

CHICAGO PUBLIC SCHOOLS  
PUBLIC HEARING  
FISCAL YEAR 2013 BUDGET HEARING PROCESS

held on  
Wednesday, July 11, 2012

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter at Malcolm X College,  
1900 West Van Buren Street, Chicago, Illinois,  
commencing at 6:10 o'clock p.m.

PRESENT:

MR. TIM CAWLEY, Presenter

MS. DANA BRINK

MS. AKESHIA CRAVEN

MS. BETH MASCITTI-MILLER

MR. BRIAN BOND

MR. COREY DAVIS

Reported By: Karen Fatigato, CSR

License No.: 084-004072

1 MS. BURGOS: Good evening, everyone,  
2 and welcome to the 2013 budget presentation for  
3 the Chicago Public Schools. The budget hearing  
4 will begin at 6 p.m. and end promptly at 8 p.m.  
5 All who signed up to speak will be given an  
6 opportunity to ask a question until the meeting  
7 is adjourned at 8 p.m. Those wishing to ask  
8 questions must sign in from 5 p.m. to 6:30 p.m.  
9 on the speaker sign-in sheet labeled Operating  
10 Budget or Capital Budget at the entrance  
11 registration table and each speaker will be  
12 given a number. Please note that no one will be  
13 able to sign up to speak after 6:30 p.m.

14 CPS speakers will be limited to  
15 addressing topics relating to the budget.  
16 Speakers are asked to limit their questions to  
17 two minutes so that everyone that would like to  
18 speak will have an opportunity to do so.  
19 Someone from our staff will come to you with a  
20 microphone so you can ask your question. If  
21 multiple speakers from the same organization or  
22 school are listed only one member per  
23 organization or school will be allowed to speak  
24 regarding the same issue. If the speaker has a

1 follow-up question we ask that you please speak  
2 to CPS staff members who will be on site to help  
3 you fill out a follow-up card. We also have  
4 Spanish language translators and sign language  
5 interpreters here, if you need to move down  
6 they're to our left and right.

7 I'd like to welcome a few people from  
8 the Chicago Public Schools. Our network chiefs,  
9 Linda Williams from the Fullerton Elementary  
10 Area Network; Denise Little from the Garfield  
11 Humboldt Park Elementary Network; Craig Benes  
12 from the Ravenswood Elementary Area Network  
13 and Ana Alvarado from the O'Hare Elementary  
14 Network.

15 We also have our board panel here with  
16 Mr. Tim Cawley, our Chief Administrative  
17 Officer; Dana Brink from the Office of  
18 Management and Budget; Akeshia Craven, Chief  
19 Officer for College and Career -- I'm sorry,  
20 College and -- Pathways to College and Career;  
21 Beth Mascitti-Miller from Early Childhood; Brian  
22 Bond from the Office of Safety and Security and  
23 Corey Davis from Capital Facilities.

24 And with that I'll turn it over to

1 Mr. Cawley.

2 MR. CAWLEY: Thank you, Monique.

3 Good evening, everybody. Thank you to  
4 those of you who wore bright-colored shirts to  
5 brighten up the room. Can you hear me okay?

6 MEMBERS OF THE PUBLIC: Yes.

7 MR. CAWLEY: I do want to thank you  
8 also for coming out on such a beautiful evening,  
9 it shows you're passionate about Chicago Public  
10 Schools and the decisions that we're making and  
11 we welcome your feedback this evening. We'd  
12 like to hear from you about what you think about  
13 what we've done in our budget and things that we  
14 can do to improve the way we're operating CPS.

15 We do have a panel here that will help  
16 me with some of those questions, and what I'll  
17 do from a setup standpoint is turn this  
18 microphone around and I'll go back and sit down  
19 at the table over there so the speakers can be  
20 heard and you won't have to shout. So with that  
21 let me get on with the presentation.

22 We're going to present two budgets this  
23 evening, the first on our operating funds.

24 There's two different budgets that we have to

1 prepare every year, first, our operating funds  
2 that reflects our day-to-day costs, what we do  
3 to operate the District, and then our capital  
4 budget. And this one is a little anticlimactic  
5 because we actually presented it back in May but  
6 we wanted to present it formally for this  
7 hearing because it is a big part of the budget  
8 that we have going forward.

9 In both cases these budgets reflect our  
10 priorities like any budget does. You know, a  
11 budget is kind of a very strategic document  
12 because it decides what the priorities in the  
13 District will be, the things that receive  
14 resources, the things that receive less  
15 resources. And as many of you know this is a  
16 very challenging time for us in the District and  
17 so those decisions are very important in  
18 deciding the strategy of the District and what  
19 we believe is important to help CPS provide  
20 better outcomes for students. And our real goal  
21 here is to invest to help every child, over  
22 400,000 students in our care, be ready for  
23 college and career when they graduate from high  
24 school in Chicago. That's our mission, that's

1 what we're passionate about and that's what our  
2 decisions reflect.

3           So let me go into the operating budget.  
4 As it says here our goal is to invest to help  
5 every child graduate college and career ready  
6 and we're doing some very specific things to do  
7 that. Number one, we're empowering our  
8 principals as the key leaders. Now, that may  
9 seem obvious to you since principals run  
10 schools, but we know that there's so much that  
11 they can do to influence the success of their  
12 schools and that's why our school chiefs are  
13 here, they're the ones who choose and develop in  
14 partnership with the LSCs, of course, and  
15 develop and coach and nurture and advise our  
16 principals and they're such important leaders  
17 for us in the District. And our principals have  
18 a vital role because they end up selecting the  
19 teachers and rallying them and helping them be  
20 successful in the classroom. So priority number  
21 one is for our principals, to invest in  
22 principals and empower them as school leaders.

23           Number two is to expand higher quality  
24 school options. Our CEO Jean Claude Brizard

1 always says that in Chicago the way that we're  
2 going to be measured is not going to be on some  
3 number that's the graduation rate or some test  
4 score, it's going to be on whether or not we are  
5 providing every family in the city with a high  
6 quality option for schools, whether it's a  
7 neighborhood school or a magnet school or if a  
8 child is capable of getting into select  
9 enrollment, but if not that there's another good  
10 alternative for them. And we know that today  
11 we're not offering enough alternatives so we  
12 want to expand that list.

13 And then finally to engage families and  
14 communities. We know that you are an important  
15 part of our success and that's why we also have  
16 people here from our family and community  
17 engagement team but Jean Claude has been very  
18 clear that we need to reach out and engage  
19 because if we're not doing that our schools have  
20 a much harder time being successful.

21 Now, doing all this sounds great, every  
22 district aspires to do much of this, but CPS is  
23 in a very challenging time with limited revenues  
24 and a lot of expenses that are growing. So this

1 fiscal constraint makes it more challenging, you  
2 can't just keep throwing money after every  
3 problem. And I know we're going to hear tonight  
4 from people who wish we were throwing more money  
5 at their idea or their program or their pet  
6 project. And we wish we could. We wish we  
7 could add programs across the District, but we  
8 can't. We don't have enough resources to do  
9 everything we'd like to do so we have to make  
10 those trade-offs. So that's the challenging  
11 part of putting a budget together.

12           To make those trade-offs we've decided  
13 that the top priority is the money that we  
14 invest in the classroom. Now, that seems kind  
15 of natural, that's where the real work of the  
16 District is, but you'd be amazed at how many  
17 times you see a District start to become bloated  
18 in areas not related to actual instruction and  
19 student learning. And even here at CPS it has  
20 happened over the years so over the last two  
21 years, including this budget, we've enacted over  
22 a half a billion dollars worth of cuts, cutting  
23 out inefficiency, working with suppliers to get  
24 costs lower, looking at new ways of doing



1 things, to get more done with fewer people,  
2 again because if you don't have unlimited funds  
3 you've got to make every dollar work as hard as  
4 you possibly can. And especially we've got to  
5 find ways to cut expenses that are not directly  
6 related to student learning.

7           We've used every tool available to us,  
8 everything we know how to do to protect  
9 investment in our kids. One thing we did to  
10 increase our revenues is to increase our  
11 property taxes to the cap. So all of us who pay  
12 taxes here in Chicago will see an increase in  
13 our property taxes. And we thought that that  
14 was an appropriate thing to do because our State  
15 revenues are declining, our Federal revenues are  
16 declining, the amount that's coming into us --  
17 we are using some carry-over funds to help prop  
18 that up, but the amount flowing to us that's due  
19 is going down both at the State and Federal  
20 levels. The local revenues also would have gone  
21 down, including property taxes, if we had not  
22 taken this move. As it is, as I'll show you  
23 later, even with maximizing our property tax to  
24 the cap, we've only been able to hold local

1 revenues flat. So we're doing the things we can  
2 to maximize revenues. We're clearly going to  
3 need help in the future because we can't save  
4 our way to prosperity at CPS, we're ultimately  
5 going to need more revenue to invest in the  
6 programs that include student outcomes.

7           So even after maximizing our revenues  
8 with the property tax increase we're still  
9 facing a significant deficit this year, which,  
10 of course, was the big headline, and we're using  
11 reserves to close that deficit. And a lot of  
12 people are saying that that's not the right  
13 thing to do, but we believe that making  
14 additional cuts in what we're doing, cutting  
15 teaching positions, cutting early childhood,  
16 cutting maybe schools not cleaning because we  
17 don't have enough people there to clean them,  
18 cutting our magnet programs or select  
19 enrollment, we think that making cuts in those  
20 areas to then sit on a couple hundred million  
21 dollars of reserves doesn't make sense so we're  
22 using those reserves this year. We've used them  
23 to balance the budget so that we could maintain  
24 the programs that we got, even after the cuts

1 that we've done already to maintain the cuts,  
2 and I'll talk to you more about this.

3           And then the future is tough as this  
4 last bullet says. '14 and '15 we have enormous  
5 challenges, and there was a lot of criticism  
6 about using the reserves when we know those  
7 challenges are out there. But as I said, we  
8 can't make the cuts now and inflict pain on  
9 students throughout the District. We'll deal  
10 with this for '14 and '15 after we get this  
11 budget approved so that we can -- we'll get on  
12 then with that challenge and deal with the  
13 future in the future, but right now we didn't  
14 think it made sense to inflict more pain in the  
15 present just to be able to say that we're  
16 preserving reserves.

17           Now, this budget allows us to invest in  
18 a full school day. We believe that is one of  
19 the top priorities for our District, that we  
20 were not doing a service to students by having  
21 the shortest day and the shortest year, school  
22 year, of any major district in the country.  
23 Those are facts. And we don't know how it got  
24 over the years but those are facts. And we know

1 that students are falling behind by not having  
2 the time to learn. So giving our teachers the  
3 time to spend with students to help them with  
4 interventions, to have prep time, we knew these  
5 were the things that were very important to  
6 invest in this year.

7 We also know that as required by State  
8 law we have to go to common core state  
9 standards. And so this is a complicated area, a  
10 more rigorous curriculum that many believe will  
11 be an important step for our students to grow  
12 over time and for our outcomes to be higher than  
13 they are today, not just Chicago versus other  
14 American districts, but Chicago versus districts  
15 around the world because we know American  
16 schools are falling behind, that again is an  
17 indisputable fact. And so having the time to  
18 embrace this curriculum and help our teachers  
19 have the prep time to prepare for it and the  
20 time to share it with their students was very  
21 important. So implementing the common core  
22 standards is another big benefit of going to a  
23 full school day.

24 And then finally going to a new

1 instructional framework which will be rolled out  
2 this year to help our teachers develop and learn  
3 to expand their practice. You know, our CEO is  
4 a teacher, was a teacher, for many, many years,  
5 he was a principal. He's passionate about  
6 helping our teachers grow in the profession, and  
7 so having the time and again more prep time to  
8 be able to do that in teams and individually,  
9 self-directed and principal directed needed at  
10 the time that we're investing in.

11 Our budget also allows us to protect  
12 investments in early childhood. Now, Beth is  
13 brand new in her job, but I can tell you she's  
14 got a big challenge because we really believe,  
15 again a strategic decision, we really believe  
16 that investing in students early will help us  
17 close the gap that we've got for children in  
18 their later years. For the teachers who are  
19 here who are teaching 9th grade and you know you  
20 have students who read at the 3rd grade level or  
21 5th grade and you know you've got students who  
22 don't know how to do 5th grade math, they're  
23 still at 1st or 2nd grade levels, we've missed  
24 an opportunity with those students. We know

1 you're working hard to close that gap, but  
2 imagine if those students were delivered to you  
3 ready to go for 5th grade or ready to go for  
4 high school. And we really believe that a big  
5 investment in early childhood makes sense  
6 because getting those students on track reading  
7 effectively by 3rd grade is a big indicator of  
8 their success later. So we've maintained our  
9 investment in early childhood. We've maintained  
10 class sizes across the District. Again, not an  
11 incidental investment in a time of declining  
12 revenues but something we felt was important.  
13 And then finally we're investing in high quality  
14 choices for parents, which I'll talk about with  
15 some specific numbers.

