyone to think about when they go
10 vote in February 2019. Thank you.

11 MS. WATKINS: Thank you. Speaker 13, Guadalupe
12 Valerio. Speaker 14, Mayra Cuevas.

13 Am I pronounce that correctly?

14 MS. CUEVAS: Yes.

15 MS. WATKINS: Okay, thank you. Speaker 15,
16 Kimberly Henry. And speaker 16, Tiffany Harper.

17 Are you Ms. Harper at the end?

18 MS. HARPER: Yes.

19 MS. De RUNTZ: Okay. So go ahead, Ms. Cuevas.

20 MS. CUEVAS (Through Interpreter): Good
21 afternoon. My name is Mayra Cuevas and I'm a
22 president of the LSC and I'm here representing the
23 school Henry Clay.

24 And I'm to ask that the school gets



1 reparations. We have broken roofs, the bathrooms
2 need sanitation, and the kitchen. We don't have
3 air conditioner. The floor of the playroom is
4 broken, we have had lot of accidents because the
5 floor is broken, then the kids have broken their
6 arms and their legs. The gym's roof is falling,
7 especially when the kids exercise.

8 The windows of the classrooms are old and
9 they also need reparation. The restrooms of the
10 girls, the girls' restrooms don't have doors. And
11 we special request is that our buildings are in
12 good condition to represent our students.

13 MS. WATKINS: Thank you.

14 MS. CUEVAS: That's all.

15 MS. WATKINS: Thank you.

16 MS. Evans?

17 MS. WICKUM: Good afternoon. My name is Latoya
18 wickum (phonetic) and I'm a student or former
19 student at Henry Clay, and now I'm a current
20 student at Gwendolyn Brooks.

21 I want to go for Gwendolyn Brooks first.
22 Most of the money goes to the sports department
23 which I don't think is fair because the arts
24 department is messed up right now. It's always



1 been torn up, kids are tripping. we don't have
2 proper instruments. My teacher has to spend money
3 from his own pocket to repair instruments. which,
4 I mean, some people go for the profession of the
5 arts, and I don't think that is fair that just
6 athletics is supported. we ask what you spent your
7 money on.

8 So Clay, some things she didn't touch.
9 I'm a woman, I have something come every once in
10 while at the end of the month. I know you guys
11 can't provide that, but I would like if you guys
12 put like a metal bin to support stuff. Because I'm
13 sick and tired of girls throwing them up in the air
14 or trying to flush it down an already broken
15 toilet.

16 And the cafeteria, our school is like 100
17 years old, I think 101 now, and we have old pipes.
18 our, like, our walls are chipping. The playground,
19 kids, their school is on top of the slide, kids
20 stick their head up like because they're younger.
21 The towels from the playground are also like
22 falling off. kids trip, there are accidents every
23 day. I don't think that's good. It's not safe.

24 From you what guys keep talking about,



1 that it's warm, safe, and dry. I don't think it's
2 true when water leaks down from the gym. So I
3 wouldn't like this to be like a joke type of thing,
4 but I guess that's what the Board of Education
5 thinks of it.

6 MS. WATKINS: Thank you.

7 Ms. Harper.

8 MS. HARPER: My name is Tiffany Harper, I'm a
9 fifth grade gifted teacher at Beasley Academic
10 Center on 52nd and State Street.

11 Beasley used to be that light that shown
12 bright right across the street from the Robert
13 Taylor Homes back in the day, and I wish I could
14 have taught during those times. Beasley today,
15 that light is kind of dim. In fact, it's almost
16 made a 180 degree turn from the Beasley that I'm
17 constantly hearing about.

18 we have no playground, no music teacher,
19 yet we have this beautiful music room with all of
20 these instruments. We have a lovely industrial
21 arts room, yet no industrial arts teacher. In
22 fact, this room is used to hang up coats and
23 book bags.

24 we have a library but there is no



1 librarian, no library teacher, no library
2 resources. We have a dance room, yet there is no
3 dance teacher. In fact, due to the behavior, the
4 students thought it was a good idea to go in the
5 dance room and shatter the mirrors.

6 I am a fifth grade gifted teacher and
7 the gifted program there is actually dwindling. We
8 have no gifted curriculum. We have no curriculum.
9 This past year, thank God for donors' shoes and
10 other companies that feel our pain and generous
11 donors outside of the educational realm, I was able
12 to teach reading, math, through novel sets,
13 Chromebooks, pens, pencils. The list goes on and
14 on and on. I'm that teacher that walks into Office
15 Depot and says, "Hi, I'm a teacher. Is there
16 anything you can donate to my class? We have
17 nothing."

18 I know about the great resources in the
19 past because they're still in my room, dated 1988.

20 Perhaps this panel could go back to the
21 decision makers and relay the message to invest
22 money to all students at all schools. And that map
23 that you shown just a minute ago with the Chicago
24 map with the dots? Perhaps maybe this little one



1 here can shade it all in blue so all schools
2 receive what we need. Thank you.

3 MS. WATKINS: Thank you. May I just make sure?
4 Ms. Henry, Kimberly Henry?

5 MEMBER OF THE PUBLIC: She's declining.

6 MS. WATKINS: She's declining. Okay. I just
7 wanted to make sure I didn't miss anyone. Thank
8 you.

9 We will start with speaker 17, LaTonya
10 Gordon. Speaker 18, Brenda Pious.

11 Did I say that correctly? I hope I did.

12 MS. PIOUS: Pious.

13 MS. WATKINS: Pious, thank you. Speaker 19,
14 Shakia Smith. And speaker 20, David Vanis.

15 MR. VANIS: I decline.

16 MS. WATKINS: And Mr. David Vanis. Thank you
17 so much, sir.

18 Yes, ma'am.

19 MS. GORDON: Good evening. I grew up in the
20 9th ward, I bought my home in the 9th ward, I work
21 in the 9th ward, and I am a product of Chicago
22 Public Schools.

23 So I think I have enough background
24 knowledge to know what I have seen over the years.



1 I've been with Chicago Public Schools for over 20
2 years. I've been in many buildings from the south
3 side to the east side to the west side. Never on
4 the north side. The conditions and status of some
5 of the schools, be it because they are closed or
6 horrible in conditions, affect property values. I
7 live in that ward, so it does affect my property
8 value as well.

9 Schools are a reflection of the
10 communities and the children that they serve.
11 While my school is awesome, and it really is, it
12 really is, it's a diamond in the rough so to speak,
13 but all students should have access to the same
14 resources that the 40 percent is going towards in
15 the other communities. There is not only a racial
16 divide but a classism divide that perpetuates
17 segregation across the city that dates back years
18 before I was even born, and I'm 45.

19 Just like they say cleanliness is next to
20 godliness, a good clean environment with adequate
21 and appropriate resources that are not outdated is
22 crucial for a positive learning environment that
23 affects our students. Thank you.

24 MS. WATKINS: Thank you. Ms. Pious.



1 MS. PIOUS: Hello, and thank you for the
2 invitation to come and speak today. I'm the newly
3 elected chair of Nicholson STEM Academy.

4 I'm not familiar with all of the concerns
5 of the school, but I'm learning every day what
6 those are. I know that security is an issue. An
7 air conditioning unit and heating unit, and just
8 other basic things that come with wear and tear of
9 a building.

10 But I do stand in solidarity with
11 everyone here who has spoken. I can appreciate
12 your concerns, and I do stand with you and I thank
13 you for the time.

14 MS. WATKINS: Thank you.

15 Ms. Smith.

16 MS. SMITH: Hello. My name is Shakia Smith. I
17 am an educator, taxpayer here in Chicago, and
18 product of Chicago Public Schools.

19 I think it unfair that I have had to
20 travel to three different states in order to get a
21 proper education because I can't get it here in
22 Chicago. I think that it sets the students in my
23 neighborhood at disadvantages that they can't
24 receive the same resources as the students on the



1 north side and west side because they look like me
2 and not like others. I just was hoping that you
3 guys would really think about what is the right
4 thing to do and not just what is your job, and make
5 sure everybody is getting an equitable education
6 and the funding they need.

7 Our students want to be successful just
8 like you guys are sitting up here, and it's on and
9 off and unfair that you just become a security at
10 McDonald's or WalMart or chip policy. So I just
11 request that you guys give our students the same
12 type of funding that you would want your children
13 to have.

14 MS. WATKINS: The next speakers, speaker 21,
15 Rodney Brooks. Speaker 22, Michael E. Brunson.
16 Speaker 23, Edward Ford. And speaker 24, Jose
17 Garza.

18 Thank you.

19 MR. BROOKS: Good evening. My name is Rodney
20 Brooks, I am the LSE chair of secondary at Cook,
21 8150 Bishop Street.

22 My concern is when I looked at the budget
23 that -- I'm kind of echoing what most have spoken
24 on this evening, that what is CPS doing to ensure



1 that not only money is being allotted to the
2 schools, but it's been allotted to those that need
3 it most. Again, thankfully we've had the fortune
4 to have Ms. Janet Jackson to come over to Cook in
5 2016 and she ensured that we got a science lab at
6 the school over the summer last year. Also,
7 currently, Spaces to Grow has helped to create a
8 new play space, a community space for us behind
9 Cook School that is in progress at the moment
10 through the work of our interim (inaudible)
11 Ms. Carol Short and the current, Dr. Esses.

12 But we are a long way from where we need
13 to be to ensure that our students are better
14 served. Bathrooms definitely are in disrepair.
15 And I am a proponent of the CPS school system. I
16 came from the school system, both elementary and
17 high schools.

18 But there is a piece that I feel is
19 missing in addition to the STEM that CPS is
20 pushing. There is an arts and music piece that I
21 think would go hand in hand with that STEM piece to
22 ensure a well-rounded student, well-rounded
23 children. And as a parent, speaking from
24 experience, I'm transporting my senior across town



1 to a selective enrollment school because the
2 opportunities in the neighborhood, in the
3 communities, just don't offer what I feel my child
4 deserve as a student.

5 MS. WATKINS: Thank you.

6 Mr. Brunson.

7 MR. BRUNSON: Hello, everyone. I know all the
8 money is going up north and other places like that
9 and it's not enough going here. Now, I done have
10 three choices of where to go. But I decided come
11 with the (inaudible) and that's right here with
12 these people right here. And I'm glad to see we
13 have fellow teachers here, I have fellow members in
14 red over here, and I see Action Now over here in
15 blue. You're always heading down for our community
16 and everything. So I want everyone to give
17 everybody a hand who come up and stood up here with
18 me, because this is where you're going to get
19 things to work.

20 Now, I just wish I had been there when
21 you put that budget together. Because I see you
22 putting things in STEM. One thing about STEM is
23 every time you think about STEM you think about
24 computer programing and the IT and all of that.



1 But we need people, we need plumbers, we need
2 carpenters, we need to work with leather. We need
3 people who know how to build things so we can
4 rebuild our neighborhood.

5 So I'm hoping that you can put some of
6 that towards that and not everything towards
7 computer. And that is one thing.

8 The other thing is I go to a lot of the
9 schools around here, and I can tell you there are
10 not enough adults in these schools. So if you can
11 put some more money in things like restorative
12 justice practices, and if you come, I can give you
13 all the help you need on that. We need to be
14 concerned about the conditions of our schools
15 because there's too much violence in some of them.
16 Kids are fighting each other. They are attacking
17 our members. And we got parents coming in the
18 school trying to settle scores.

19 So I need you to keep all these important
20 things up front, okay. And the next time you all
21 put a budget together, you all know how to get in
22 touch with me. Call me, I'll help you out. Thank
23 you very much.

24 MS. WATKINS: Thank you.



1 Mr. Ford.

2 MR. FORD: Good evening, ladies and gentlemen.
3 My name is Edward Ford. I'm a proud parent. I
4 have a 5th grader now at (inaudible). Proud to say
5 that every time I say it.

6 with that being said, for us outside on
7 (inaudible) the board with this custody work out
8 hard over there. They don't have much. I'm hoping
9 that we get a lot and I'm hoping that they can
10 start from working their way down to everybody on
11 the south side to get that funding.

12 I'm not going to beat CPS up right now
13 because the governor got to be got right now to
14 pass a budget. And, you know, pass the budget now.
15 So I know it put CPS in restraint about what you
16 can and cannot do. But I do want to see some
17 improvement, and part of me is coming up to see how
18 well they do spend our money on our children and
19 hopefully everything work out fine.

20 I don't want to say, like I say, I don't
21 want to beat up on you all too much because you all
22 just got the money and you all haven't placed it
23 nowhere yet to our liking. So I want to see that
24 first, and then I'll comment about the budget plan



1 itself.

2 MS. WATKINS: Thank you, sir.

3 Mr. Garza.

4 MR. GARZA: Hello, Dr. Watkins. Good to see
5 you.

6 MS. WATKINS: Good evening.

7 MR. GARZA: I'm the LSC chair at (inaudible)
8 and I came here to thank you because we are in line
9 for new Internet upgrades and new computers and new
10 iPads. We are not listed on the list of schools
11 receiving it, but this is what I've heard. So I
12 come here to thank you for that.

13 I'd also like to say that we need an
14 updated playground. Our tiles are falling apart
15 and it's a safety concern for many of the parents.
16 And we need a new cafeteria. It's outdated and has
17 many safety concerns associated with it.

18 So I'm hoping, if there is money that is
19 rejected or not wanted from the north side, it
20 would be channeled our way, because you can be sure
21 we need that much.

22 And also, the vice chair at George
23 Washington High School, and I came here to thank
24 you for the work that's going to be done there.



1 We're getting new roof, which is fantastic. Our
2 students are had to suffer from mold issues with
3 the school for many years. And this came about
4 because our students civics group engaged Board of
5 Education on the roof, and it was great that they
6 were heard and action was taken. So thank you for
7 that.

8 We are also getting pool repairs, which
9 we are grateful for, and a new science lab. So
10 thank you very much for what you're doing for
11 Network 13 in regard to (inaudible) and George
12 Washington High School.

13 MS. WATKINS: Thank you. Now, speaker 25,
14 Ms. Baker. I can't read the name.

15 Is that you? Tell me your name.

16 MS. BAKER: Sharon Baker.

17 MS. WATKINS: Sharon Baker.

18 MS. BAKER: Yes. I was scribbling, I'm sorry.

19 MS. WATKINS: I'm going to give you a D in
20 handwriting.

21 MS. BAKER: And now that you said that, that's
22 how our kids are because you all are not doing what
23 you're supposed to be doing.

24 MS. WATKINS: I'm just playing with you,



1 Ms. Baker.

2 MS. BAKER: And I'm playing with you, too. I
3 hope so because I say playing with you, it was just
4 smoke.

5 MS. WATKINS: So wait, wait, wait. Hold on one
6 second.

7 So speaker 25 -- that will teach me, I
8 won't play with anybody else. Darryl Johnson is
9 speaker 26. And Tanya watts, you're speaker 27.

10 Go ahead.

11 MS. BAKER: Thank you. First of all, I want to
12 apologize to you. I'm not saying it to be
13 offensive, but that's how it felt. And second, to
14 give me two minutes to speak is not enough.

15 First of all, we come here to come out
16 because our kids are crying. You know, we on the
17 south side. Look here. On the north side, they
18 don't have to come out. And if you look at that
19 budget, that budget is not for us over here. You
20 pick out what you want and do what you want. Why
21 don't you ask us? Have a round table and ask what
22 we want.

23 These kids are crying for education. We
24 got a budget from the year I was born, 1976. I



1 know the schools has still got to give us the
2 chance to make it. The world is -- we want to be
3 there to take care of our kids as well as you take
4 care of yours. It takes a village to raise a
5 child. We need it. We crying. Can you please
6 help us.

7 MS. WATKINS: Thank you.

8 Mr. Johnson.

9 MR. JOHNSON: Good afternoon. My name is
10 Darryl Johnson. I am the chairperson at Corliss
11 High School. I'm also the parent of a senior at
12 Corliss High School and a product of CPS.

13 I have a bunch of concerns. I know I
14 only got three minutes. I heard some of the other
15 speakers speak before me, and one of the things
16 that I was taken aback by was when I registered my
17 daughter in Corliss, there is a charter school in
18 the same building. You know, you got a charter
19 school, Corliss High School right there in the
20 building. And I think that is a total disservice
21 to the community, you know, to have those schools
22 there together. You know, it makes no sense.
23 They're in the same building. They got the same,
24 you know, line going down the middle of the gym



1 where Butler got this side of the gym, Corliss got
2 this side of the gym. They got a swimming pool
3 that they talking about converting into a garden,
4 you know.

5 I also heard somebody speak about
6 technical stuff in schools. We need to get back to
7 that carpenter, electrical work, brick laying,
8 anything where a person can come out of high school
9 and go directly to work. All of our children are
10 not college bound. They are students, you know.
11 It's a fact.

12 One of the things -- and another thing, I
13 drove on my way over here I saw them breaking
14 ground for this multitude high school over here
15 right there in Roslyn where I went to high school
16 at, and I can't understand what makes them think
17 putting three high schools together in one building
18 is going to work. You ain't going to have nothing
19 but violence. You got kids crossing over into
20 other areas, it's not going to work. I guarantee
21 you within five years it's going to be an empty
22 warehouse.

23 MS. WATKINS: Thank you.

24 MS. Watts.



1 MS. WATTS: Good evening. My name is Tanya
2 Watts. I am a (inaudible) of the 7th Ward, and I'm
3 part of the LSC for Coles Elementary located at
4 8441 South Phillips.

5 My concern is that I've been on this LSC
6 for a while I'm also a product of (inaudible)
7 school. I don't understand how you all every year
8 take away the budget for teachers or assistant
9 principals. We don't have enough teachers to help
10 teach the children what they need to learn and how
11 they need to learn. So many children are in one
12 classroom with one teacher. Teachers can't teach
13 50 children in one class. They don't have teachers
14 since -- we don't have the proper supplies to help
15 our kids get the education that they need. I don't
16 know how that goes.