16 I mentioned that we're empowering our  
17 principals and school leaders. We took a very  
18 significant step this year which was to start  
19 moving money away from the Central Office out to  
20 our schools. We felt that by empowering  
21 principals and giving them resources that they  
22 and their LSCs and their school teams could  
23 apply to the right programs for that school that  
24 we'd be giving them more flexibility on how to

1 structure their full day, on how to create  
2 enrichment programs, on what gaps to fill for  
3 their students. And so \$130 million in new  
4 money and \$70 million -- \$60 million in kind of  
5 reallocated SCFA (sic) and title fund money that  
6 had been sitting at the Central Office provided  
7 a significant amount of flexibility for  
8 principals. And we rolled out the school  
9 budgets in May and the feedback was really good  
10 at a time when overall District resources are  
11 not going up, in fact, they're going down. The  
12 feedback from principals and the school teams  
13 was, you know what, that was not bad. And I  
14 think it was because they had the flexibility to  
15 make the decisions that were right for them.  
16 And, in fact, we know that with that extra money  
17 276 teaching positions were added. We don't yet  
18 know which ones were in art or music or social  
19 studies, but we know that principals use that  
20 money to invest in more staffing for their  
21 schools.

22 By the way, we also know that in the  
23 discretionary money another 250 positions were  
24 added. So with the amount that we rolled out it

1 was over 500 positions that were added to  
2 schools compared to last year with these  
3 additional funds. That's a good step forward  
4 for helping us accomplish our objectives in  
5 schools.

6 Improving access to high quality  
7 schools. Now, I know this is a controversial  
8 slide, the bottom part anyway, but let me talk  
9 about the top part first. We're seeing great  
10 results from IB programs, in magnet schools, in  
11 STEM schools, so we've provided additional seats  
12 in those schools. These are existing programs  
13 that are at schools. They've already got some  
14 additional staffing, we added some in some of  
15 these, but this is a way to provide more  
16 opportunities for parents in schools that have  
17 proven their success and that they're highly  
18 desirable. And parents throughout the city are  
19 trying to get into these schools, so the more  
20 opportunity we can provide, the better. This is  
21 a strategic decision. This is an investment.  
22 So is the investment in charter schools.

23 (Whereupon, the public was  
24 booing.)



1 MR. CAWLEY: I'm not surprised by your  
2 reaction. We have made strategic decisions to  
3 invest in charter schools.

4 (Whereupon, the public was  
5 booing.)

6 MR. CAWLEY: I promise I won't shout at  
7 you when you talk, I appreciate if you'd show me  
8 the same courtesy.

9 The District has made a decision to  
10 invest in charter schools because they perform  
11 well and they provide parents with alternatives.  
12 If the charter schools that we have are not  
13 effective they wouldn't have a waiting list. We  
14 would not see people lining up to get into it.  
15 So we don't -- we ever doubt that many of our  
16 teachers resent charter schools, we don't doubt  
17 that. We are making an investment in charter  
18 schools, we're standing tall on this, and we  
19 believe it's the right thing to do for the  
20 children of Chicago.

21 A VOICE: For the 1 percent.

22 MR. CAWLEY: You must not be a math  
23 teacher because 50,000 students are in charter  
24 schools, so it's about 12 percent. 12 percent

17

1 of the students in Chicago have chosen to go to  
2 charter schools.

3 A VOICE: Who is making money off those  
4 schools?

5 MR. CAWLEY: We also are making  
6 investments in student learning. I mentioned  
7 early childhood is an area for us. We're  
8 maintaining programs for 42,000 children in  
9 early childhood programs even though the State  
10 cut our funding by \$19 million. We're also  
11 maintaining our investment in full-day  
12 kindergarten for 17,000 children, about a \$30  
13 million investment, even though part of that 30  
14 was paid by Federal funding last year, the HR  
15 bill, \$19 million, those numbers happen to be  
16 the same as a coincidence, a \$19 million  
17 reduction in federal funding for that program.  
18 So the District has made a strategic decision to  
19 continue to invest in these areas because we  
20 think it will pay big dividends down the road.

21 We're also investing about  
22 \$4-and-a-half-million in early childhood  
23 evaluation teams. This is adding more staff to  
24 do assessments of children who are struggling at

1 young ages so that we can head off the things  
2 that make them special ed students later in  
3 their life. If we can get them back on track at  
4 age 4 or age 5 we believe that we have a much  
5 higher likelihood of them having a successful  
6 school career and career beyond school.

7 Now, this budget has a lot more  
8 transparency than ever before. If you go to the  
9 website -- if you go to the website you will see  
10 that we have laid out budgets by department with  
11 head count for every single department with the  
12 specific achievements from fiscal '12 and goals  
13 for '13. We have detailed numbers for school  
14 budgets. We have detailed numbers for just  
15 about anything you might want to look at and a  
16 way to do analysis that's never been available  
17 before.

18 So again, we know that not everybody in  
19 Chicago agrees with every decision we made with  
20 our budget, but what we could not tolerate was  
21 people not understanding our budget. So it's  
22 there for you to see and to pick apart and to  
23 understand exactly how we're making our resource  
24 allocation decisions.

1 I mentioned the challenge we have for  
2 this year. If you saw a graph of this, I showed  
3 it at a Board meeting back in March, basically  
4 you would see that since 1995 all the way up  
5 through 2011 revenue and expenses increased  
6 steadily every single year for CPS. It's a  
7 wonderful thing. Revenues went up every year.  
8 You could afford to do a bunch of new programs,  
9 throw money around, you always had an extra  
10 couple of hundred million dollars. Those days  
11 stopped actually back with the financial crisis  
12 in '08. '09 was our first tough year and then  
13 '10. So you might say if those were tough years  
14 why does the chart go up steadily through 2011?  
15 Well, I think some of you may know that a bunch  
16 of one-time fixes rode to the rescue, a lot of  
17 Federal stimulus money, \$500 million directly to  
18 us, \$500 million to the State that ended up  
19 flowing to us. We would have had cuts of 500  
20 million if not for that. About a billion  
21 dollars in stimulus money, TIF surpluses and  
22 actually a bond restructuring that was done by  
23 the previous administration all helped to offset  
24 those deficits in 2010-2011 and a little bit in

1 2012. But even in 2012 we budgeted a  
2 significant deficit and sure enough we have a  
3 big deficit. About \$140 million down, that is  
4 expenses \$140 million higher than revenues, and  
5 we're going to have to cover the fiscal '12  
6 deficit out of our fund balance. So fortunately  
7 all this stimulus money provided a significant  
8 amount of reserves for us that we were able to  
9 tap into in '12 and that we're going to be using  
10 in '13.

11 As it says here we took steps in fiscal  
12 '12 to cut about \$400 million out of our expense  
13 rate. We economized on things like custodians  
14 and we kind of stretched them in schools. We  
15 stopped cleaning areas that were uninhabited.  
16 We've actually staffed by square feet even if a  
17 whole floor was uninhabited. We changed bus  
18 routes. We did a number of things to reduce the  
19 cost at Central Office, an area where a  
20 thousand -- if you look Central Office,  
21 city-wide positions and network offices were  
22 down a thousand positions from about 4800 to  
23 3800 in three years, a thousand positions down.  
24 So we've made significant cuts to reduce the

1 cost structure to keep money in the classroom.  
2 That's how we were able to do that \$130 million  
3 in extra money for principals this year.

4           If you look at our revenues here's the  
5 grim story about declining two years in a row,  
6 again, year after year after year have  
7 increased, some of it because of onetime stuff,  
8 but a lot of just revenue. We have steady  
9 increases in State, Federal, local money. In  
10 fiscal '12, which just ended on June 30th, our  
11 revenue was down \$300 million on a base of \$5  
12 million to about \$300 million. And then this  
13 year even after property tax increase our  
14 revenues are down \$30 million. Let me show you  
15 the components of that. Oh, I guess we don't  
16 have that.

17           If you look at that the State is a  
18 tough situation. We've had three years of  
19 declining revenue from the State both in the  
20 general State aid and in our block grant after  
21 years of increases. And if you think of the  
22 difference in the trajectory, if we had  
23 continued with increases we would have hundreds  
24 of millions of dollars of money today that we

1 don't currently have. And it's great to hope  
2 that the State of Illinois is going to ride to  
3 our rescue and suddenly increase the revenues to  
4 us, but Illinois has its own challenges as  
5 everybody knows and so we have to be realistic  
6 about what our hopes are. And one area where  
7 we're working with a lot of different people,  
8 community groups and others, is to work with  
9 Springfield to figure out how do we get revenues  
10 back up again because it's hard to make the  
11 kinds of investments we need if we don't have  
12 more revenue.

13           So when we started this budget process  
14 back in March, February, our budget deficit was  
15 about a little over \$600 million. It was a  
16 little over 600 then, when the State cut our  
17 revenue in May it went to 665. So the way we  
18 closed that was we increased revenue with the  
19 property tax increase and a few other things, we  
20 cut expenses by \$144 million and then we're  
21 using reserves, about \$432 million in reserves  
22 and that uses the entire fund balance that we  
23 have of unrestricted money. And that's my  
24 opening comment. We felt that was the right

1 thing to do rather than make cuts around the  
2 District that would inflict pain on students.

3 As it says here we've done everything  
4 we can. We don't have the power to increase  
5 Federal revenues. We don't have the power to  
6 increase State revenues except lobbying in  
7 Springfield, which we have a great team that  
8 does everything they can on that. We do have  
9 the power to recommend to our Board an increase  
10 in property taxes, and that was approved this  
11 year. So that's the \$62 million increase you  
12 see there.

13 We also are going to benefit from the  
14 TIF surplus, about \$30 million this year in  
15 fiscal '13 in the proposed budget. We had 16  
16 last year so you can see an increase of 14 for  
17 more TIF surplus than we had last year. And  
18 then there was some other revenue adjustments  
19 that will provide about \$12 million more in  
20 revenue. So we did everything we could to  
21 increase revenue by \$88 million, and that is  
22 helping solve the problem, but not enough.

23 So then we had to figure out what cuts  
24 we were going to make. We cut a lot of areas in



1 operations, the way we run our facilities, in  
2 our procurement area, driving costs down with  
3 suppliers. We cut the IT budget, and that may  
4 seem like, well, who cares about IT. Well, the  
5 students take their -- they learn, they grow,  
6 they find information on the Internet, that's  
7 where they do their research. Many of them take  
8 tests on their computers.

9 A VOICE: That's all they do.

10 MR. CAWLEY: So investing in IT is  
11 really important. We have to have good working  
12 networks in all of our schools. We reduced a  
13 lot of non-personnel costs to stop spending  
14 money on supplies that we don't need. We're  
15 rerouting things in transportation. We believe  
16 there are savings there. So looking at all of  
17 these areas, again things that aren't going to  
18 affect the classroom we were able to identify  
19 \$144 million in cuts.

20 We did have to go further and cut some  
21 areas in education, again trying to identify the  
22 things that would have the least impact on  
23 students. I don't -- I'm sure there's somebody  
24 here that's going to tell me we made the wrong

1 calls here, and we are here to listen to you for  
2 that very reason.

3 A VOICE: Why didn't you listen before?

4 MR. CAWLEY: We have made decisions to  
5 decide where we could invest the most and get  
6 the most bang. Where we could get the highest  
7 return on student learning. So we made  
8 decisions and some outdated or less effective  
9 programs. An outdated program would be -- we  
10 had a program called Advance Learning Options  
11 which was a technology-base extension of the  
12 school. The school day is now a full school  
13 day, it was no longer necessary to run that  
14 program. There are other things that we were  
15 doing that did not add as much value in the  
16 District as others thought. So a budget again  
17 is a series of decisions and trade-offs that we  
18 needed to make. We rationalized some of our  
19 staffing in magnet and IB schools and what we  
20 saw there was inconsistencies, some schools  
21 staff a lot more than others so we reallocated  
22 so that it would be more discipline in principal  
23 on how extra resources were allocated.

24 And our Culture of Calm, just to be

1 fair, we're big believers in Culture of Calm.  
2 We believe it has helped preserve the safety in  
3 our school environments. Chicago is facing a  
4 very challenging time right now, and we are not  
5 going to dial back on safety and security. But  
6 what we found with Culture of Calm is that we  
7 had a lot of coordinator roles in a lot of  
8 schools that were very expensive and so rather  
9 than cut programs that were directly touching  
10 students, what we did was we felt this was a cut  
11 that we could make without endangering the  
12 program's effectiveness.

13 As I said, we used reserves to close  
14 our budget gap, it's still an enormous gap. We  
15 were fortunate to have these reserves because  
16 the only alternative would have been to make  
17 more cuts, to make cuts in a lot of different  
18 areas around the District. So as we've said  
19 repeatedly on this point, we believe it made  
20 sense to use these reserves. This is the kind  
21 of year they're there for, for a time when you  
22 don't have the kind of revenue growth that you  
23 need and when you don't want to cut into  
24 effective programs for students, and so this is

1 the decision we've made and we believe that  
2 doing it opposite and leaving \$200 million  
3 sitting in a reserve fund while we're cutting  
4 programs for students is the wrong decision.  
5 Our students can't wait. The students who are  
6 in our schools this year need this investment,  
7 and we believe that applying the reserves is the  
8 right decision.

9 Let me now move to our capital budget.  
10 As I said, this is a little anticlimactic  
11 because we presented our capital plan back in  
12 early May and there were actually separate  
13 hearings then, but I still want to review it  
14 very quickly for you here and then invite your  
15 comments and questions.