17 Also, I saw on the budget where you all
18 are supposed to help with the parking lot or the
19 areas. Kids trip, fall. It's unlevel. Our
20 parking lot is not level at all. You have a hill
21 on one side then you have a big huge pothole on the
22 other side. So I just don't understand why they do
23 that.

24 I just want to see our schools and our



1 kids get better funding, better education, just as
2 just the same thing everyone else is saying. It's
3 just not fair.

4 MS. WATKINS: Thank you.

5 That does conclude the public speaking
6 portion.

7 MEMBER OF THE PUBLIC: Can I sign up?

8 MS. WATKINS: I'm sorry. The sign up ended at
9 6:30.

10 MEMBER OF THE PUBLIC: (Speaking Spanish).

11 MS. WATKINS: So thank you all for coming. I
12 am again speaking on behalf of all of the chiefs
13 for the networks when I say we really do appreciate
14 you coming. I know that if you have further
15 comments, I'm not sure if there are -- if there are
16 cards. There are cards.

17 MEMBER OF THE PUBLIC: Why can't he speak? We
18 are supposed to be here until 8:00.

19 MS. WATKINS: He was the last speaker who
20 signed up and the sign up time is 6:30.

21 MEMBER OF THE PUBLIC: It is difficult to get
22 to these meetings. We come from all over the place
23 to get to these meetings. You guys have it so
24 difficult to have --



1 MS. WATKINS: So thank you very much for that
2 comment. I appreciate your presence. Have a great
3 evening. If you would like to speak to anyone
4 here, you're welcome to do that, sir. Thank you.

5 (which were all the
6 proceedings had in the above
7 cause this date and time.)
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24



1 STATE OF ILLINOIS)

2) SS:

3 COUNTY OF C O O K)

4

5 April T. Hansen, being first duly sworn
6 on oath, says that she is a court reporter doing
7 business in the City of Chicago, and that she
8 reported in shorthand the proceedings of said
9 meeting, and that the foregoing is a true and
10 correct transcript of her shorthand notes so taken
11 as aforesaid, and contains the excerpts of
12 proceedings given at said meeting.

13 IN TESTIMONY WHEREOF: I hereunto set my
14 verified digital signature this 7th day of August,
15 2018.

16 

17
18 Illinois Certified Shorthand Reporter

19

20

21

22

23

24



<hr/> \$ <hr/>	2013 21:7	<hr/> 7 <hr/>	affect 34:6,7	Baker 42:14,16,17,18,21 43:1,2,11	Bronzeville 15:23
\$1 9:8	2014 13:10	7 16:17	affects 34:23	Barbara 2:21	Brooks 29:20,21 36:15,19, 20
\$1.8 7:5	2016 27:4 37:5	7th 21:21 46:2	affluent 21:13	based 23:6 27:14	brown 21:24
\$138 8:20	2017 23:9	<hr/> 8 <hr/>	afternoon 28:21 29:17 44:9	basic 24:5 35:8	Brunson 36:15 38:6,7
\$16 9:7	2018 5:20	8 16:18	ahead 3:15 17:2 28:19 43:10	bathrooms 20:16 29:1 37:14	budget 5:5,10,20 8:3,11,20 9:3 21:22 23:23 24:1 36:22 38:21 39:21 40:14,24 43:19,24 46:8,17
\$25 9:6	2019 8:3 17:21 25:7 27:24 28:10	8150 36:21	air 6:10 20:9,10 29:3 30:13 35:7	Beasley 31:9,11,14,16	budget also 8:15,22 9:5
\$3 23:21	2020 8:1	8441 46:4	alarms 6:15	beat 40:12,21	Budgeting 2:20
\$336 8:11	21 36:14	8:00 3:22 47:18	Albany 13:17,19	beautiful 10:11 31:19	budgets 27:12,13 28:8
\$339 8:15	22 36:15	<hr/> 9 <hr/>	Alderman 3:3,4,5	begin 3:21 11:15 22:24	build 5:16 18:12 39:3
\$46 9:3	23 36:16	9 2:7 22:13	aldermen 27:6,23	behalf 2:6,7,9 11:20 15:24 47:12	building 6:8,11,13,19 8:6,23 12:4 13:13 16:1,2,5 19:22 26:21 35:9 44:18,20,23 45:17
\$50 8:24	24 36:16	90 6:12	alleviates 26:21	behavior 32:3	buildings 7:14 13:11 23:22 29:11 34:2
\$564 25:3	25 42:13 43:7	9th 33:20,21	allocated 9:11 12:17	beneficial 10:2	bunch 44:13
\$853 5:20	26 43:9	<hr/> A <hr/>	allotted 37:1,2	benefit 14:7 21:4	Burke 27:5,16 28:3
\$88 8:22	27 43:9	aback 44:16	allowed 4:12	Berrios 27:17	business 17:16
\$989 5:18 8:2,3	<hr/> 3 <hr/>	absence 2:7,8	annex 26:20 27:4	big 46:21	Butler 45:1
<hr/> 1 <hr/>	3 10:4 11:1	AC 6:17	annexes 13:13,22 19:22	bill 13:3	Bynum 22:14,15 24:24 25:1
1 10:3,8,24	30 12:4	academic 5:16 6:4,9 7:6,13 31:9	apologize 43:12	billion 7:5	<hr/> C <hr/>
10 22:13	300 12:3	academy 12:1 18:12 35:3	area 15:5	bin 30:12	cafeteria 30:16 41:16
100 22:3 30:16	33 24:1	access 5:15 6:1 9:14 34:13	areas 9:12 45:20 46:19	Bishop 36:21	calculus 27:15
101 30:17	36 24:1	accidents 29:4 30:22	arms 29:6	bit 3:8	call 9:21 10:4 16:15 39:22
11 2:10 3:18 10:1 22:20	<hr/> 4 <hr/>	account 27:20	art 7:17 8:17 9:13 18:13	black 21:24	called 4:3 19:13 26:4
12 2:8 22:23	4 10:4,23 11:2	acknowledge 3:3	arts 29:23 30:5 31:21 37:20	bleeds 22:4	camera 20:22
13 2:5 28:11 42:11	40 12:4 25:4 34:14	acquisitions 9:8	assessment 13:9	blue 33:1 38:15	campus 26:23
14 28:12	45 34:18	action 38:14 42:6	assessments 23:9	board 17:13,20 18:10,15, 24 21:12,16 24:19 26:10 31:4 40:7 42:4	capital 2:11,17 3:9 4:5,17 5:2,5,10,12,15,19, 20,21 6:13,21 7:6,23 8:3,7,9,11,20 9:3,7, 11 14:4,10 19:20 21:3 23:21,22,23 24:20,22 27:11
15 28:15	<hr/> 5 <hr/>	actions 14:6	assistant 26:18 46:8	bonding 8:1	cards 4:17 9:22 47:16
150 5:13	5 16:16	active 28:4	athletes 18:14	bonds 5:11	care 44:3,4
16 28:16	50 20:14 21:7 46:13	added 26:20	athletics 30:6	book 31:23	Carol 37:11
17 33:9	52nd 31:10	addition 37:19	attacking 39:16	born 34:18 43:24	carpenter 45:7
18 33:10	5th 40:4	additional 4:21 8:8 9:9	attitude 15:9	bought 33:20	carpenters 39:2
180 31:16	<hr/> 6 <hr/>	address 7:11 15:12	audience 2:20	bound 45:10	ceiling 20:13
19 33:13	6 16:16	addressed 15:12	awesome 34:11	boutique 16:1	
1976 43:24	60 23:23	adequate 34:20	<hr/> B <hr/>	breaking 45:13	
1988 32:19	600 24:2	adhere 24:14	back 6:23 27:17 31:13 32:20 34:17 45:6	Breaks 12:5	
<hr/> 2 <hr/>	6:00 3:21	adjourned 4:2	background 33:23	Breed 11:23	
2 10:3,24	6:30 47:9,20	administration 17:7,10	bad 14:20	Brenda 33:10	
20 3:11 10:8 33:14 34:1		adults 22:4 39:10	badly 20:12	brick 45:7	
2011 23:23		advanced 15:6 18:10	bags 31:23	bright 31:12	
2012 17:6				broken 29:1,4,5 30:14	



<p>Center 31:10</p> <p>central 25:21</p> <p>CEO 26:4</p> <p>chair 11:18 15:22 27:7 35:3 36:20 41:7,22</p> <p>chairperson 44:10</p> <p>chance 12:10 44:2</p> <p>change 15:15</p> <p>changing 15:7</p> <p>channeled 41:20</p> <p>Charleston 16:17,21 21:7</p> <p>charter 13:18 44:17,18</p> <p>Cheryl 2:4</p> <p>Chicago 2:13 5:18 13:1 14:5, 19 22:8 27:6,12,19, 22 32:23 33:21 34:1 35:17,18,22</p> <p>Chief 2:4,7,8,9,17,18 3:18 5:1</p> <p>chiefs 47:12</p> <p>child 18:4,8 26:9,10,14 38:3 44:5</p> <p>children 13:19 21:9 22:4 27:9 34:10 36:12 37:23 40:18 45:9 46:10,11, 13</p> <p>chip 36:10</p> <p>chipping 30:18</p> <p>choices 38:10</p> <p>chooses 23:16</p> <p>Chromebooks 32:13</p> <p>circulating 20:18</p> <p>citizen 25:14</p> <p>citizens 27:22</p> <p>city 22:8 27:6 34:17</p> <p>civics 42:4</p> <p>claim 3:17</p> <p>clarifying 11:10</p> <p>class 32:16 46:13</p> <p>classes 12:5 13:20,21 15:6 18:10</p> <p>Classical 6:3 8:19 9:16</p> <p>classism 34:16</p> <p>classist 26:7</p> <p>classroom 26:22 46:12</p>	<p>classrooms 29:8</p> <p>Clay 28:23 29:19 30:8</p> <p>clean 34:20</p> <p>cleanliness 34:19</p> <p>clear 25:23</p> <p>close 3:19</p> <p>closed 21:8 34:5</p> <p>closing 12:16</p> <p>clout 14:6</p> <p>co-chair 14:17</p> <p>coalition 17:15</p> <p>coats 31:22</p> <p>Coles 46:3</p> <p>collaboration 11:24</p> <p>college 45:10</p> <p>comfort 27:2</p> <p>comment 9:20 40:24</p> <p>comments 4:6 47:15</p> <p>committee 27:7,23 28:1</p> <p>communities 25:20,21,22 34:10, 15 38:3</p> <p>community 11:19 14:22 17:5,12, 19,23 18:3 19:10 23:7 24:7,15 25:10, 15 37:8 38:15 44:21</p> <p>companies 32:10</p> <p>compete 12:10 16:7,9,11</p> <p>complete 13:7,12</p> <p>completely 13:8,23</p> <p>completes 14:11</p> <p>complies 14:10</p> <p>comprehensive 14:11</p> <p>computer 12:11 18:13 38:24 39:7</p> <p>computers 12:3,6,14 41:9</p> <p>computing 7:7,19 9:2</p> <p>concern 36:22 41:15 46:5</p> <p>concerned 25:18,19 26:1 39:14 41:17</p> <p>concerns 7:12 35:4,12 44:13</p> <p>conclude 47:5</p> <p>concluded 3:23</p> <p>concludes 9:18</p>	<p>condition 13:10 29:12</p> <p>conditioner 29:3</p> <p>conditioners 20:9</p> <p>conditioning 6:11 20:10 35:7</p> <p>conditions 34:4,6 39:14</p> <p>conductive 22:10</p> <p>consideration 7:16</p> <p>considerations 7:11</p> <p>considered 23:20</p> <p>constantly 31:17</p> <p>construction 2:18 5:2,7 19:21 23:24 24:3,5,6</p> <p>contingencies 8:7</p> <p>contingency 9:9</p> <p>continues 21:12</p> <p>contract 14:23</p> <p>controls 6:11</p> <p>converting 45:3</p> <p>Cook 36:20 37:4,9</p> <p>Corliss 44:10,12,17,19 45:1</p> <p>correctly 10:17 28:13 33:11</p> <p>cost 20:24</p> <p>couple 2:14</p> <p>covers 7:23</p> <p>CPS 4:15,17 5:5,13,14,18 13:5 14:9 23:3,6,8, 14,16,21 24:4,6,10, 14,19 26:4 36:24 37:15,19 40:12,15 44:12</p> <p>CPS's 5:10</p> <p>CPS.EDU/ CAPITALPLAN 4:20</p> <p>create 37:7</p> <p>created 26:23 28:7</p> <p>credit 27:11</p> <p>critical 6:8,19 7:4,5</p> <p>crossing 17:17,23 18:5 45:19</p> <p>crucial 34:22</p> <p>crumbling 13:24 16:6 22:5 23:19</p> <p>crying 43:16,23 44:5</p> <p>CTU 12:24</p> <p>Cuevas 28:12,14,19,20,21</p>	<p>29:14</p> <p>culture 26:24 28:7</p> <p>Cunningham 10:10,15,24 11:16, 17</p> <p>current 29:19 37:11</p> <p>curriculum 32:8</p> <p>Curtis 22:14</p> <p>custody 40:7</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>Daley 28:2,5</p> <p>dance 32:2,3,5</p> <p>Darryl 11:8 43:8 44:10</p> <p>dated 32:19</p> <p>dates 34:17</p> <p>daughter 44:17</p> <p>David 33:14,16</p> <p>day 30:23 31:13 35:5</p> <p>Days 2:8</p> <p>De 2:16 4:24 5:1 11:6 16:21 28:19</p> <p>deaf 2:24</p> <p>dear 19:1</p> <p>Deb 23:1</p> <p>Debra 22:13</p> <p>decades 5:22 8:10</p> <p>decided 38:10</p> <p>decision 23:4 32:21</p> <p>decisions 23:7</p> <p>decline 33:15</p> <p>declining 33:5,6</p> <p>dedicated 14:24</p> <p>deferred 6:6</p> <p>degree 31:16</p> <p>democratically 14:11</p> <p>department 29:22,24</p> <p>Depot 32:15</p> <p>Deputy 2:17 3:17 5:1</p> <p>deserve 19:18 23:17 38:4</p> <p>details 4:21</p> <p>determine 15:18 24:12,22</p> <p>developed 14:12</p>	<p>developers 14:7</p> <p>developing 24:15</p> <p>devices 6:1 9:14</p> <p>Devon 14:17,18 15:3</p> <p>diamond 34:12</p> <p>difficult 47:21,24</p> <p>dim 31:15</p> <p>directly 45:9</p> <p>director 2:20 11:23</p> <p>dis-investment 25:19</p> <p>disadvantages 35:23</p> <p>dismayed 19:19</p> <p>Disney 25:15</p> <p>disproportionately 21:22</p> <p>disrepair 37:14</p> <p>disservice 44:20</p> <p>distance 18:7</p> <p>District 5:6,11 6:13 7:5 9:12 13:12</p> <p>District-wide 9:1</p> <p>diverse 6:20</p> <p>divide 34:16</p> <p>Dolittle 11:18,20 12:9,18</p> <p>dollars 23:21 24:17</p> <p>donate 32:16</p> <p>donors 32:11</p> <p>donors' 32:9</p> <p>doors 29:10</p> <p>dots 9:16 32:24</p> <p>doubling 12:6 13:20</p> <p>drop 27:1</p> <p>drove 45:13</p> <p>dry 6:6 7:1,3,13 31:1</p> <p>due 32:3</p> <p>Dusable 16:1</p> <p>dwindling 32:7</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>earlier 3:23</p> <p>earned 5:17</p> <p>east 13:22 34:3</p>	<p>easy 27:8</p> <p>echoing 36:23</p> <p>ed 6:3</p> <p>Eddie 27:16 28:3</p> <p>educated 22:10</p> <p>education 5:23 6:7,21 7:1,15 17:24 18:16 21:16 23:3 24:19 26:9,12, 15 31:4 35:21 36:5 42:5 43:23 46:15 47:1</p> <p>educational 13:2 14:12 32:11</p> <p>educator 10:12 35:17</p> <p>Edward 27:5 36:16 40:3</p> <p>Edwards 22:17,19,20 25:12, 13,14 26:18</p> <p>effect 13:3</p> <p>effective 20:24</p> <p>effort 26:6</p> <p>elected 26:10 35:3</p> <p>election 25:7</p> <p>electrical 45:7</p> <p>elementary 13:16 19:10 26:18 37:16 46:3</p> <p>elite 14:3</p> <p>empty 45:21</p> <p>end 3:22 12:15 17:20 28:17 30:10</p> <p>ended 47:8</p> <p>energy 15:1</p> <p>engage 23:6 24:21</p> <p>engaged 42:4</p> <p>engagement 24:7</p> <p>engineer 20:17,23</p> <p>enjoyed 27:10</p> <p>enroll 18:9,14,19</p> <p>enrollment 6:21 13:14 18:8 21:23 38:1</p> <p>ensure 7:11,16 12:16 36:24 37:13,22</p> <p>ensured 37:5</p> <p>ensuring 15:7</p> <p>envelope 6:11 8:13</p> <p>environment 15:7 22:9 34:20,22</p> <p>environmental 7:12</p>
--	---	--	---	--	---