16 We've been going along spending  
17 hundreds of millions of dollars a year on  
18 capital, and I know it probably doesn't feel  
19 like it for those of you who have students in a  
20 non-air-conditioned school or in a school where  
21 you see the roof is leaking, but with 650  
22 buildings we are so far behind in our ability to  
23 keep up with the capital needs and so  
24 investments were made to try and improve the

1 infrastructure, to add schools in overcrowded  
2 areas, and we have some, northwest side,  
3 southwest side, southeast side, to improve some  
4 of our old buildings. Our average building is  
5 about 70 years old. So we've had to make  
6 significant investments over the years. And, in  
7 fact, the fiscal '12 capital budget was over  
8 \$600 million, now that included some TIF money  
9 to build a new Jones and some other things. So  
10 we had to make significant investments in the  
11 past. We cannot afford those anymore. We've  
12 cut our capital budget down to just over a  
13 hundred million dollars this year because we  
14 can't afford to keep adding interest expense in  
15 the future when we know we're not going to have  
16 the revenues. So we're taking a bit of a  
17 breather. It's going to come back up we think  
18 to about \$200 million each year in the future,  
19 still well below what we spent in the past, but  
20 we just can't afford to do this. We're going to  
21 keep looking for other revenue sources. The  
22 State has some capital funding that we will use  
23 for our schools. TIF money if it's used in the  
24 TIF they've really helped us renovate and build

1 new schools, as I mentioned on Jones. So we're  
2 going to be trying for a lot of different  
3 sources that we can get revenue that doesn't  
4 create expense in the future.

5 As this slide shows pretty dramatically  
6 the scope of our plan is a lot smaller than in  
7 the past. We've been going along 4 to \$600  
8 million a year, we're dropping to hundred to 200  
9 a year over the next few years, and again it's  
10 simply because we cannot afford to keep going  
11 the way we did in the past.

12 Our investments are a lot of programs  
13 that -- am I back on? STEM programs, CTE  
14 programs to help students get ready for a career  
15 after high school, teach the ones the new  
16 program that uses technology in a large  
17 classroom and we're going to try. It's been  
18 successful in another city and we're going to  
19 give it a try with a two school trial. We're  
20 investing in playgrounds because the full school  
21 day brought recess back, which many people are  
22 very happy about, but we need to have a facility  
23 for students when they go outside and play. And  
24 then the IT, we've got online curriculum and

1 other web page applications that require our  
2 students be ready for the 21st Century. We  
3 can't have -- and we're amazed -- I heard at a  
4 recent Board meeting that there's a school where  
5 every teacher doesn't even have a computer.  
6 That's unacceptable in our view. We have got to  
7 make sure every one of our teachers has a  
8 dedicated computer for their own planning, for  
9 their own work, for their own recordkeeping. So  
10 we've got to make this investment throughout our  
11 District so that our students and our staff are  
12 truly ready to do 21st Century education.

13 We also have other investments that we  
14 make in capital, in safety, things to make sure  
15 we have chimneys in a lot of our schools that  
16 are falling down or are at risk of falling down.  
17 So high, high priority is to shore those up so  
18 that we don't endanger our students or staff on  
19 the school grounds. We've got other masonry  
20 coming off of buildings, roofs that are leaking,  
21 windows that aren't sealed, and we've got to  
22 make schools ADA ready, American Disabilities  
23 Act, I think everybody knows that, and fix  
24 mechanical so the boiler will not let us down in

1 January and February. We would love to add air  
2 conditioning to every one of our schools, we do  
3 not have the money to do that. So we're looking  
4 for other solutions on things like summer school  
5 that we can address to relieve some of the pain  
6 that many of our students felt over the last  
7 couple of weeks.

8           And then finally an investment that  
9 we're making in capital and energy programs  
10 allows us to do some logical things, like fix  
11 lighting in schools that might be 30 or 40 years  
12 old that are highly inefficient and wasting  
13 energy or to repair windows that make it three  
14 times more expensive than it ought to be to heat  
15 or keep a building cool. And so those  
16 investments pay for themselves in as little as a  
17 year sometimes but always in less than four  
18 years. We get the money back in energy savings  
19 and this will come out of the City's  
20 infrastructure. It's exactly the kind of thing  
21 that was envisioned when that was put together.

22           Now, any time when a budget like this  
23 is put together you've got to set priorities.  
24 So this very dramatic illustration of filters



1 shows how we think about this. We assessed the  
2 building conditions throughout the District. We  
3 looked for the most serious problems that needed  
4 to be addressed and we prioritized them. And so  
5 you may feel like why isn't my roof getting  
6 repaired in my child's school when I know  
7 there's a leak there? I can assure you if we're  
8 repairing a roof it's far worse than the one at  
9 your school. So we prioritized based on the  
10 severity, the impact on the students and safety  
11 as I said earlier about chimneys.

12 We looked at how these programs fit in.  
13 So if it's a school that's expanding its seats  
14 for magnet or selective enrollment or IB, we got  
15 to have the capacity for it. If you're doing  
16 that school appointed technology test, basically  
17 it's not a big deal, it's taking down a wall  
18 between two classrooms to make a larger  
19 classroom for the teachers to use the technology  
20 more wisely. So we look at the program  
21 initiatives and have to invest to support those.

22 And then we have -- we looked at  
23 whether or not this all aligns with a master  
24 plan. Now, we've got some work to do. State

1 law requires a ten-year educational facility  
2 master plan be a draft to be presented before  
3 January 1st. So we're working on that and  
4 getting input from communities all over the city  
5 on exactly how we ought to be thinking about the  
6 infrastructure in their neighborhoods.

7           And then finally we do get community  
8 feedback. As I said, back when we presented the  
9 capital plan back in May we had separate  
10 hearings on the capital budget. Now, again  
11 we're very proud that the capital plan can be  
12 looked at in great detail, pictures and  
13 everything, project by project on where we've  
14 invested. The decisions we've made, how much  
15 we're spending there, why we're doing it, the  
16 condition of the building before and why we felt  
17 it needed to be a high priority. So if you're  
18 curious about that I urge you to go there. If  
19 you go on the website you'd be able to see -- I  
20 think we could go on the Internet hear, but I'd  
21 rather leave the time for your questions and  
22 comments, but you'd be able to click on every  
23 one of these projects that's highlighted in  
24 purple and you'll see the one-page or two-page

1 summary of what's going on at that school,  
2 again, why, how much, when it will be completed,  
3 the whole story.

4           So the bottom line on our entire budget  
5 presentation is we're not just here to balance a  
6 budget. We've got challenges, that's for sure.  
7 We've got constrained resources. We've got  
8 tough decisions. But we show up every day to  
9 make things better for students. So as a team  
10 from our school chiefs to our department heads  
11 throughout the District we're trying to make the  
12 decisions that we think will improve outcomes  
13 for students. That's what we have to do every  
14 day. And every one of those decisions is a  
15 trade-off. Even the things that get money the  
16 question might be why isn't it getting more  
17 money. And the things that don't get money or  
18 they get less, of course, there are people who  
19 are very upset about that because it may be the  
20 thing that their specific child benefitted the  
21 most from. But we have to make those trade-offs  
22 and we have to make the tough decisions  
23 throughout the District. We used our reserves  
24 because students can't wait another day. The

1 ones who are showing up in 3rd grade or 8th  
2 grade or junior year in high school in August or  
3 September need that investment that we're making  
4 in them and applying our reserves makes sense.  
5 We cannot expect them to take a hit while we sit  
6 on \$200 million of reserves. So we've got to  
7 make those difficult choices without putting our  
8 children's future at risk.

9 I mentioned earlier the work that we've  
10 got to do in Springfield. We need an engagement  
11 in our schools. Some of our schools are great  
12 at raising additional funds from community  
13 partners, from corporations, from foundations,  
14 from parents who can afford to contribute,  
15 they're great at adding additional resources.  
16 So everybody got to pull together to do their  
17 part to help CPS be successful in its mission,  
18 and we've got to do this despite the challenges,  
19 we've got to be successful and we ask your  
20 support in doing that.

21 With that I will turn this over to  
22 questions. Now, here's what we'll do, we'll  
23 take comments or questions on the capital budget  
24 first, and I think there were very few who

1 signed up to do that, but we'll definitely take  
2 those first. We'll try to organize it so the  
3 people on the panel who have got the most  
4 insight to what we're doing can answer your  
5 specific questions. If you just want to be  
6 heard, that's fine too. People are documenting  
7 it, we have a -- we're documenting everything  
8 we're doing here. So we're going to post these  
9 questions. And the ones we don't get to we're  
10 going to prioritize and group them and we've got  
11 a teletown hall coming up next week, we'll be  
12 able to answer them there.

13           So with that we're going to take this  
14 microphone and turn it around so the people who  
15 want to be heard can speak in the microphone and  
16 we'll be happy to answer your questions. And  
17 because we started late we will be here until  
18 ten after 8. I know we wanted to start at 6 and  
19 go until 8, but we want to make sure we got a  
20 full two hours so people could be heard. And I  
21 ask those who speak to limit it to two minutes  
22 so others can be heard, and naturally please  
23 show respect for anybody who is talking. So  
24 thank you very much.

1 MS. BURGOS: We'll start with the  
2 capital budget. Speaker CA 1.

3 MR. RITTER: Good evening. It's funny  
4 that we're here. Last time I was here was the  
5 Crane closing hearing where there were bus loads  
6 of paid protesters to be brought here to  
7 convince the Board to close Crane High School.  
8 We all know how that turned out. Who organized  
9 those paid protesters? Everybody remembers that  
10 story, right?

11 It's also funny that we're hear because  
12 is it not true, Mr. Cawley, that this building  
13 will be given to a charter school in less than  
14 two years? Is it true?

15 MR. CAWLEY: This building will become  
16 an art center for the city and Chicago School  
17 For Performing Arts, which is a contract school,  
18 not a charter school, will actually be one of  
19 the residents along with a bunch of arts  
20 organizations.

21 MR. RITTER: I want to find more cost  
22 savings for you, Mr. Cawley. I want you to  
23 close underperforming charter schools.

24

1 (Whereupon, the audience was  
2 screaming and cheering.)

3 MR. RITTER: All of them. I would like  
4 every charter school that is below meets and  
5 exceeds ratio elementary and high school, will  
6 you seriously examine and close them? There are  
7 a number of them. You can find millions of  
8 dollars there. They are below the scores of  
9 schools that you closed or turned around  
10 recently this past year. I see a little  
11 hypocrisy there.

12 I also have a follow-up with the fact  
13 that of all of the members of CTU Local 1 who  
14 are here fighting for a good contract, you  
15 created a budget that goes around our contract  
16 which doesn't factor in whatever the arbitrator  
17 says, whatever agreement we make. So there are  
18 massive changes that are probably going to occur  
19 to your budget. And my biggest worry is that  
20 you use all of these reserve funds and you hit  
21 zero next year so that you use that rationale to  
22 say we don't have anymore money, therefore, we  
23 must do what? Close more schools. Which if I  
24 had to take a quick survey of everybody here, do

1 you want them to close more schools?

2 (Whereupon, the audience was  
3 screaming and yelling.)

4 MR. RITTER: That's all I have to say.

5 MS. BURGOS: Speaker CA 2.

6 MS. COHEN: Hi, everybody, my name is  
7 Rachel. I'm here with a group called Chicago  
8 Teachers Solidarity Campaign. We're a group.  
9 We just formed. We're a community and union  
10 activists who go across the city from all sorts  
11 of different neighborhoods. We have actually  
12 written out a statement about why we oppose this  
13 budget. Folks should have gotten a flier with  
14 this on it and if you agree with us I hope  
15 you'll help me in making the statement to the  
16 Board.

17 What we say is what's happening to our  
18 schools is an injustice and a shame. 160  
19 schools in this city lack libraries. Almost all  
20 of them are on the south and west sides. 42  
21 percent of elementary schools don't have full  
22 funding for full-time music and art teachers.  
23 Charter schools get resources while public  
24 schools are slashed. You tell us we have the

40



1 deficit of \$700 million so we can't pay teachers  
2 or improve the schools our kids will be in for  
3 an even longer school day. But Illinois is not  
4 broke, \$250 million in TIF money is taken out of  
5 our schools each year to fund the projects of  
6 the wealthy, like the \$5 million Penny Pritzker  
7 just got to build another hotel. Corporate  
8 America doesn't pay their fair share and our  
9 teachers pay with their jobs. And the Board of  
10 Education has shown time and time again their  
11 primary concern is not the children or the  
12 teachers but the pocket books of the rich.  
13 Here's your chance to do what's right, support  
14 our teachers and stand for quality public  
15 education. The bottom line is that the  
16 millionaires and the billionaires on the Board  
17 don't care about working families or our  
18 schools, but we do. We stand in solidarity with  
19 the Chicago Teachers Union because we are  
20 parents, we are students, we are the community  
21 and we will never bow down to the interest of  
22 the 1 percent --

23 (Whereupon, the audience was  
24 screaming and yelling.)

41

1 MS. BURGOS: Thank you. We'll now  
2 start with the operating budget. The first  
3 speaker OP 1.

4 MR. ESTVAN: For the transcriber, Rod  
5 Estvan, Access Living of Chicago.

6 Our position on the reserve fund is  
7 that the last time we had no reserve fund was  
8 before the fiscal collapse of 1979. And how we  
9 got into the fiscal collapse in '79 was based on  
10 short-term borrowing. Tim's old boss, Marty  
11 Kovac, became head of the school finance  
12 authority. I wrote my Masters thesis on the  
13 fiscal collapse of CPS, and it's like a pay day  
14 loan operation. So if this budget already  
15 identifies shortfalls and promised payments from  
16 the State repeated, it's in the budget, it's in  
17 the document, and this will happen again. The  
18 money that is in the reserve fund at the end of  
19 the year was not actually the cash balance  
20 throughout the whole year. The Board members  
21 all get cash flow packets and cash flow goes up  
22 and down. We've had to use this reserve fund  
23 historically many times to reach into it, not  
24 all of it, but parts of it, and we do not

1 support zeroing out the reserve fund. We do not  
2 think it's a wise policy.