<p>equal 23:20</p> <p>equally 24:9</p> <p>equate 8:2</p> <p>equipment 16:9 18:16</p> <p>equitable 23:18 24:21 36:5</p> <p>equity 26:5</p> <p>Esses 37:11</p> <p>Evans 29:16</p> <p>evening 2:1,2 3:21 11:16 17:3 23:1 25:1,13 26:16 33:19 36:19, 24 40:2 41:6 46:1</p> <p>exercise 29:7</p> <p>existing 5:8 23:22 24:2</p> <p>expanding 15:5</p> <p>expansion 6:1,3 8:18,19 9:15, 16 13:18</p> <p>expended 24:17</p> <p>expenditures 7:24 9:11</p> <p>experience 37:24</p> <p>experiencing 7:21</p> <p>explanation 24:11</p> <p>exterior 8:12</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>facilities 13:2 14:12 15:9,15</p> <p>facility 7:18 8:4,12 13:4,9, 11 19:12 23:8,13 24:14</p> <p>fact 19:13 26:6 31:15,22 32:3 45:11</p> <p>factors 24:11</p> <p>faculty 27:9</p> <p>failed 23:19</p> <p>fair 21:16,18 23:5 26:12 29:23 30:5 47:3</p> <p>fall 46:19</p> <p>falling 29:6 30:22 41:14</p> <p>falls 25:8</p> <p>familiar 35:4</p> <p>families 11:21</p> <p>fantastic 42:1</p> <p>faucets 20:15</p> <p>faulty 22:5</p>	<p>favours 21:22 28:8</p> <p>February 28:10</p> <p>feedback 4:18</p> <p>feel 19:18 26:13 32:10 37:18 38:3</p> <p>Felecia 2:6</p> <p>fellow 38:13</p> <p>felt 19:19 43:13</p> <p>field 6:17</p> <p>fields 9:5</p> <p>fight 27:8</p> <p>fighting 39:16</p> <p>fill 4:16</p> <p>finance 7:23 27:7,22 28:1</p> <p>financial 5:14 12:17 17:21</p> <p>fine 25:5 40:19</p> <p>fire 6:14</p> <p>flashes 10:7</p> <p>floor 29:3,5</p> <p>fluent 12:14</p> <p>flush 30:14</p> <p>follow 14:15</p> <p>follow-up 4:14,16</p> <p>fool 25:11</p> <p>Force 13:2</p> <p>Ford 36:16 40:1,2,3</p> <p>fortunate 26:19</p> <p>fortune 37:3</p> <p>forward 14:9</p> <p>framework 23:6,18</p> <p>free 6:2 8:18 9:15</p> <p>front 39:20</p> <p>full 4:17 14:1 20:16</p> <p>full-day 6:2 8:18 9:15</p> <p>fully 18:12</p> <p>functioning 18:12</p> <p>funded 5:10 8:8 9:9 22:1</p> <p>funding 5:11,15,19 8:1,24 12:7 25:20 36:6,12 40:11 47:1</p> <p>funds 5:5 18:10,15</p>	<p>future 7:21</p> <p>FY 5:20 7:24 8:3</p> <p>FY19 5:10,16,19 7:23 8:11,20 9:3,10</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>garden 45:3</p> <p>Garza 36:17 41:3,4,7</p> <p>generous 32:10</p> <p>gentlemen 40:2</p> <p>Gentrification 14:5</p> <p>geographically 6:20</p> <p>George 41:22 42:11</p> <p>Gerald 10:16 11:1,8,9 14:16</p> <p>gifted 31:9 32:6,7,8</p> <p>girls 29:10 30:13</p> <p>girls' 29:10</p> <p>give 3:8 19:2 21:12 36:11 38:16 39:12 42:19 43:14 44:1</p> <p>giving 13:22</p> <p>glad 38:12</p> <p>globally 12:10</p> <p>goal 17:18</p> <p>God 32:9</p> <p>godliness 34:20</p> <p>good 2:1,2 11:16 17:3 23:1 25:1,13 26:13, 16 28:20 29:12,17 30:23 32:4 33:19 34:20 36:19 40:2 41:4,6 44:9 46:1</p> <p>Gordon 33:10,19</p> <p>governance 24:8</p> <p>governor 40:13</p> <p>grade 31:9 32:6</p> <p>grader 40:4</p> <p>Grand 17:17,22 18:5</p> <p>grateful 42:9</p> <p>great 25:17 32:18 42:5</p> <p>greater 5:15 17:17</p> <p>grew 33:19</p> <p>gross 13:7</p> <p>ground 17:4 45:14</p>	<p>group 42:4</p> <p>groups 10:3</p> <p>grow 9:5 37:7</p> <p>growth 7:22 15:1</p> <p>Guadalupe 28:11</p> <p>guarantee 45:20</p> <p>guess 31:4</p> <p>guy 28:6</p> <p>guys 11:17 30:10,11,24 36:3,8,11 47:23</p> <p>Gwendolyn 29:20,21</p> <p>gym 20:12 31:2 44:24 45:1,2</p> <p>gym's 29:6</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>halt 24:6</p> <p>hand 23:2 37:21 38:17</p> <p>handwriting 42:20</p> <p>hang 31:22</p> <p>Hannah 16:16,18 19:9</p> <p>happen 12:12</p> <p>hard 40:8</p> <p>Harold 28:3,4</p> <p>Harper 28:16,17,18 31:7,8</p> <p>Hass 22:13 23:1</p> <p>Hayes 16:16,18,19,20 19:8, 9</p> <p>head 30:20</p> <p>heading 15:1 38:15</p> <p>health 5:14 20:12</p> <p>health-related 20:8</p> <p>hear 11:17 15:11 18:2</p> <p>heard 41:11 42:6 44:14 45:5</p> <p>hearing 2:11 31:17</p> <p>Hearings 3:9</p> <p>heart 12:5</p> <p>Heather 2:19</p> <p>heating 6:10 22:2,3 35:7</p> <p>helped 13:3 37:7</p> <p>Henry 28:16,23 29:19 33:4</p>	<p>high 5:24 8:17 9:13,14 14:17,18,19 16:2 17:5,11 18:9 25:10 37:17 41:23 42:12 44:11,12,19 45:8,14, 15,17</p> <p>highlights 5:23</p> <p>hill 46:20</p> <p>Hirsh 17:5,6,10 18:3,4,9</p> <p>historic 16:2</p> <p>hold 3:10 27:20 43:5</p> <p>holding 14:6</p> <p>home 33:20</p> <p>Homes 31:13</p> <p>honest 27:3</p> <p>hope 21:3 33:11 43:3</p> <p>hopes 3:12</p> <p>hoping 36:2 39:5 40:8,9 41:18</p> <p>horrible 34:6</p> <p>Horton 14:23</p> <p>hostage 14:7</p> <p>hot 20:17</p> <p>Hougard 2:9,19 3:16</p> <p>housing 13:19</p> <p>huge 46:21</p> <p>hundreds 24:16</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>IB 6:2 7:6,19 8:18 9:15 16:8,10</p> <p>idea 32:4</p> <p>Illinois 23:2</p> <p>impacts 20:11</p> <p>imperative 12:7</p> <p>implement 9:7</p> <p>Implementation 17:18</p> <p>important 39:19</p> <p>improve 24:7</p> <p>improvement 5:14 16:5 19:20 21:3 40:17</p> <p>improvements 8:6,16,24 9:4 24:13</p> <p>inadequate 26:7</p> <p>inaudible 12:14 13:15 20:7 23:3,21 37:10 38:11</p> <p>40:4,7 41:7 42:11 46:2,6</p> <p>include 5:23 6:20 7:6</p> <p>includes 8:3,11,15,20,22 9:3, 6</p> <p>including 8:24 12:9</p> <p>increase 5:19</p> <p>individuals 19:4</p> <p>industrial 31:20,21</p> <p>inequitable 13:8,23</p> <p>infested 14:1</p> <p>information 23:10,15</p> <p>initial 6:23</p> <p>initiative 20:6</p> <p>initiatives 6:4,9,24</p> <p>input 24:15</p> <p>instance 22:2</p> <p>institute 15:23 18:11</p> <p>institutional 13:1</p> <p>instructors 18:11</p> <p>instruments 30:2,3 31:20</p> <p>interim 37:10</p> <p>internet 6:1 9:14 41:9</p> <p>interpret 3:1</p> <p>interpreter 2:24 28:20</p> <p>introduce 2:13</p> <p>invest 7:20 26:11 32:21</p> <p>investing 5:18</p> <p>investment 5:23 6:22 8:9 25:10</p> <p>investments 5:6 7:6 8:5,6,23 14:2</p> <p>invitation 35:2</p> <p>ipads 41:10</p> <p>issue 4:13 26:22 35:6</p> <p>issued 5:11</p> <p>issues 13:19 42:2</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jackson 37:4</p> <p>Janet 37:4</p> <p>Jeff 2:8</p> <p>job 36:4</p> <p>Joe 27:17</p>
--	---	--	--	--



<p>Johnson 10:16 11:1,4 14:14, 15,16 43:8 44:8,9,10</p> <p>Johnsons 11:7</p> <p>joining 3:20</p> <p>joke 31:3</p> <p>Jose 22:21 26:17 36:16</p> <p>jump 2:15 7:10</p> <p>justice 39:12</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>Keriesha 16:17,21</p> <p>key 6:4 7:10,16</p> <p>kids 16:4,6,7,10 27:1 29:5,7 30:1,19,22 39:16 42:22 43:16, 23 44:3 45:19 46:15, 19 47:1</p> <p>Kimberly 28:16 33:4</p> <p>kind 31:15 36:23</p> <p>kitchen 29:2</p> <p>knowledge 33:24</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>lab 18:13 19:15 20:6 37:5 42:9</p> <p>labs 5:24 7:17 8:17 9:14</p> <p>lacking 25:24</p> <p>ladies 40:2</p> <p>laid 23:5</p> <p>lamps 20:24</p> <p>land 9:8</p> <p>language 2:24</p> <p>largest 5:21 8:9</p> <p>Latonya 33:9</p> <p>Latoya 29:17</p> <p>law 13:7,13 14:10 23:9 24:13</p> <p>laying 45:7</p> <p>leaders 12:20</p> <p>leadership 27:24</p> <p>leak 20:15</p> <p>leaks 31:2</p> <p>learn 46:10,11</p> <p>learning 6:5 7:15 20:12 22:10 34:22 35:5</p>	<p>leather 39:2</p> <p>leave 4:18</p> <p>LED 20:24</p> <p>left 2:17</p> <p>legs 29:6</p> <p>level 13:21 46:20</p> <p>levels 6:20</p> <p>liaison 13:1</p> <p>librarian 32:1</p> <p>library 18:12 31:24 32:1</p> <p>life 7:11</p> <p>light 31:11,15</p> <p>liking 40:23</p> <p>limit 4:6</p> <p>limited 4:4</p> <p>Lincoln 13:16</p> <p>list 6:8 8:1 20:3 32:13 41:10</p> <p>listed 4:11 9:17 41:10</p> <p>literate 12:11</p> <p>live 21:17,21 25:24 34:7</p> <p>located 9:17 46:3</p> <p>long 16:15,18 17:3 18:7, 19,20,22,24 19:1,6, 12 21:5 23:13 24:14 25:23 37:12</p> <p>long-term 5:5</p> <p>longest 27:6</p> <p>looked 36:22</p> <p>losers 27:14</p> <p>losing 13:17</p> <p>lot 20:7,9 26:24 27:2 29:4 39:8 40:9 46:18,20</p> <p>lots 9:5</p> <p>loudly 18:4</p> <p>love 11:14</p> <p>lovely 31:20</p> <p>LSC 11:18,19 14:17,18 15:22 19:10 28:22 41:7 46:3,5</p> <p>LSE 36:20</p>	<p style="text-align: center;">M</p> <hr/> <p>machine 15:4</p> <p>machines 12:4</p> <p>made 31:16</p> <p>Magnet 7:7,18 8:19 9:15 21:23 25:15</p> <p>Magnets 6:2</p> <p>maintenance 6:7 8:14</p> <p>major 5:8</p> <p>majority 7:24</p> <p>make 4:1 12:18 16:24 21:15 25:2 33:3,7 36:4 44:2</p> <p>makers 32:21</p> <p>makes 44:22 45:16</p> <p>management 13:5</p> <p>map 9:10 32:22,24</p> <p>Mary 2:16,17 5:1 16:15,18 17:3</p> <p>masonry 6:12</p> <p>master 13:11 14:12</p> <p>math 19:10,13 25:5 32:12</p> <p>mayor 25:9 28:2</p> <p>mayor's 14:8 25:9 26:3</p> <p>Mayra 28:12,21</p> <p>Mcdonald's 36:10</p> <p>mechanical 6:9 8:13 20:8</p> <p>meeting 4:2</p> <p>meetings 47:22,23</p> <p>Megan 2:9 3:7 4:24 11:13</p> <p>member 2:23 4:12 10:14,18, 21 11:5,7,10 33:5 47:7,10,17,21</p> <p>members 2:2 4:15 14:18 38:13 39:17</p> <p>Men 11:23</p> <p>mentorship 17:8</p> <p>message 25:22 32:21</p> <p>messages 15:8</p> <p>messed 29:24</p> <p>met 24:5</p> <p>metal 30:12</p> <p>Metropolitan 17:11</p>	<p>Michael 36:15</p> <p>microphone 10:13</p> <p>middle 44:24</p> <p>military 7:7</p> <p>million 5:19,20 8:2,4,12,15, 21 22,24 9:4,6,7,8 23:21 24:1,2 25:3</p> <p>millions 14:2 24:16</p> <p>Ministries 17:4</p> <p>minute 10:8 18:22 32:23</p> <p>minutes 4:2,6 10:6 19:2 43:14 44:14</p> <p>mirrors 32:5</p> <p>misleadership 26:3</p> <p>missing 17:1 37:19</p> <p>modernize 12:8</p> <p>modernized 7:7 9:1</p> <p>modules 26:22</p> <p>mold 20:13 42:2</p> <p>moment 37:9</p> <p>money 21:11 25:4 29:22 30:2,7 32:22 37:1 38:8 39:11 40:18,22 41:18</p> <p>month 30:10</p> <p>Moore 3:3,5</p> <p>morale 26:24</p> <p>move 14:9</p> <p>multiple 4:10</p> <p>multitude 45:14</p> <p>music 7:17 31:18,19 37:20</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>names 14:21</p> <p>national 5:17</p> <p>Natunji 10:16,21,22 11:2</p> <p>nature 22:6</p> <p>nearby 13:14</p> <p>needing 6:16</p> <p>neglect 17:20</p> <p>neighborhood 11:24 12:19,20 13:24 17:19,24 19:23 21:4 35:23 38:2 39:4</p> <p>neighborhoods 21:13</p>	<p>Network 2:5,7,8,9 3:18 42:11</p> <p>networks 47:13</p> <p>newly 35:2</p> <p>Nicholson 35:3</p> <p>night 25:23</p> <p>north 21:22 25:5,16,21 34:4 36:1 38:8 41:19 43:17</p> <p>nose 22:4</p> <p>notified 20:2</p> <p>number 9:23 15:6</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>offensive 43:13</p> <p>offer 38:3</p> <p>office 25:11 27:18,20 32:14</p> <p>one-to-one 7:19 9:1</p> <p>opportunities 38:2</p> <p>opportunity 4:1,8 6:22 7:3,18</p> <p>optimal 6:5</p> <p>order 4:3 10:23 17:13 35:20</p> <p>ordered 14:22</p> <p>organization 4:11,12</p> <p>organized 17:17</p> <p>outdated 12:2 34:21 41:16</p> <p>outdoor 26:22</p> <p>outlets 22:5</p> <p>overcrowded 7:9</p> <p>overcrowding 6:7 7:2,8,20,21 8:5, 21 26:21</p> <p>overcrowed 7:9</p> <p>overlooked 21:5</p> <p>oversees 13:4</p> <p>oversight 24:18</p> <p>overview 3:8</p> <p>owners 17:16</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>p.m. 3:21,22</p> <p>pain 32:10</p> <p>Pamela 16:17,22</p>	<p>panel 32:20</p> <p>paper 10:7</p> <p>par 22:3</p> <p>parent 37:23 40:3 44:11</p> <p>parenting 17:8</p> <p>parents 15:9,10 17:16 23:17 26:13 27:1,9 39:17 41:15</p> <p>Park 13:17,20</p> <p>parking 46:18,20</p> <p>part 17:12 40:17 46:3</p> <p>partner 17:5</p> <p>partnered 17:6</p> <p>pass 40:14</p> <p>passed 24:13</p> <p>past 32:9,19</p> <p>pencils 32:13</p> <p>pens 32:13</p> <p>people 2:14 3:1,18 19:19 27:13,17,19 28:1 30:4 38:12 39:1,3</p> <p>percent 6:12 23:23 25:4 34:14</p> <p>perpetuates 34:16</p> <p>person 45:8</p> <p>petitions 18:6</p> <p>Phillips 46:4</p> <p>phonetic 29:18</p> <p>physical 18:16</p> <p>pick 27:1,13 43:20</p> <p>picture 20:22</p> <p>piece 37:18,20,21</p> <p>Pious 33:10,12,13 34:24 35:1</p> <p>pipes 30:17</p> <p>place 47:22</p> <p>placement 15:6 18:10</p> <p>places 38:8</p> <p>plan 2:11 3:9 4:5,17 5:21 7:23 13:11 14:10,12 17:22 19:20 21:3 23:11 24:15,20 40:24</p> <p>planning 2:18 5:2 13:4</p> <p>plans 17:22</p>
---	---	--	--	--	---