3 (Whereupon, the audience was  
4 screaming and yelling.)

5 MR. ESTVAN: On the issue on the  
6 budget, there are some critical tables that have  
7 existed since the 1990s that no longer adhere  
8 this, budget and for analytical purposes for  
9 both my organization and other organizations it  
10 makes it very difficult to do historical  
11 comparisons. So we're going to send you notes  
12 about restoring some of that data that's not in  
13 the report.

14 We support the increase of special ed  
15 funding for charter schools. I know many of you  
16 are not happy with charter schools. We're not  
17 advocates or opponents of charter schools, but  
18 we recognize the inequity and funding for  
19 special education in those charter schools and  
20 we support that increase in the budget and we  
21 think it's the right thing to do.

22 So, you know, there's many, many other  
23 things to discuss in an extensive budget like  
24 this and complex budget. We do not think it's

1 probably the most transparent of all budgets.  
2 It is certainly simpler to read because we're  
3 used to certain formats in the past it's harder  
4 to find things in the present, but I'm sure with  
5 time I'll figure out where everything is. And  
6 you also heard what we thought about the capital  
7 budget, we discussed that with CPS, and we're  
8 not in agreement with the ADA money in the first  
9 number of years in proposal, we don't think it's  
10 viable in the long run. We think that there's  
11 problems. We're very concerned about what the  
12 final deal will be with the union when these  
13 deals historically have been done at the last  
14 minute in the mayor's office, and we're very  
15 concerned where that money will actually come  
16 from. And I know there can be no transparency  
17 on this because it's a deal yet to be done, but  
18 we're worried about how that's going to be done.  
19 And we think that all the citizens of Chicago,  
20 whatever their position is on trade unions,  
21 should be concerned about how that deal is done.  
22 The sooner it's done, the better. It would have  
23 been better to have it done for this budget, but  
24 we are where we are right now. Thank you.

1 MS. BURGOS: Just a reminder please  
2 keep your remarks to two minutes. And I'm also  
3 going to give you a 30 second warning and a zero  
4 second warning. Thank you.

5 Our next speaker is OP 2.

6 MS. ALLEBACH: Hi, my name is Beverly,  
7 I'm a teacher and I'm here tonight because I do  
8 not believe that your budget fully supports the  
9 neighborhood schools. With an additional \$78  
10 million going to charter schools, which makes  
11 for \$500 million to our charter schools, our  
12 neighborhood schools are being starved of  
13 resources and positions.

14 Let me give you an example of how you  
15 could support our neighborhood schools. I work  
16 with my students which means I go from 6th grade  
17 to 8th grade with my students. Two years ago I  
18 got a class of 35 students with about 20 of them  
19 needing special services, about six of them were  
20 staffed. My principal finally decided that  
21 instead of having an art class we should split  
22 that class, there were too many students in that  
23 class and there were too many behavioral  
24 problems. She split that class last year and it

1 had a huge impact on the students. I had one  
2 special ed student increase his score, reading  
3 score, by 40 points, and that's because he could  
4 finally focus in the classroom because he got  
5 individualized attention and tutoring and other  
6 students could help him because we had a calmer  
7 environment.

8           The students' behavior changed. Their  
9 appreciation for school changed. And I felt  
10 like I could finally teach instead of just  
11 trying to manage and baby-sit a classroom. So  
12 how can you support our neighborhood schools and  
13 fund them? Why don't you talk to Penny  
14 Pritzker? Don't you have the power to do that  
15 and ask for \$5.2 million back? Can you not go  
16 to the Miller beer company and ask them for the  
17 \$6 million that they got? Can you not push the  
18 mayor to stop the TIF funds and let the \$250  
19 million come back into our public schools?

20                                   (Whereupon, the audience was  
21                                   screaming and yelling.)

22           MS. ALLEBACH: Can you not ask the  
23 mayor to stop and let corporations not pay their  
24 fair share in taxes like the Chicago Mercantile

1 Exchange with a hundred million dollar break  
2 from taxes?

3 MS. BURGOS: Thank you.

4 Our next --

5 MR. CAWLEY: If I can just comment on  
6 TIFs. TIFs are a very complex story, but I  
7 think it's very important to know that CPS  
8 benefits from TIFs.

9 A VOICE: They build charter schools  
10 with TIFs.

11 MR. CAWLEY: TIFs are used to renovate  
12 some of our schools that need it and TIFs are  
13 used to build new schools. And if a TIF is not  
14 used in the community CPS gets half of the  
15 surplus when it's declared. So in fiscal '11 we  
16 received \$124 million from a TIF surplus. So  
17 CPS benefits very significantly from TIFs, and I  
18 think that's something that many people don't  
19 understand.

20 MS. BURGOS: Thank you. Our next  
21 speaker, OP 3.

22 MS. ROBERTS: Hi, I'm a high school  
23 teacher in Chicago thanks to all you guys. I  
24 just think the point is all the TIF money should

1 go to schools, actually all of it. And another,  
2 you know, another problem with this is that  
3 we're saying, oh, here's another taxable working  
4 class people who own property, let's have a  
5 progressive tax that actually taxes wealthy  
6 people.

7 My other point is that I feel like the  
8 Board and CPS is running the public schools as  
9 if they hate the public schools and that seems  
10 so crazy to me. It's like running this  
11 institution and trying to actively undermine and  
12 undercut the institution constantly. And that's  
13 what we see when no wonder there's so many  
14 people lining up for charter schools, look at  
15 how beautiful the buildings are, look at the  
16 technology, look at how the arts and programs  
17 there are. If I had a choice between crappy  
18 school A as the public school that is  
19 undermined (sic) and underfunded consistently,  
20 or beautiful school B, I would want my kid to go  
21 to the beautiful school.

22 The argument here is that we want every  
23 single school in Chicago put extra money in or  
24 not to be a beautiful school with arts and music



1 and all of the other things that a lot of these  
2 charter schools have, the beautiful fields,  
3 et cetera.

4 And so I just wanted to make the last  
5 point that I have on my little sheet here, which  
6 is that I'm really insulted by this budget and  
7 I'm insulted because I work my ass off, sorry, I  
8 work by butt off in school. I work really long  
9 hours and I'm not compensated for a huge portion  
10 of those hours and then I look at the budget  
11 next year, a 2 percent raise, as you took away  
12 our 4 percent raise.

13 MS. BURGOS: Please conclude.

14 MS. ROBERTS: Okay, I'm still angry and  
15 I think it's really, really insulting.

16 MS. BURGOS: Our next speaker, OP 4.

17 MS. SHERIDAN: Hi, I'm also a public  
18 school teacher. I've been teaching for Chicago  
19 for 14, almost 15 years. I love my job and I  
20 love my students, and I know that when I come to  
21 these things I often feel like the crowd feels  
22 like the Board is being so disingenuous. And so  
23 when you hear us hissing and saying we don't  
24 believe that there's a deficit, there's reasons

1 for it. And I'm a person I absolutely  
2 understand that high quality education comes  
3 from experienced teachers and experienced  
4 teachers cost more and the people that I work  
5 with are constantly in fear of losing their jobs  
6 now because we know that the younger  
7 inexperienced teacher costs less. And so we are  
8 walking around in fear for our jobs which makes  
9 it less pleasant to do even though I love my  
10 job. It's really difficult under all of this  
11 pressure and under all of this bad publicity for  
12 teachers to keep doing the high quality job I  
13 was trained to do over all of these years.

14 So I just want to say a couple of  
15 indisputable facts because I know that you guys  
16 like indisputable facts. Experienced teachers  
17 do a high quality job. They cost more. Class  
18 size (inaudible) for all of my students. When  
19 principals save money by increasing the number  
20 of students in the classroom by doubling up the  
21 number of kids with high needs, throw in an  
22 assistant teacher and claim that that makes the  
23 ratio better makes the experience for all of us  
24 less.

1           And so I know that you said that we're  
2 going to be maintaining class size with this  
3 budget, but I do not understand how maintaining  
4 a class of 41 kids with an extraordinary number  
5 of high needs, how that is supposed to help  
6 anything? We need to actually reduce the class  
7 size, not maintain it. So I guess that's  
8 probably my two minutes.

9           MS. BURGOS: Our next speaker is OP 7.

10          A VOICE: You skipped 5 and 6.

11          MS. BURGOS: I'm sorry, OP 5.

12          MR. MESSLER: Good evening, my name is  
13 have Gerry Messler, I'm with the Service  
14 Employees International Union. We're here to  
15 talk about the budget and relationship that you  
16 commented before that you already cut the  
17 custodians we represent. We think these people  
18 basically are invisible to most of the people  
19 and most of the students are gone and the  
20 teachers are gone and they're there at night  
21 cleaning up these buildings. Of course you have  
22 custodians in the daytime too, but because  
23 they're invisible you think it's something you  
24 should cut. We think you're cutting (inaudible)

51

1 they protect the health and the welfare of the  
2 students by keeping the germs free because the  
3 school is not providing enough money for them to  
4 have the safe equipment that they need.

5 So we ask as you've already cut 200 of  
6 them last year that you don't cut any more this  
7 year. I would also ask that you put your  
8 PowerPoint online. It's a nice summary where  
9 the details sometimes are very difficult to  
10 drill down to find out all the things. Thank  
11 you very much for your time.

12 MR. CAWLEY: I like your idea. I don't  
13 know if we're planning on posting it. Do any of  
14 you know if we're posting the PowerPoint online?  
15 I think it's a great idea.

16 Secondly, are you a CPS employee?

17 MR. MESSLER: No, I'm not.

18 MR. CAWLEY: You're SEIU Local 1.

19 MR. MESSLER: That's right.

20 MS. BURGOS: The speaker that  
21 registered for OP 6 spoke for the capital budget  
22 so we will move to OP 7.

23 MR. CAWLEY: By the way, we do love our  
24 private custodians and our --

1

2

(Whereupon, the public was

3

booing.)

4

MR. CAWLEY: I didn't mean to make that

5

distinction.

6

PASTOR DOWLING: My name is Pastor

7

Dowling --

8

(Whereupon, the audience was

9

screaming and yelling.)

10

PASTOR DOWLING: -- in the North

11

Lawndale Community, and I'm here representing

12

the students and our schools and the parents.

13

For over six years the CPS Central Office has

14

said it wants to reduce the number of

15

suspensions and expulsions in our public

16

schools. Six years ago they covered moving

17

toward restorative justice practices in a way

18

for punishment practices that eventually pushed

19

many kids out of the system. In fact, a record

20

number in Chicago than any other city in the

21

country. Chicago has a long-time record of

22

children being suspended and expelled from our

23

schools.

24

As pastor on the west side in the North

1 Lawndale neighborhood I see too much violence.  
2 I've been called over to Mt. Sinai and Stroger  
3 Saint Anthony too many times to be with the  
4 family to pray with them when they plan to have  
5 life support from their sons who were shot. I  
6 presided over and attended too many funerals for  
7 school-age youth victims of gun violence. I  
8 also see too many school-aged children on our  
9 streets with nothing to do and too much time on  
10 their hands. Unfortunately, many of those  
11 students get caught up in gang violence and are  
12 more likely to get forced in the injustice  
13 system. They end up in juvenile detention or in  
14 prison.

15 CPS needs to re-prioritize the budget  
16 away from more cameras and metal detectors in  
17 our schools and hire personnel who can teach and  
18 implement restorative justice practices in our  
19 schools. We need to move away from zero  
20 tolerance policies to policies that respect our  
21 children and respect our children as human  
22 beings who deserve not punishment under the  
23 current system but discipline that teaches them  
24 how to make better choices in dealing with

1 conflict.

2 As Alderman Burnett sponsored the city  
3 resolution to ask CPS to honor their commitment  
4 to have justice said this should be a no  
5 brainer, and yet we continue to support a system  
6 where our children and youth are punished rather  
7 than worked with and taught how to resolve  
8 problems in healthy ways.

9 The proposed budget reflects no change  
10 in the current zero tolerance policies and  
11 continues to focus on punishing rather than  
12 working with parents and teachers and  
13 disciplining their children and working with the  
14 communities as well. Eventually we don't want  
15 to sacrifice at-risk programs, but we need to  
16 realize that there are so many at-risk students  
17 and students --

18 MS. BURGOS: Can you please conclude?

19 PASTOR DOWLING: I will do that. Is  
20 that 30 seconds?

21 MS. BURGOS: You went way over 30.

22 PASTOR DOWLING: You didn't give me a  
23 30-second warning.

24 The High Hopes campaign, of which my

1 church is a part of, is asking thousands of  
2 parents, many clergy and any other community  
3 organizations for CPS to put their money where  
4 their mouth is and shift your priorities to  
5 first take our schools back to restorative  
6 justice practices. You will create a safer  
7 environment where students are still held  
8 accountable and you will create a better  
9 environment where teachers can teach and  
10 children can actually learn. Thank you.

11 MS. CRAVEN: Thank you for your  
12 comment. We actually couldn't agree with you  
13 more? At the most recent Board meeting --  
14 (inaudible) were significant in reducing a  
15 number of days that students are allowed to be  
16 suspended. So for some of our maximum number of  
17 days was ten, we reduced that to five.

18 Also, in the Student Code of Conduct it  
19 does call specifically for restorative justice  
20 practices and we're continuing to follow our  
21 youth development. This year that team provided  
22 professional development on restorative justice  
23 practices to more than a third of our schools in  
24 the District and will continue (inaudible) to



1 provide adults in buildings, teachers, students,  
2 principals, on restorative justice practices.