<p>play 9:5 37:8 43:8</p> <p>playground 30:18,21 31:18 41:14</p> <p>playgrounds 6:15</p> <p>playing 42:24 43:2,3</p> <p>playroom 29:3</p> <p>plumbers 39:1</p> <p>plumbing 20:14 23:20</p> <p>pocket 30:3</p> <p>point 3:10 15:12 25:6</p> <p>pointed 20:23</p> <p>policy 36:10</p> <p>political 14:6 27:5,12,14 28:7,8</p> <p>politics 27:16</p> <p>pool 6:17 42:8 45:2</p> <p>portion 9:21 47:6</p> <p>posed 15:16</p> <p>positive 15:8 34:22</p> <p>potential 9:8</p> <p>pothole 46:21</p> <p>practice 24:7</p> <p>practices 39:12</p> <p>pre-energy 15:3</p> <p>pre-k 6:2 7:7 8:18 9:15</p> <p>presentation 3:14 4:23 5:4 9:18</p> <p>president 17:4 28:22</p> <p>pressure 27:5</p> <p>pretty 20:21</p> <p>previous 21:2</p> <p>pride 27:2</p> <p>principal 11:22 14:23</p> <p>principals 46:9</p> <p>printing 10:11</p> <p>priorities 24:12</p> <p>prioritize 7:4</p> <p>prioritized 6:8</p> <p>prioritizing 25:20</p> <p>problem 24:19</p> <p>proceed 4:22</p> <p>process 24:18,21</p>	<p>product 33:21 35:18 44:12 46:6</p> <p>profession 30:4</p> <p>program 11:23 12:12 15:3,13 18:15 32:7</p> <p>programming 38:24</p> <p>programmatic 8:4,16 14:2</p> <p>programming 23:24</p> <p>programs 6:3,7,21 7:2,15,16 9:17 24:3</p> <p>progress 5:17 37:9</p> <p>projected 7:24</p> <p>projecting 7:21</p> <p>projects 5:9,12 8:7,8,13,14 9:7,9 24:22 26:5</p> <p>promptly 3:22</p> <p>pronounce 10:17 28:13</p> <p>proper 12:17,21 30:2 35:21 46:14</p> <p>property 34:6,7</p> <p>proponent 37:15</p> <p>proud 40:3,4</p> <p>provide 4:18,19 6:21 7:8 17:22,24 18:13 24:10 30:11</p> <p>provided 14:24</p> <p>providing 5:15 17:7</p> <p>public 2:2,13,23 5:18 9:20 10:14,18,21 11:5,7, 10 23:2,5,10,17 24:11,17 33:5,22 34:1 35:18 47:5,7, 10,17,21</p> <p>pump 20:18</p> <p>push 27:17</p> <p>pushing 37:20</p> <p>put 30:12 38:21 39:5,11, 21 40:15</p> <p>putting 27:4 38:22 45:17</p>	<p style="text-align: center;">R</p> <p>racial 34:15</p> <p>racist 26:7</p> <p>raise 23:2 44:4</p> <p>read 12:12,13 20:3 22:17 42:14</p> <p>reading 13:21 32:12</p> <p>real 11:23 25:1</p> <p>realm 32:11</p> <p>reasons 14:4</p> <p>Reavis 19:10,24</p> <p>rebuild 39:4</p> <p>receive 33:2 35:24</p> <p>received 27:18</p> <p>receiving 26:12 41:11</p> <p>recently 14:22</p> <p>reckless 13:8</p> <p>recognition 5:17</p> <p>record 5:16</p> <p>red 38:14</p> <p>reelected 14:8</p> <p>referred 4:8</p> <p>reflecting 15:8</p> <p>reflection 34:9</p> <p>regard 42:11</p> <p>registered 44:16</p> <p>rejected 41:19</p> <p>related 4:5</p> <p>relay 32:21</p> <p>relief 8:5,21</p> <p>remember 10:6</p> <p>renovations 5:8 7:18</p> <p>rep 12:1 19:10</p> <p>repair 30:3</p> <p>repairs 5:7 6:16 19:24 20:3, 9,13,19 23:12 42:8</p> <p>reparation 29:9</p> <p>reparations 29:1</p> <p>repeated 18:2</p> <p>replaced 26:22</p>	<p>replacement 6:16,17</p> <p>reported 20:17</p> <p>represent 6:12 9:16 29:12</p> <p>representative 11:19</p> <p>representing 17:15 19:4 28:22</p> <p>Requene 22:21,22 26:16,17</p> <p>request 29:11 36:11</p> <p>required 23:9</p> <p>research 7:13</p> <p>residents 17:16 18:5</p> <p>resources 12:17,21 15:18 16:9, 12 22:7 25:17 26:1 32:2,18 34:14,21 35:24</p> <p>responder 18:11</p> <p>rest 9:24 16:7</p> <p>restorative 39:11</p> <p>restraint 40:15</p> <p>restrooms 29:9,10</p> <p>retrieving 9:24</p> <p>review 17:21</p> <p>revitalization 17:18</p> <p>ringing 25:22</p> <p>Robert 31:12</p> <p>robust 24:15</p> <p>rodents 14:1</p> <p>Rodney 36:15,19</p> <p>roof 6:11 23:19 29:6 42:1,5</p> <p>roofs 8:13 29:1</p> <p>room 2:12 12:12 31:19,21, 22 32:2,5,19</p> <p>rooms 7:17</p> <p>Roslyn 45:15</p> <p>Rothschild 10:16 11:1 12:23,24</p> <p>rough 34:12</p> <p>round 43:21</p> <p>Royce 10:10,24 11:17</p> <p>running 27:24</p> <p>Runtz 2:16 4:24 5:1 11:6 16:21 28:19</p>	<p style="text-align: center;">S</p> <p>Sacred 17:4</p> <p>safe 6:6 7:1,3,12 30:23 31:1</p> <p>safety 6:14 7:12 41:15,17</p> <p>Sanders 2:6</p> <p>sanitation 29:2</p> <p>Sarah 10:15 11:1</p> <p>satellite 26:23</p> <p>Sawyer 28:3</p> <p>Scholastic 15:23</p> <p>school 4:11,12 5:24 7:14 8:17 9:13 11:24 14:5,17,18,19 15:1, 24 16:1,2,3,8,10 17:5,7,11,14 18:9,12 19:11,14 23:11,19 25:16 26:9,10,14,19, 24 28:23,24 30:16, 19 34:11 35:5 37:6, 9,15,16 38:1 39:18 41:23 42:3,12 44:11, 12,17,19 45:8,14,15 46:7</p> <p>schools 5:7,8,13,18 7:9,20 8:10,16,21 12:8,18 13:14,22,24 14:3,4,7 15:5,17 17:19 18:1,8 19:11,23 20:5,7,10 21:4,7,10,13,23,24 23:13,17 24:2,12,13 25:24 26:2,11,20 32:22 33:1,22 34:1, 5,9 35:18 37:2,17 39:9,10,14 41:10 44:1,21 45:6,17 46:24</p> <p>Schools' 2:13</p> <p>science 5:24 7:17 8:17 9:13 19:11,14,15 20:6 37:5 42:9</p> <p>scores 39:18</p> <p>screen 4:20</p> <p>scribbling 42:18</p> <p>scrutiny 27:18</p> <p>seated 2:18 3:3 10:9</p> <p>secondary 36:20</p> <p>seconds 3:11 10:8</p> <p>security 6:15 8:5,23 20:20 22:6 35:6 36:9</p> <p>segregation 34:17</p> <p>selected 15:17 18:8</p> <p>selective 21:23 38:1</p> <p>send 18:4 26:9</p>	<p>sending 26:13</p> <p>senior 37:24 44:11</p> <p>sense 21:15 25:2 44:22</p> <p>serve 34:10</p> <p>served 37:14</p> <p>service 9:6 21:24</p> <p>services 8:7 17:8,9</p> <p>servicing 27:6</p> <p>sets 32:12 35:22</p> <p>setting 5:16</p> <p>settle 39:18</p> <p>shade 33:1</p> <p>Shakia 33:14 35:16</p> <p>shared 20:4</p> <p>sharing 12:2</p> <p>Sharon 42:16,17</p> <p>shatter 32:5</p> <p>shoes 32:9</p> <p>shop 15:4</p> <p>Shore 25:14</p> <p>Short 37:11</p> <p>shortchanged 26:4</p> <p>shown 31:11 32:23</p> <p>sick 30:13</p> <p>side 2:13 6:23 14:19 19:12,23 20:5 21:4, 11,22 25:5,14,16 26:2 34:3,4 36:1 40:11 41:19 43:17 45:1,2 46:21,22</p> <p>sides 21:8 26:5</p> <p>sign 2:23 3:11,12 47:7,8, 20</p> <p>signed 3:24 4:4 18:5 47:20</p> <p>signs 4:9</p> <p>single 5:21 8:9</p> <p>sir 12:22 22:16 33:17 41:2</p> <p>sit 11:12</p> <p>site 4:16 8:6 9:4</p> <p>sitting 36:8</p> <p>skilled 18:16</p> <p>slide 30:19</p>
---	---	--	---	---	---