3 A VOICE: Who are you?

4 MS. CRAVEN: My name is Akeshia Craven,  
5 I'm the chief officer for Pathways to College  
6 and Career.

7 MS. BURGOS: Our next speaker, OP 8.

8 MS. HAINDS: Hi, I'm Sarah Hains from  
9 the Chicago Teachers Union. You keep talking  
10 about cutting the Central Office, and I know  
11 that's the kind of thing that gets put in the  
12 media every single year, you're saying 60  
13 million of it is coming out to go to the schools  
14 but you're actually up 21 million this year  
15 compared to last year. Last year you were up  
16 194 million. So a lot of the programs that  
17 you're cutting you actually dramatically  
18 increased last year so that is very misleading.

19 And one of the biggest departments  
20 that's increased is your communications office,  
21 it's up about 30 percent and it's all going into  
22 your TIF campaign, and I think it's doing a huge  
23 disservice. You have this fancy website and  
24 interactive with buttons and everything, you're

1 just spinning the numbers around and you're  
2 really not being honest with the public and it's  
3 not fair.

4           One the things you like to spin on is  
5 what you mentioned earlier about we know that  
6 charter schools are affected because so many  
7 parents are waiting to get in line. On Page 8  
8 of your budget you say that one of the reasons  
9 why expenses were down last year is because  
10 enrollment was lower than projected in your  
11 charter schools. People have been asking time  
12 and time again to publish the numbers on these  
13 waiting lists. No one believes you that there  
14 are waiting lists. Maybe one noble school has a  
15 waiting list, maybe, but there are 108 charter  
16 schools do not all have waiting lists. That is  
17 not true. And you should publish it if you want  
18 to be more transparent with the public.

19           And then finally talking about cutting  
20 inefficiency. We mentioned Doolittle -- I mean  
21 Chi-Arts is coming here next year. 30 million  
22 is being spent on renovating Doolittle this year  
23 for Chi-Arts, it's the third time that school  
24 has moved. That is completely inefficient. And

1 then you've already put into the fiscal year '14  
2 capital budget a ton of money to put into this  
3 building again for Chi-Arts. That is unfair and  
4 inefficient.

5 MS. BURGOS: Thank you.

6 MR. CAWLEY: If I could just reply on  
7 some of those comments.

8 On the investment in Doolittle, the  
9 great news about that is the Doolittle  
10 Elementary School will be able to benefit from  
11 that when Chi-Arts moves out. That was always a  
12 temporary location for Chi-Arts and Doolittle  
13 will benefit from that and we hope to turn  
14 Doolittle into a terrific school.

15 Number two, if there are things you see  
16 in our budget with all the numbers we spin  
17 around, if you see anything that is not clear or  
18 honest I hope you bring it to our attention.

19 The reason we put it in there is so that you can  
20 see it. And it is honest, it's a budget, it's  
21 passed by the Board. So we would like you to  
22 point out things that you think are unclear or  
23 misleading because it is a new format for us.

24 I forget what else you commented on.

1 The waiting list. I actually like the waiting  
2 list idea for charter schools.

3 (Whereupon, the audience was  
4 screaming and yelling.)

5 MR. CAWLEY: They don't report to us,  
6 but I actually think that's a great idea. They  
7 actually have their own records. I don't know  
8 if we are allowed to compel them to do it, but I  
9 think it's a good idea.

10 (Whereupon, the audience was  
11 screaming and yelling.)

12 MR. CAWLEY: When you talk about the  
13 Communications Department, it is growing because  
14 we're trying it communicate more with all of our  
15 stakeholders, community members, parents doing a  
16 much better job of trying to reach out to them  
17 and that growth is a big percentage. It's 19  
18 people. So in a District of 43,000 employees  
19 it's probably not a big issue but it is growing,  
20 we admit that, and it's right there on the  
21 website for you to see.

22 MS. BURGOS: Our next speaker, OP 9.

23 MS. PATEL: Good evening, my name is  
24 Amisha Patel, I'm the executive director of

1 Grassroots Collaborative. At Grassroots  
2 Collaborative we put 11 community labor  
3 organizations together. In Chicago we represent  
4 over 55,000 residents who live in every single  
5 ward in every neighborhood in the city.

6 Chicago Public Schools' budget leaves  
7 hundreds of millions of dollars on the table and  
8 continues to (inaudible) Chicago neighborhood  
9 schools at the expensive charter and magnet  
10 schools. This budget fails to provide all  
11 students equal access to a high quality  
12 education because CPS fails to provide further  
13 resources our children need. Every year CPS  
14 continues (inaudible) to financing funds to  
15 divert critical resources away from schools  
16 leaving neighborhood schools (inaudible).

17 In 2010 TIF took 267 million of our tax  
18 dollars away from Chicago Public Schools.  
19 Instead of going to our neighborhood schools CPS  
20 allowed the city to take this \$267 million out  
21 of our classrooms and put them into corporate  
22 board rooms. Although 160 schools don't have a  
23 library, the city gave the majority of the TIF  
24 dollars to downtown companies with

1 record-setting profits and used the TIF moneys  
2 not increase employment for neighborhood  
3 residents. According to the analysis by the  
4 Chicago Reporter, Chicago residents mostly on  
5 the south and west sides have actually lost over  
6 12,000 jobs from 2002 to 2008 in downtown, while  
7 the city shelled out over a billion dollars of  
8 our tax money from 2004 to 8 in and around the  
9 loop for economic development. What's wrong  
10 with this math?

11           When the city does decide to allocate  
12 TIF money in education CPS uses TIF funds to  
13 invest in schools that have an existing  
14 abundance of resources. Since 1983 CPS has  
15 repeatedly spent a disproportionate amount of  
16 TIF funds on developing schools to aid selective  
17 enrollment schools, charter schools and magnet  
18 schools. Of the 2.45 billion in TIF dollars  
19 provided from '04 to '08 the local surrounding  
20 communities received 63 percent. This isn't  
21 equity, this isn't just and Mayor Emmanuel talks  
22 about making tough decisions --

23           MS. BURGOS: Please conclude.

24           MS. PATEL: Only teachers, parents and

1 students have to make tough decisions. Our kids  
2 need that money more. And my question to you,  
3 Mr. Cawley, is will you stand with community  
4 residents to stop giving our tax money to United  
5 Airlines, Miller and Willis Tower?

6 MR. CAWLEY: I actually don't have a  
7 role in those decisions so it's not --

8 (Whereupon, the audience was  
9 screaming and yelling.)

10 MR. CAWLEY: As I said earlier we  
11 benefit from TIFs. In fact, the new Jones High  
12 School at Harrison and State cost a hundred  
13 million dollars and was paid for entirely by TIF  
14 funds. Fact.

15 MS. BURGOS: Our next speaker, OP 10.

16 MR. REHAK: Jay Rehak, Whitney Young  
17 High School. Parent, teacher for 25 years, also  
18 president of the Chicago Teachers Pension Fund.  
19 I'd like to talk a little pension, but before I  
20 do that I want to help you out a little bit,  
21 Mr. Cawley, and the rest of you.

22 TIF funds do take money out of the  
23 property taxes and then they do get  
24 redistributed sometimes to the schools, that's

1 true. We are the only district in the State of  
2 Illinois that the TIF Commission does not  
3 include someone from the Board of Education on  
4 that fund. So what we have is a TIF Commission  
5 full of real estate developers and other  
6 business people. I'm not against that, but  
7 we're the only district in the state that does  
8 not have a Board of Education person on the TIF  
9 Commission. What this means is that the TIF  
10 Commission is making decisions that impact --  
11 they take money from property taxes, and again  
12 they do return some of it to the schools, that's  
13 true, but they don't return all of it. You  
14 understand that property taxes fund schools, I  
15 think we all understand that. Everybody  
16 understands that in the State of Illinois except  
17 the City of Chicago. Everybody else in the  
18 State of Illinois that has TIF funds has on its  
19 board a Board of Education -- TIF Commission a  
20 Board of Education member. This is the only  
21 district that does not.

22 So my simple question to you,  
23 Mr. Cawley, and I ask this of any of the Board  
24 members is will you ask someone on that



1 commission -- on the Board of Education to sit  
2 on the commission and at least represent the  
3 interests of the schools at that point? Because  
4 then even if the TIF Commission keeps on  
5 diverting funds to other resources at least  
6 there's someone at the table to represent the  
7 schools because right now there is no one on the  
8 commission who represents the schools. Now, you  
9 might say, well, the business community does,  
10 but we're here to tell you --

11 MS. BURGOS: Please conclude 10.

12 MR. REHAK -- that you can't. So that  
13 is my initial point. And now I'd like to get to  
14 my point --

15 MS. BURGOS: Sir, I'm sorry, you've  
16 gone over.

17 MR. REHAK: That's all right. I wanted  
18 to clarify Mr. Cawley. So now I'd like to  
19 explain to him a little bit about next year's  
20 budget deficit --

21 MR. CAWLEY: Please wrap up very  
22 quickly, sir, it's unfair to other people.

23 MR. REHAK: That's okay, it looks like  
24 they're willing to let me speak, Mr. Cawley.

1 What do you think? I leave it to you.

2 (Whereupon, the audience was  
3 screaming and yelling.)

4 MR. CAWLEY: It's actually fine with  
5 me, it's the people who won't have an  
6 opportunity to speak.

7 MR. REHAK: I'd like to go to the  
8 second issue, which is a profound interest of  
9 many of the teachers here, and that is the  
10 pension fund. You may be aware of the fact that  
11 \$1.2 billion of relief was given to the Board of  
12 Education three years ago, as a consequence of  
13 that rather than giving the 600 million that you  
14 owe, the Board of Education owes, it's been  
15 giving the pension fund 200 million for the last  
16 two years and it will give it this year 209  
17 million.

18 What I want you to understand is that  
19 the \$5 billion fund that we have, the \$5 billion  
20 that the Board of Education budgeted is an  
21 engine for this city, an economic engine. And  
22 when you shortchange the pension -- last year  
23 the pension fund made 24 percent on its money.  
24 If we would have had the extra 800 million that

1 was shortchanged that would have been \$192  
2 million. The 400 million from the previous year  
3 would have been \$52 million. (Inaudible) this  
4 year, which is another hundred million dollars.  
5 So what's happening is we are shortchanging our  
6 community.

7           And the last thing I'm going to tell  
8 you relative to this is the people who are hurt  
9 besides all of the teachers here is the business  
10 community. Please pass this on to them that the  
11 private equity managers, the people who want to  
12 manage the Chicago Teacher Pension Fund, the  
13 Chicago fund managers are not going to have the  
14 money available to them as a consequence of the  
15 fact that the Board of Education continues to  
16 shortchange the pension fund.

17           So when you understand that that 5  
18 billion trickles down -- now, you don't live in  
19 Chicago --

20   (Whereupon, the audience was  
21   screaming and yelling.)

22           MR. REHAK: -- but those of us that do  
23 understand that every dollar that's spent in  
24 Chicago is an economic engine for the rest of

1 the city. So every dollar that you give me I  
2 spend on the restaurants and my mortgage and  
3 everything else. I realize you don't spend your  
4 money this way, but that's what I spend with my  
5 money. And anybody who lives in Chicago is  
6 actually an engine for Chicago's business  
7 community. So please let the business community  
8 know they can't get our money if we don't have  
9 it from you.

10 MR. CAWLEY: I have a response about  
11 the pension or a question. The pension relief  
12 that Springfield enacted two years ago that  
13 we're benefitting from has allowed CPS to  
14 continue to spend money on teachers and early  
15 childhood and magnet schools and arts programs  
16 and full-day kindergarten because if we had to  
17 pay that into the pension fund we would have had  
18 to make \$300 million more in cuts.

19 MR. REHAK: You have a billion dollars  
20 in private contracts, you could have cut those  
21 very easily, sir, one billion dollars in private  
22 contracts.

23 MR. CAWLEY: Those private contracts  
24 pay for special education services for our

1 children. They pay for early childhood. So we  
2 have programs in the budget that are very clear,  
3 to cut \$300 million of those would have been  
4 very painful.

5 And I guess I ask you a question about  
6 the 3200 employees who are receiving inflated  
7 pension benefits since 2004.

8 (Whereupon, the audience was  
9 screaming and yelling.)

10 MR. CAWLEY: I think you know what I'm  
11 referring to. What is the Pension Funds'  
12 position on the overpayment, the acknowledged  
13 overpayment of 3200 retirees that's taking  
14 millions of dollars away from future retirees?

15 MR. REHAK: Right now currently as you  
16 well know it is being negotiated in courts. The  
17 courts which is a consequence -- by the way,  
18 just so we understand this, Mr. Cawley  
19 understands this, is that there was an extra  
20 week pay period where some teachers back in 2001  
21 that the Board, the Pension Fund and the CPS  
22 have been trying to resolve for about ten years  
23 and it's in the courts as you well know and that  
24 is exactly where it's supposed to be.

1           So what's my position on it? I'd like  
2 it to be resolved.

3           MR. CAWLEY: Thank you.

4           MS. BURGOS: Thank you. Our next  
5 speaker, OP 11.

6           A VOICE: They gave it up.

7           MS. BURGOS: Our next speaker, OP 12.

8           MS. FALK: My name is Claire Falk, I'm  
9 a teacher at Dunbar High School. I have 30  
10 years --

11                           (Whereupon, the audience was  
12                           screaming and yelling.)

13           MS. FALK: So one thing about the  
14 budget for any of you who have been in private  
15 industries, if you lost 50 percent of your best  
16 and brightest every five years, the CEO of that  
17 corporation would be out on his butt because  
18 that would cost that corporation millions of  
19 dollars. But CPS doesn't seem to care in the  
20 least that every five years 50 percent of their  
21 teachers are leaving and that costs in the  
22 budget millions of dollars.

23           The second I would like to know where  
24 you get your figures on the fact that CPS

1 students spend the least amount of time of any  
2 school district in the country? Where does that  
3 come from?

4 MR. CAWLEY: Any major urban district.

5 MS. FALK: Pardon me?

6 MR. CAWLEY: Any major urban district.

7 MS. FALK: Where does that come from?

8 MR. CAWLEY: We've done the analysis.

9 MS. FALK: You know what, I got so  
10 tired of listening to that, hearing it on the  
11 radio, reading it in the newspaper, on TV, I  
12 went out to the New York City Public School  
13 website and I looked at high school, the number  
14 of minutes that they spend on academics in a  
15 week, and my students were spending more minutes  
16 per week than the New York public city school  
17 high school students.

18 I went out to LA Unified, and their's  
19 is a little different because they had  
20 year-round school, but from what I could figure  
21 we were spending maybe 15 minutes a week less  
22 than LA Unified.

23 And these are the three largest school  
24 districts in the United States. So just looking

1 at high school all three of those districts are  
2 right around the same amount of minutes per  
3 week. And what I really find really irritates  
4 me is that we are all giving our very best  
5 effort. All the teachers --

6 MS. BURGOS: Please conclude.

7 MS. FALK: -- are working 15 to 20  
8 hours a week for which we are not paid, now you  
9 want me to work a sixth class period and not pay  
10 me for it. And then what's going to happen  
11 after that because now I found out I'm teaching  
12 reading? I'm not endorsed to teach reading, but  
13 my sixth period is going to be reading. At some  
14 point in time there will be a letter coming from  
15 125 South Clark to the students that I'm  
16 teaching in reading that will tell them that  
17 according to No Child Left Behind your child  
18 being taught reading by Ms. Falk is being taught  
19 by a teacher that is not highly qualified. I  
20 have worked very hard to become highly qualified  
21 and to stay highly qualified.

22 (Whereupon, the audience was  
23 screaming and yelling.)

24 MR. CAWLEY: Ms. Falk, first of all,



1 thank you for your 30 years of service at CPS.

2           Secondly, we want to acknowledge we  
3 have a lot of teachers, the vast majority who  
4 work very, very hard and we know that. We  
5 believe the students do need more time and we  
6 can take your name and we can send you the data  
7 that we have about the instructional minutes and  
8 the instructional days in New York and LA, we'd  
9 be happy to share that with you with one of our  
10 team members.

11           And the last thing I'd say on the sixth  
12 period for high school, we are taking a look at  
13 that. There is concern about the load that it  
14 would be putting on high school teachers. The  
15 union leadership has been very clear and even  
16 Jean Claude who was a high school teacher said  
17 that's asking a lot and so we are taking a look  
18 at that.

19           MS. FALK: Well, I already have a  
20 schedule that tells me that's what I'm teaching  
21 because I looked at it yesterday, that's already  
22 what my schedule says.

23           MR. CAWLEY: Schedules can change.

24           MS. FALK: In high school we already

1 have enough trouble keeping them there for the  
2 last period of the day, with jobs, students have  
3 to go home to take care of kids.

4 MR. CAWLEY: We understand exactly the  
5 burden that that puts on you so we are looking  
6 at that.

7 MS. BURGOS: Our next speaker, OP 13.

8 MR. HAYWORTH: Hi, everyone, my name is  
9 Dylan, I am a member of the Chicago Teachers  
10 Solidarity Campaign. I wanted to make three  
11 really important points that I think are all  
12 interrelated here.

13 First, as people have spoken earlier I  
14 want to ask why CPS is continuing to fund the  
15 school's prison pipeline?

16 (Whereupon, the audience was  
17 screaming and yelling.)

18 MR. HAYWORTH: This one that you put up  
19 on the Internet here at cps.edu budget. They  
20 are expanding HD cameras. They proudly tout in  
21 this budget that they're expanding 1200 HD  
22 cameras, \$7 million spent on enhancing  
23 monitoring protocols, right? And so what we're  
24 seeing here is they're diverting millions of

1 dollars to sustain this social process that  
2 criminalizes students and turns the classroom  
3 into a jail cell.

4 (Whereupon, the audience was  
5 screaming and yelling.)

6 MR. HAYWORTH: According to the  
7 discipline policy they say, look, we have a  
8 restorative justice discipline policy, but they  
9 don't put their money where their mouth is.  
10 They put it in the discipline code, but they do  
11 not fund adequate restorative justice programs.

12 (Whereupon, the audience was  
13 screaming and yelling.)

14 MR. HAYWORTH: One of the most helpful  
15 and positive and powerful restorative justice  
16 programs that we could see in this city is  
17 adequately funded in the well-compensated  
18 teachers. It is one of the most important  
19 things to sustain in the classroom is a  
20 teacher-student trust relationship so students  
21 remain closer to their teacher and vice versa.

22 And the third point I wanted to make is  
23 a broad general point about this whole  
24 proceeding that's going on here. The CPS Board

1 presents us with this budget but they are not  
2 democratically elected.

3 (Whereupon, the audience was  
4 screaming and yelling.)

5 MR. HAYWORTH: -- our teachers then  
6 they should have been elected in the first  
7 place. So this whole farce --

8 MS. BURGOS: Sir, conclude.

9 MR. HAYWORTH: Thank you.

10 (Whereupon, the audience was  
11 screaming and yelling.)

12 MS. BURGOS: Our next speaker, OP 14.

13 MR. HAYWORTH: You could have addressed  
14 it if you wanted to.

15 MS. RODOLFO: I'm Jan Rodolfo with the  
16 National Nurses United. I am a CPS grad and a  
17 registered nurse. First thing I want to say  
18 quickly for all those in the room, I want to say  
19 really clearly that for nurses teachers are our  
20 heroes because we believe that you save lives  
21 just like we do every day. So thank you for  
22 what you do every day.

23 We understand the class size issue  
24 because we have a similar issue. We know,

1 nurses know, that when we have too many patients  
2 to care for safely lives are lost. And we  
3 understand that when teachers have too many  
4 students to teach lives are also lost. We know  
5 that when the public health system is starved  
6 for funds that lives are lost, that patients  
7 fall through the cracks and when community  
8 schools are starved students fall through the  
9 cracks. The nurses at Cook County Hospital  
10 system take care of folks in Chicago who have  
11 fallen through the cracks. So that student in  
12 that community school that you turned your back  
13 on because you shifted the funding to a charter  
14 school is the same person who shows up in our ER  
15 and waits for 48 hours to be seen. It's the  
16 patient who gets discharged from the hospital  
17 and can't fill their pain medication  
18 prescription. It's the patient we hand a turkey  
19 sandwich and they burst into tears because they  
20 haven't eaten in three days. That's the student  
21 that you're turning your back on. That is my  
22 patient. That's your student.

23 MS. BURGOS: Please conclude.

24 MS. RODOLFO: So at the end of the day

1 we believe that we're not talking about a fiscal  
2 crisis here in the Chicago Public School system,  
3 we're talking about a crisis of priorities and a  
4 moral crisis. Nurses stand in solidarity with  
5 the teachers of CTU.

6 (Whereupon, the audience was  
7 screaming and yelling.)

8 MS. BURGOS: Our next speaker, OP 15.

9 MS. LOEW: Hi, my name is Linda Loew, I  
10 am a member of AFSCME Local 1989 and our members  
11 also are in solidarity with the teachers and the  
12 students. Many of us public sector workers know  
13 whenever we hear about a shortfall of funds it's  
14 the services that we provide and the benefits  
15 that we receive that are on the chopping block  
16 first and most. We do not have to accept such  
17 budgets. We need one that puts education for  
18 all Chicago children first, education in every  
19 community and fair compensation for every  
20 teacher. These must be the priorities.

21 Teachers and children did not create  
22 the budget crisis and shouldn't have to pay the  
23 price. The money, as other speakers have  
24 mentioned, must be found. Is there any question

1 that we must have a library in every school, not  
2 just some schools? Comprehensive physical  
3 education programs, not just a short recess.  
4 Restoration for all arts, full art and music  
5 programs throughout the system. Money must be  
6 spent on each of these priorities in order to  
7 give any meaning to a longer school day. How  
8 can we let another dollar of public funds be  
9 spent on charter schools when neighborhood  
10 schools throughout our city are underfunded?

11 I think we have to come together, stay  
12 together and fight to be heard as well until  
13 justice is served. I think that the students  
14 and the parents and the teachers --

15 MS. BURGOS: 30 seconds.

16 MS. LOEW: -- everywhere around the  
17 country are looking to see what happens in our  
18 great city. And I think we need a budget that  
19 corrects its priorities. And that's all.

20 MS. BURGOS: Our next speaker, OP 16.

21 MS. CHAVEZ: Hello, my name is Lorraine  
22 Chavez, I'm a parent of twins, two recent CPS  
23 graduates who are now receiving full academic  
24 scholarships in college as well as all of their

1 friends. I support public education and the  
2 Chicago Teachers Union. I am also a member of  
3 the Chicago Teachers Solidarity Campaign, and I  
4 would like you to address the use of your  
5 reserve fund.

6           When you released the budget you said  
7 you were going to spend the \$400 million in your  
8 reserve fund, as a result Moody's downgraded CPS  
9 debt yesterday from an A1 rating to an A --  
10 lower A3 rating and another downgrading of the  
11 credit for the debt is coming. CPS is not  
12 telling us the truth about this maneuver. What  
13 this is going to do is going to increase the  
14 borrowing costs for the deficit. It is creating  
15 an emergency that does not exist right now but  
16 currently exists because of use of the reserve  
17 funds which Chicago Crain's magazine has  
18 criticized and is following. You are creating  
19 an emergency so that you can then turn around  
20 next year or the year after that and tell the  
21 Chicago Teachers Union, well, we just don't have  
22 money for you even though we have money for 80  
23 new charter schools. That is unacceptable and  
24 the public is going to find out about that -- a



1 maneuver of your using the reserve funds.

2 (Whereupon, the audience was  
3 screaming and yelling.)

4 MR. CAWLEY: If I could respond on the  
5 downgrade by Moody's. It is disappointing but  
6 wasn't surprising since we were using the fund  
7 balance. The alternative as I've said all along  
8 is that we would have to cut programs to keep  
9 money in the fund balance. The cost of the  
10 downgrade is actually relatively minor. It  
11 doesn't affect any of our existing debt, just  
12 like changes in interest rates don't affect your  
13 existing mortgage if you have one. And so your  
14 mortgage is set, it's a fixed rate mortgage, and  
15 our bonds were almost all fixed rates.

16 It will affect the bonds that will be  
17 issued later this year to pay for the capital  
18 projects. We got capital projects that were  
19 paid for that go back to fiscal '08 that are  
20 just wrapping up and we will pay for those. So  
21 we will issue new bonds and the downgrade will  
22 cost just a little more on the interest on those  
23 bonds. So there is a real cost to this, but the  
24 alternative is to cut \$200 million to keep a

1 nice, healthy reserve so Moody's would have felt  
2 more comfortable and that would have been \$200  
3 million in pain that we would have inflicted on  
4 our students. So we chose to spend that money  
5 this year, on students this year, and suffer the  
6 downgrade, slight downgrade by Moody's.

7           The last thing I'll say about that is  
8 for our bond holders it's an odd thing that use  
9 of reserves would affect our rating because our  
10 money by law as it comes in has to go first to  
11 pay for debt, so that's the first place that our  
12 money goes. They are the most secure of anybody  
13 in the system. So the use of reserves should  
14 not have affected them, but Moody's looks at it  
15 more broadly at public sector financing  
16 everywhere.

17           MS. BURGOS: Our next speaker, OP 17.

18           MS. HICKEY: Hi, my name is Susan  
19 Hickey, I'm a school social worker for Chicago  
20 Public Schools.

21                           (Whereupon, the audience was  
22                           screaming and yelling.)

23           MS. HICKEY: Nurses, you know,  
24 psychologists, speech paths, OTs, PTs, you know,

1 those people that were there, okay.

2 First off, let me start with the fact  
3 is that we have professional organizations that  
4 we belong to and our national standards we are  
5 way above. We have -- like in terms of the  
6 National Association of Social Workers, we're  
7 supposed to be one social worker per 500  
8 students, we are way over that, you know. I  
9 have a case load -- like you're talking about  
10 class size for teachers, I have a case load of  
11 120 of kids I have to see every week. This is  
12 what we have to do. Of course, they're being  
13 shortchanged. It doesn't give us a chance to do  
14 any of the restorative justices that we would  
15 love to do because that's part of our job, it's  
16 part of what we do. We can't do that. We can't  
17 do any prevention because we're constantly  
18 putting out fires. We talk about how many kids  
19 are killed. Think about what we have to do.  
20 We're in there doing the grief counseling and  
21 other kinds of stuff and we are being stretched.

22 I'm at three schools. I know of like  
23 physical therapists who are at 20 schools, you  
24 know, that they have to service. These are the

1 kinds of things that we're seeing.