<p>small 14:19,20</p> <p>smaller 26:4</p> <p>Smith 16:18,22 21:20,21 33:14 35:15,16</p> <p>smoke 43:4</p> <p>social 17:8</p> <p>solid 23:11</p> <p>solidarity 35:10</p> <p>sources 5:12 8:2</p> <p>south 19:11,23 20:5 21:4, 8,10 25:14,21 26:2,5 34:2 40:11 43:17 46:4</p> <p>southeast 14:19</p> <p>space 7:8 9:4 37:8</p> <p>Spaces 37:7</p> <p>Spanish 47:10</p> <p>speak 3:24 4:7,13,15 15:24 34:12 35:2 43:14 44:15 45:5 47:17</p> <p>speaker 3:23 4:14 10:3,10, 23,24 11:1,2 16:16, 17,18 19:3 21:2 22:13,20,23 28:11, 12,15,16 33:9,10,13, 14 36:14,15,16 42:13 43:7,9 47:19</p> <p>speakers 4:3,4,5,10 9:24 36:14 44:15</p> <p>speaking 3:10 11:20 23:2 37:23 47:5,10,12</p> <p>special 29:11</p> <p>specialty 19:14</p> <p>speed 6:1 9:14</p> <p>spend 30:2 40:18</p> <p>spending 13:4,8 14:2 15:14 24:4</p> <p>spent 23:24 25:3,4 30:6</p> <p>split 13:21</p> <p>spoken 35:11 36:23</p> <p>sports 18:15 29:22</p> <p>SQRP 6:20</p> <p>Square 13:16</p> <p>staff 4:15 15:10 17:10 18:16 27:9</p> <p>stand 17:15 35:10,12</p> <p>start 5:3 11:12 15:13,14, 15 33:9 40:10</p>	<p>state 8:17 9:13 13:13 14:10 18:13 31:10</p> <p>state-of-the-art 5:24</p> <p>statement 4:1</p> <p>states 35:20</p> <p>status 34:4</p> <p>stay 27:10</p> <p>STEM 6:2 7:6,17 8:18 9:15 20:7 35:3 37:19,21 38:22,23</p> <p>step 10:12</p> <p>stick 30:20</p> <p>stood 38:17</p> <p>straight 3:14</p> <p>Strategic 17:17</p> <p>street 31:10,12 36:21</p> <p>strong 14:24</p> <p>student 18:14 29:18,19,20 37:22 38:4</p> <p>students 9:12 11:21 12:2,3,9, 13,19 13:17 14:3 17:10,16 18:17 19:18 21:24 22:8,9 24:9,16 26:11 29:12 32:4,22 34:13,23 35:22,24 36:7,11 37:13 42:2,4 45:10</p> <p>students' 14:21 20:11</p> <p>stuff 30:12 45:6</p> <p>successful 36:7</p> <p>suffer 17:21 22:4 42:2</p> <p>suggests 7:13</p> <p>summer 37:6</p> <p>supplies 46:14</p> <p>support 2:22 6:5,9 7:15 8:7 9:6 14:5 17:9,13 19:15 22:7 30:12</p> <p>supported 30:6</p> <p>supports 9:12 14:8</p> <p>supposed 16:11 24:14 42:23 46:18 47:18</p> <p>swimming 45:2</p> <p>system 8:6,23 20:18,19,20 23:20 37:15,16</p> <p>systems 6:10,16</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>table 43:21</p>	<p>tactical 7:10 14:3</p> <p>takes 44:4</p> <p>talk 19:4</p> <p>talked 6:24</p> <p>talking 11:12 30:24 45:3</p> <p>Tanya 43:9 46:1</p> <p>Task 13:2</p> <p>taught 31:14</p> <p>taxpayer 35:17</p> <p>Taylor 31:13</p> <p>teach 32:12 43:7 46:10,12</p> <p>teacher 25:15 26:18 30:2 31:9,18,21 32:1,3,6, 14,15 46:12</p> <p>teachers 14:20 15:10 19:17 38:13 46:8,9,12,13</p> <p>Team 17:18</p> <p>tear 35:8</p> <p>technical 7:16 45:6</p> <p>technology 12:3,8 18:17</p> <p>tenure 28:1,5</p> <p>term 24:14</p> <p>thankfully 37:3</p> <p>thing 15:16 31:3 36:4 38:22 39:7,8 45:12 47:2</p> <p>things 3:12 15:11 20:8 21:1 22:5 30:8 35:8 38:19,22 39:3,11,20 44:15 45:12</p> <p>thinks 31:5</p> <p>thought 32:4</p> <p>thousand 18:6</p> <p>thrive 17:14</p> <p>thriving 14:22</p> <p>throwing 30:13</p> <p>tied 20:8</p> <p>Tiffany 28:16 31:8</p> <p>tiles 41:14</p> <p>time 3:11 10:8 11:14 18:18,20 19:2 25:10 26:8 35:13 38:23 39:20 40:5 47:20</p> <p>timer 11:13</p> <p>times 31:14</p>	<p>tired 18:6 30:13</p> <p>title 19:16</p> <p>today 31:14 35:2</p> <p>toilet 30:15</p> <p>tonight 5:3 9:21</p> <p>top 14:3 27:13 30:19</p> <p>topics 4:4</p> <p>torn 30:1</p> <p>total 25:3 44:20</p> <p>touch 30:8 39:22</p> <p>tough 14:15</p> <p>towels 30:21</p> <p>town 37:24</p> <p>transparency 23:4 24:17</p> <p>transparent 24:8,10,21</p> <p>transporting 37:24</p> <p>travel 35:20</p> <p>traveling 18:7</p> <p>trip 30:22 46:19</p> <p>tripping 30:1</p> <p>true 31:2</p> <p>truth 27:11</p> <p>turf 6:17 9:5</p> <p>turn 31:16</p> <p>tutoring 17:8</p> <p>type 31:3 36:12</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>unable 12:10</p> <p>unaffordable 13:19</p> <p>undercut 22:1</p> <p>understand 21:12 45:16 46:7,22</p> <p>unelected 24:19</p> <p>unfair 26:7 35:19 36:9</p> <p>unique 15:4</p> <p>unit 35:7</p> <p>unelevel 46:19</p> <p>unmet 23:22</p> <p>update 23:8</p> <p>updated 18:15 41:14</p>	<p>updates 20:15</p> <p>upgrades 6:18 17:23 19:13 23:12,14 41:9</p> <p>upgrading 16:3</p> <p>Urban 12:1</p> <p>useable 20:17</p> <p>useless 20:21</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>Valerio 28:12</p> <p>values 34:6</p> <p>Vanis 33:14,15,16</p> <p>ventilation 6:10 20:18</p> <p>versus 25:21</p> <p>vice 11:18 41:22</p> <p>victory 27:10</p> <p>village 44:4</p> <p>violation 13:7,12</p> <p>violence 39:15 45:19</p> <p>virtually 19:15</p> <p>vision 14:24</p> <p>visit 4:20</p> <p>vital 23:10</p> <p>volunteer 17:9</p> <p>vote 24:20 28:10</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>wait 23:16 43:5</p> <p>waited 19:12 23:13</p> <p>waiting 20:1</p> <p>walks 32:14</p> <p>walls 30:18</p> <p>Walmart 36:10</p> <p>Walt 25:15</p> <p>wanted 21:2 33:7 41:19</p> <p>ward 21:21 33:20,21 34:7 46:2</p> <p>warehouse 45:22</p> <p>warm 6:6 7:1,3,12 31:1</p> <p>Washington 28:3 41:23 42:12</p> <p>Washington's 28:4</p> <p>water 20:16,17 31:2</p>	<p>Waters 13:16</p> <p>Watkins 2:1,3,4 3:2,6,16 4:8 9:20 10:15,19,22 11:9,11 12:22 14:13 15:20 16:14 18:18, 20,23 19:1,7 21:6,19 22:12,16,20,23 24:23 25:12 26:16 28:11,15 29:13,15 31:6 33:3,6,13,16 34:24 35:14 36:14 38:5 39:24 41:2,4,6 42:13,17,19,24 43:5 44:7 45:23 47:4,8, 11,19</p> <p>Watts 43:9 45:24 46:1,2</p> <p>wealthy 13:22</p> <p>wear 35:8</p> <p>website 4:18,19</p> <p>welcomed 19:3</p> <p>well-equipped 7:14</p> <p>well-maintained 7:14</p> <p>well-rounded 37:22</p> <p>Wendell 2:19</p> <p>west 10:16,17 11:2 15:21, 22 21:8,11 25:22 26:2,5 34:3 36:1</p> <p>whichever 3:23</p> <p>Wickum 29:17,18</p> <p>Williams 2:21</p> <p>windows 6:12 29:8</p> <p>windowills 22:5</p> <p>winners 27:13</p> <p>woman 30:9</p> <p>work 12:24 22:6 33:20 37:10 38:19 39:2 40:7,19 41:24 45:7, 9,18,20</p> <p>worked 17:6</p> <p>working 15:4 20:11 40:10</p> <p>world 16:8,11 44:2</p> <p>worthy 23:20</p> <p>write 13:3</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>year 5:21 8:9 13:6,7 32:9 37:6 43:24 46:7</p> <p>years 11:22 13:2 16:4 20:14 21:9 30:17 33:24 34:2,17 42:3 45:21</p> <p>Yletha 22:19,20 25:13</p>
--	---	--	--	---	---



younger
30:20