2 And another thing is we're also like --  
3 since 2004 ever since charter schools.

4 MS. BURGOS: 30 seconds.

5 MS. HICKEY: We were told we have to go  
6 into those schools. I don't think anybody here  
7 knows that, but us social workers we had to  
8 actually spend more time in those charter  
9 schools and they have the money, you know, to  
10 hire their own. I think that's one way, you  
11 know, that the Board could deal with the budget,  
12 get the charter schools to pay for their own  
13 clinicians and let us work in the neighborhood  
14 schools.

15 (Whereupon, the audience was  
16 screaming and yelling.)

17 MS. BURGOS: Our next speaker, OP 18.

18 MS. CAVARETTA: My name is Nancy  
19 Cavaretta, and I'm a special education teacher  
20 for early childhood at Mark Skinner School, and  
21 I'm also a part-time clinical professor of  
22 special education at Roosevelt University.

23 My question addresses why class size in  
24 early childhood special education programs has

1 literally doubled since March of 2012? Since  
2 March 2012 the program that I run had 11  
3 students and by the end of the year had reached  
4 20. This happened city-wide. We were told that  
5 all of the programs had to be receiving 20  
6 children as a ceiling and all the programs were  
7 filled.

8           With the 20 children we also now as  
9 special education teachers have to manage 20  
10 IEPs, which is unprecedented in the history of  
11 CPS. We have also been asked to document every  
12 single prompt, whether it be gestural, verbal,  
13 any kind of prompt that our paraprofessionals  
14 give to the children in order to justify the  
15 need for having them.

16           Traditionally in early childhood  
17 special education programs we were all assigned  
18 to paraprofessionals, it came with the program.  
19 We're dealing with children who are on the  
20 autism spectrum, have other disabilities,  
21 developmental disabilities, some, many, are not  
22 even toilet trained. They want to take the  
23 paraprofessionals away if we cannot justify the  
24 need for them minute-wise in the IEPs.

1           So what I am asking is for us to  
2   consider a quote from Sarah --

3           MS. BURGOS: 30 seconds.

4           MS. CAVARETTA: A contemporary social  
5   and educational philosopher, which she says that  
6   the goodness of a school can be judged on how it  
7   treats its weakest members. I consider children  
8   and early childhood with special education needs  
9   to be among the weakest members.

10          MS. BURGOS: Our next speaker, OP 19.

11          MS. GUTKANST: My name is Norine  
12   Gutkanst, I am a 23-year bilingual teacher and  
13   I want to thank everybody for being here  
14   tonight.

15                 First of all, I'd like to know are  
16   there any members of the Board of Education here  
17   tonight? Oh, that's really unfortunate, there's  
18   only three hearings around the city and I was  
19   hoping they would be here to be able to hear  
20   testimony from the public.

21          MR. CAWLEY: They will hear, they will  
22   get the summaries of each of the meetings and  
23   transcripts of all the meetings.

24          MS. GUTKANST: I'm sure they read

1 everything very carefully right before they  
2 rubber stamp.

3 I want to take the time to talk about a  
4 couple of things that you said, Mr. Cawley. It  
5 seems to me that what you are trying to do when  
6 you set the stage tonight with this budget is to  
7 really prepare us all for large scale school  
8 closures in the future. You said we're taking a  
9 breather this year, we're going to limit our  
10 capital spending. We don't have the money to  
11 put air conditioning in schools. We can't fix  
12 every leaky roof. This reminds me of a  
13 statement that you made earlier this year where  
14 you said we weren't going to invest in schools  
15 if we thought we were going to close them down  
16 in the next couple of years. And we're not  
17 talking about buildings, we're talking about the  
18 children that go to school in those buildings.

19 And we've seen over the years how CPS  
20 is really starving the neighborhood schools of  
21 resources but it's starving --

22 MS. BURGOS: 30 seconds.

23 MS. GUTEKANST: It's starving the  
24 children of those schools. The Lathrop school,

1 for example, they lost their computer teacher,  
2 they lost their library teacher, they lost their  
3 music teacher, their art teacher. So finally  
4 what was left? All the classes were good  
5 classes and the Board had no choice, the parents  
6 had to take their children out because their  
7 children were suffering in these schools.

8 Now, this plan to increase the funding  
9 for charter schools up to 5 million this year --  
10 500 million this year, who knows what it will be  
11 next year.

12 MS. BURGOS: Ma'am, please conclude.

13 MS. GUTEKANST: Sure. It's a plan to  
14 really just give the schools away to these  
15 private operators. Because you apparently don't  
16 know what to do about children, but we the  
17 educators we actually do know. And if you  
18 wanted to invest in our students, you said you  
19 wanted to invest in our students, especially in  
20 the early years, you should lower class size.  
21 You should have every single Chicago public  
22 school and you should have teacher assistants in  
23 all of those classrooms plus 1st and 2nd grade.

24 MS. BURGOS: Thank you.



1 MS. GUTKANST: You should also -- I  
2 was a 1st, 2nd, 3rd and 4th grade teacher and by  
3 the time a kid gets to 4th grade if they're not  
4 a good reader they're really just going to fall  
5 further and further and further behind. And  
6 those kids are the ones who are the ones that  
7 the system has failed. And the way the Board  
8 has been allocating their resources they should  
9 be putting literacy specialists to work with  
10 these small kids in small groups to give them  
11 the skills so that when they get out of 3rd  
12 grade they're strong readers. You have it in  
13 your power to do that and you have it in your  
14 power to find the funding to pay for education  
15 for our most precious resources, the children of  
16 Chicago.

17 (Whereupon, the audience was  
18 screaming and yelling.)

19 MS. BURGOS: I just want to let  
20 everyone know it's 7:50 and as Mr. Cawley said  
21 we'll go until 8:10.

22 Next speaker, OP 20.

23 MR. ASHBY: My name is Steven Ashby,  
24 I'm a full clinical professor or at the school

1 of labor and public relations at the University  
2 of Illinois. I'm also a labor relations expert.  
3 I'm also a community member of the Chicago  
4 Teachers Solidarity Campaign.

5 We also authored a study which I hope  
6 but I have some doubts that the Board and staff  
7 have read it called Beyond the Classroom. It  
8 speaks to -- we surveyed a thousand teachers at  
9 CPS and interviewed them, and it speaks to the  
10 basic of a 58-hour work week. And I know in  
11 this budget you are asking employees to do  
12 basically unpaid labor. I think it will be  
13 about six more hours in the classroom and  
14 basically another six hours outside the  
15 classroom so you're looking at a 70-hour work  
16 week.

17 I would just make two points looking at  
18 labor relations. It's counter intuitive to  
19 think that management ever wants a strike, but I  
20 have seen over the last 25 years a number of  
21 cases where management has acted in a way to  
22 provoke a strike thinking they could cripple or  
23 eliminate the union. And to be quite honest  
24 that is what I see here. Every Board meeting I

1 go to, every statement I read from the mayor,  
2 every statement I read from Mr. Brizard seems to  
3 me that this Board is intent on provoking a  
4 strike. That's what I see as a labor relations  
5 expert.

6 The second point I would make is --

7 MS. BURGOS: 30 seconds.

8 MR. ASHBY: -- as a labor relations  
9 expert. Every single time there's an effort to  
10 privatize public services, the primary goal is  
11 to eliminate the union and cut workers' wages  
12 and benefits. Between the 58-hour work week  
13 moving to 70 and talking to so many senior  
14 teachers who say I feel like they're trying to  
15 force me out and the charterization of  
16 schools -- I mean, another way of looking at it  
17 is the Walmartization of schools. Walmart had a  
18 memo a while ago saying why do we have so many  
19 people that worked here more than ten years,  
20 we're paying them too much, let's get rid of all  
21 of them.

22 MS. BURGOS: Please conclude.

23 MR. ASHBY: I believe the  
24 charterization of schools has that as its

1 primary purpose to eliminate workers' rights, to  
2 eliminate teachers' voice and to eliminate the  
3 union.

4 (Whereupon, the audience was  
5 screaming and yelling.)

6 MR. CAWLEY: I'm not a labor relations  
7 expert, but I can tell you that no one in the  
8 City of Chicago from the mayor to the Board to  
9 the management to the teachers to the parents to  
10 the students wants a strike. And anyone who  
11 thinks that we want a strike is just flat-out  
12 wrong. We are working hard with the union  
13 leadership to not have a strike. We're  
14 investing time with them. We're working closely  
15 with them. We have a lot of respect for them  
16 and we do not want a strike.

17 MS. BURGOS: Our next speaker, OP 21.

18 MR. SKINNER: Hello, my name is Jerry  
19 Skinner, I've been a teacher for 18 years at  
20 Kelvyn Park High School, a neighborhood school.

21 (Whereupon, the audience was  
22 screaming and yelling.)

23 MR. SKINNER: Once upon a time CPS knew  
24 what a neighborhood school was, but I think

1 they've forgotten and so I'll remind you of it.  
2 Being a neighborhood school means that any  
3 student that walks in Kelvyn Park either from  
4 our boundaries or outside our boundaries, we  
5 will take them. We will not ask them what their  
6 ESL status is. What their special ed status is.  
7 We will not ask whether they have academic  
8 difficulties, learning difficulties, behavior  
9 difficulties. We value every student who walks  
10 into Kelvyn Park and we want to educate them.

11           Unfortunately, we are now being  
12 strangled. We have an iron curtain of charter  
13 schools that are standing around our school, and  
14 the charter schools don't feel the same way.  
15 They do not think all our students are equal.  
16 They try to cherry pick our students. They  
17 don't value and try to educate them. So how can  
18 CPS increase the charter budget \$76 million this  
19 year, 17 percent, to the total of a half billion  
20 dollars? And what that does to a neighborhood  
21 school like Kelvyn Park that tries to be  
22 democratic, that tries to be non-selective, that  
23 does not try to be predatory like the charter  
24 schools around us, what does that do to our

1 students, it injures our school, it robs our  
2 students of a quality education. For example,  
3 we have at Kelvyn Park music and art classes are  
4 being cut. Nurses, social workers, clinician  
5 hours are cut, athletic and other  
6 extracurricular budgets are slashed. And worst  
7 of all resources for rich, well-rounded  
8 curriculum are taken away, replaced by a regimen  
9 of test taking lessons from a curriculum brought  
10 by outside contractors. Why is this happening?

11 (Whereupon, the audience was  
12 screaming and yelling.)

13 MS. BURGOS: Our next speaker --

14 MR. CAWLEY: The answer is we believe  
15 the charter schools provide good alternatives  
16 for students. Charter schools are not permitted  
17 to be selective, they take students randomly.  
18 And if students from Kelvyn Park choose to go to  
19 the charter schools that is their choice. No  
20 one is making them go there, they choose to go  
21 there.

22 MS. BURGOS: Our next speaker, OP 22.

23 MS. MISNIK: Hi, I'm Joanna, I'm a  
24 member of the Chicago Teachers Solidarity

1 Campaign and a retiree from SEIU Local 73  
2 representing all the non-professional personnel,  
3 most of them in the Chicago Public Schools. So  
4 I'm a little familiar with the way these things  
5 work.

6           It seems a little unusual to me that  
7 you would say you don't want a strike but you  
8 put out what is a draconian budget that says too  
9 percent is all you could give the teachers. The  
10 teachers asked me to ask you 2 percent of what?  
11 2 percent of a salary after you give back the 4  
12 percent that you froze last time? 2 percent for  
13 how many years? And you bargain publicly with a  
14 small amount of money like that and it doesn't  
15 seem to me those are real negotiations  
16 surrounded by this draconian.

17           I think the real issue here is that  
18 many people, the unions in particular, the  
19 public sector and the community see education,  
20 quality education as a human right, and I  
21 believe this Board and its representatives see  
22 it as a commodity. That's the problem.

23   (Whereupon, the audience was  
24   screaming and yelling.)

1 MS. MISNIK: Since 1995 we have not had  
2 an elected school board of people coming from  
3 the community, more parents who live in this  
4 town, who face the ordinary problems. We have  
5 bankers. People who love bankers. People who  
6 serve bankers. People who own corporations or  
7 serve corporations. It is not -- it's a very  
8 narrow vista and it goes against the grade of  
9 the right of public education --

10 MS. BURGOS: 30 seconds.

11 MS. MISNIK: -- to be delivered. When  
12 you give a budget that says -- next year there  
13 are still going to be kids who need schools.  
14 You're talking about one year pulling down the  
15 rainy day fund and that's it. What's going to  
16 happen the next year? You have no plan for  
17 that. We're still going to have to educate  
18 students in this city. It's insane.

19 The other thing is you say increases in  
20 expenses will happen. You list three of them on  
21 your sheet. What about debt servicing?

22 MS. BURGOS: Please conclude.

23 MS. MISNIK: Will there be an increase  
24 in debt servicing? Where does that fit into



1 your budget? Are you saying it's decreased?

2 MS. BURGOS: Thank you.

3 MR. CAWLEY: If I can respond. Our  
4 debt service does go up this year by about \$60  
5 million and that's one of the reasons we reduced  
6 our capital budget because we can't afford to  
7 keep adding interest expenses. It's taking  
8 money away from our operating fund so we can't  
9 keep doing that and keep adding to our debt  
10 service.

11 And the second thing I'd say about the  
12 2 percent that was included in the budget. A  
13 budget is not a labor negotiation. The labor  
14 negotiations are going on regularly between the  
15 team from CPS and the leadership of the CTU. A  
16 budget had the issue because a budget has to be  
17 issued and we had to include a number in there  
18 that is -- that we knew would be a known number.  
19 Any other number we put in would have been  
20 speculative, would have been frankly a  
21 disclosure of some of the negotiations, which is  
22 not allowed. And so a budget has to pick a  
23 point in time and include a number, and it's not  
24 a contract. So I'd get over that one.

1 (Whereupon, the audience was  
2 screaming and yelling.)

3 MR. CAWLEY: The budget is not -- the  
4 budget is not -- the budget is not labor  
5 negotiations, it is a financial projection for  
6 the year. When the labor negotiations are  
7 concluded, when the labor negotiations are  
8 concluded, when negotiations are concluded, the  
9 appropriate amount, that amount, will be  
10 included in the budget. I promise you that.

11 A VOICE: What about the 4 percent?

12 MS. BURGOS: Our next speaker, OP 23.

13 MR. CAWLEY: It was never in the  
14 budget, that was exactly the point, it was not  
15 in the budget.

16 MS. BURGOS: OP 23.

17 MS. SIERRA: Good evening, my name is  
18 Rosamarie Sierra. I consider myself a quiet  
19 breed. I am a grandmother who got legal  
20 guardianship of her granddaughter and I am  
21 raising her.

22 My question is at first I didn't want  
23 to say nothing because I listened to all these  
24 people, and I'm like, oh, you're going to go and

1 ask for that. Well, you know, how can I take my  
2 granddaughter to the 21st Century if we don't  
3 even have a playground for them now that we're  
4 going to have two recesses? You know, what do  
5 you do with these kids?

6           You know what, I'm embarrassed even  
7 asking, oh, a playground, and then I'm listening  
8 to all these people talking about the charter  
9 schools, the hell with the playground, give me a  
10 new school for everybody.

11                           (Whereupon, the audience was  
12                           screaming and yelling.)

13           MS. SIERRA: My school, Pilsen Academy,  
14 110 years that building has been there. You're  
15 talking about kick the can, the neighborhood  
16 schools, we are getting flattened. I mean, with  
17 all this money you use, you people talking about  
18 charter schools. Well, you know what, I guess  
19 I'm going to have to go back to work because I'm  
20 retired and pull my granddaughter out of the  
21 public schools because she ain't never going to  
22 get into the 21st Century by her education.

23           MS. BURGOS: 30 seconds.

24           MS. SIERRA: And go back to work. Like

1 I said, I ain't sending her to no private  
2 school -- I'm going to send her to a private  
3 school. I mean, I'm not going to send her to a  
4 charter, I'm going to go and send her to a  
5 Catholic private school or whatever. Thank you.

6 MS. BURGOS: Our next speaker, OP 24.

7 (Whereupon, Ms. Ramirez spoke  
8 in Spanish.)

9 A VOICE: This is -- she's a member of  
10 the LSC at Jungman Elementary School in Pilsen.  
11 She's saying how is it possible that you're  
12 talking about all this money being given to the  
13 charter schools when our school needs all kind  
14 of things. For instance, she says her classroom  
15 doesn't have an air conditioner for some of the  
16 classes in her school. You know, they're saying  
17 that, you know, they lack a lot of technology  
18 and a lot other things that they would like to  
19 have.

20 This lady has a daughter in elementary  
21 school and a son in public school and a son in  
22 high school so she wants to be able to have some  
23 of the things that the other schools have,  
24 that's why she's here today.

100

1 MS. BURGOS: Our next speaker, OP 25.

2 (Whereupon, the audience was  
3 screaming and yelling.)

4 MR. CAREF: Good evening, everyone, my  
5 name is Michael Caref, I'm with the National  
6 Association of Letter Carriers speaking tonight  
7 actually as a parent. I have one son going into  
8 STEM High School this year. I got one at Stone  
9 School. I got another daughter at Boone School.  
10 And I got two more waiting in the wings. So I  
11 spend a lot of time in schools and public  
12 schools, and I think we all know that the  
13 teachers in the schools take great care of our  
14 kids. The support staff, the other people that  
15 work at the schools just very impressed with the  
16 number of hours that they put in and the  
17 dedication and how much they care about the  
18 children. You send them off in the morning and  
19 you kind of know that they're in good hands and  
20 in the hands of people that care about them.

21 The whole problem with this whole  
22 budget hearing is that all of the teachers and  
23 the people that we know are the decisionmakers  
24 and that really care about the kids and make the

101

1 best choices for our kids on a daily basis are  
2 all up here in the seats. And the people that  
3 are making the budget, as we were told the  
4 budget is a priority so they're making decisions  
5 through the budget, you guys don't have no  
6 teachers on the board. The Chicago Teachers  
7 Union is not even down there with you. You tell  
8 the woman that's a teacher at the high school  
9 that she is the -- that teachers are team  
10 members, and I'm looking at the team and there's  
11 no teachers up there. There's no member of the  
12 Chicago Teachers Union up there. So I have a  
13 problem with that. I have a problem with the  
14 way decisions are being made.

15           The fact that you guys can't seem to  
16 understand the basic concept that if you're  
17 taking our money, our tax money, and you're  
18 giving it to private corporations to run a  
19 school, that's taking away from the public  
20 schools that we're sending our kids to. If you  
21 can't understand that basic concept you're in  
22 the wrong business.

23                                   (Whereupon, the audience was  
24                                   screaming and yelling.)

1           MR. CAREF: And quite frankly the whole  
2 thing with the charter schools is a joke. You  
3 have schools that you're no longer -- that are  
4 undermanned, that you're no longer putting  
5 resources into and then they're failing because  
6 you're failing. And instead you give money to a  
7 charter school so they can open up a brand new  
8 building that's new and has all the facilities  
9 and all the resources and then we don't even  
10 know if that school is doing a good job because  
11 there's no accountability with these charter  
12 schools. None at all.

13                               (Whereupon, the audience was  
14                               screaming and yelling.)

15           MR. CAREF: And charter schools you  
16 said have a separate board. And I'm not saying  
17 all the charter schools are bad.

18                       How much time I got?

19           MS. BURGOS: 30 seconds.

20           MR. CAREF: I'm a mailman, I stay on  
21 time, baby.

22                       The charter schools have a separate  
23 board so if they're doing something right we  
24 don't even know about it, we can't even benefit

1 from it because the public schools are running  
2 separately than these private charter schools.  
3 That has got to stop. Take the \$500 million,  
4 invest it in our kids and get rid of this whole  
5 charter school concept.

6 (Whereupon, the audience was  
7 screaming and yelling.)

8 MR. CAWLEY: I'd like to correct  
9 something. First of all, charter schools are  
10 public schools, not private schools.

11 Secondly, I'm not aware of any in  
12 Chicago that are run by for-profit corporations,  
13 I think they're all run by not-for-profits.

14 MR. CAREF: They spend the money  
15 however they want to. If you run a school and  
16 you send your CEO of that school and you give  
17 them \$200 million salary or you give contracts  
18 to people within that school for a certain  
19 amount of money, they're able to allocate their  
20 resources privately with a private board however  
21 they want to, there's no oversight by the  
22 public. That's the problem.

23 (Whereupon, the audience was  
24 screaming and yelling.)



1 MR. CAWLEY: Last comment then we'll go  
2 to the next speaker. We agree that charter  
3 schools need to be held accountable, and we will  
4 have a single accountability where the charter  
5 schools are in there with the District schools  
6 and that's going to be introduced this year.  
7 And we believe in charter school accountability  
8 and the bad ones should be closed and the good  
9 ones should be expanded.

10 Next speaker.

11 MS. BURGOS: Our next speaker, OP 26.

12 MS. LEVY: So I'm looking, you know, I  
13 was here for the Crane hearing and I'm getting  
14 kind of the same response from you people, you  
15 look kind of dazed and apathetic-like, you  
16 really don't care. And the audience is very  
17 impassioned. And there's sort of this blase  
18 kind of attitude. And also if you really wanted  
19 community input into these priorities and where  
20 you spent the money, you should have had this  
21 meeting a long time ago.

22 (Whereupon, the audience was  
23 screaming and yelling.)

24 MS. LEVY: You already prioritized your

105

1 stuff. If you really wanted input from the  
2 community this should have happened a long time  
3 ago.

4           And the other thing I take question  
5 with, you have this 1 percent attitude when you  
6 deal with our students. You're going to give  
7 money to selective enrollment schools. Most of  
8 our kids do not qualify. I work in the  
9 community high school, most of our kids do not  
10 qualify. Those kids are going to succeed, they  
11 don't need a lot of backing. What we need is we  
12 need services. We need wrap-around service. I  
13 talked with the social workers, counselors who  
14 have too much to do. The teachers that are  
15 burning out on this because those students are  
16 going to cost you money in the future because  
17 they're going to end up in jail. They're going  
18 to end up not being employable. Maybe you need  
19 to re-prioritize and start putting money where  
20 it's needed on the kids that need it the most,  
21 not on that 1 percent and not on the charter  
22 schools.

23           So I disagree. And a lot of times I've  
24 gone to Board meetings, I've gone to these

1 meetings, part of this is a sham because you're  
2 not listening and we get frustrated. I may get  
3 frustrated, but it isn't going to shut me up.

4 MS. BURGOS: We'll keep going. Next  
5 speaker, OP 27.

6 (Whereupon, the audience was  
7 screaming and yelling.)

8 MR. ALLEN: Hi, I'm Andrew Allen, a  
9 member of Blocks Together Youth Council. It's  
10 just an example of a restorative justice program  
11 that helps kids learn from their mistakes.  
12 Restorative justice has been shown to make  
13 schools safer. I've seen how a lot of issues  
14 got solved by listening to students that didn't  
15 understand the problem. I was lucky to be  
16 trained to help them. I know right down the  
17 street there's a school that really wants to get  
18 restorative justice but can't find the money and  
19 my school won't have the money to pay for  
20 training next year. I know these trainings do  
21 not cost much, but CPS found ways to put cameras  
22 in schools. So now I have to go back to school  
23 where they treat me more like a criminal than a  
24 student.

1           MR. CAWLEY: We'll keep going. We'll  
2 do five more speakers. We're past the time but  
3 let's keep going.

4           MS. CRAVEN: I just want to reiterate  
5 the point about restorative justice practices  
6 and our significant (inaudible). If you want to  
7 tell us the name of that school we can make sure  
8 that school receives training because we have  
9 staff.

10           A VOICE: All the schools.

11                           (Whereupon, the audience was  
12                           screaming and yelling.)

13           MS. CRAVEN: So we have staff that can  
14 provide professional development and we open  
15 that up to all students. So any principal that  
16 wants to take advantage of that staff --

17                           (Whereupon, the audience was  
18                           screaming and yelling.)

19           A VOICE: How about other schools that  
20 need this too? Steinmetz needs it. Clemente  
21 needs it. We all need it. All the schools need  
22 it.

23                           (Whereupon, the audience was  
24                           screaming and yelling.)

1 MS. CRAVEN: So you're absolutely right  
2 in that every school needs that staffing, so I'm  
3 not speaking about additional staff in the  
4 school, instead what I'm speaking about is  
5 training opportunities. We know that the  
6 teachers and the deans and the principals and  
7 administrators that the students see every day  
8 are the best people for students to have  
9 relationships with. So we want to partner with  
10 the restorative justice practices.

11 A VOICE: Show us that so I get the  
12 practice that I need and I deserve. And respect  
13 me and I'll respect you.

14 (Whereupon, the audience was  
15 screaming and yelling.)

16 MS. BURGOS: Our next speaker, OP 28.

17 MR. JOHNSON: My name is Demetrius  
18 Johnson, I'm with ONE. Two years ago I started  
19 off at Senn High School.

20 (Whereupon, the audience was  
21 screaming and yelling.)

22 MR. JOHNSON: My first two years of  
23 high school it was my last two years of Chicago  
24 Public Schools because when I went there the

1 outside of the campus looks like a school but on  
2 the inside it was more like a jail cell. So  
3 they had police stations on the inside of the  
4 school, more police than they had teachers. So  
5 like I got suspended for petty things. I got  
6 suspended and then I got expelled for even more  
7 petty things, like for breaking a ruler for a  
8 test.

9 But to move on to something more  
10 important, it's like you all don't want us to be  
11 in school, you all want to push us out of  
12 school. You all want us to be in a jail cell  
13 more than you want us to be in a school.

14 (Whereupon, the audience was  
15 screaming and yelling.)

16 MR. JOHNSON: You know for other  
17 reasons. So like I looked at Chicago Police  
18 Department, CPD, CPS, Chicago Public -- no,  
19 Chicago Police School. That's how I put it.

20 And, no, I don't want 30 more seconds,  
21 I want as long as I want to take. I sat here  
22 and listened to him, you didn't give him a time  
23 period. You can put the 30 seconds in your back  
24 pocket and sit on it.

1           With that will CPS put their money  
2 where their mouth is and fund restorative  
3 justice programs for us, not for -- and not put  
4 the money to the police, put it to the  
5 restorative justice. We don't need police.

6           MS. BURGOS: Our next speaker, OP 29.  
7 OP 29.

8           OP 30.

9           MR. ANDERSON: How you doing? My name  
10 is Jon Anderson, I'm a recent graduate from a  
11 social justice program at DePaul. And there's a  
12 lot of interesting perspectives that I think you  
13 guys could benefit from if you would talk to  
14 some of the people in the community, the  
15 psychology department at DePaul. And to  
16 emphasize that point like I'm kind of new to  
17 this so I have a couple of questions to clarify.

18           How often does the Board of Education  
19 or this board here meet face-to-face with the  
20 teachers for the express purpose of listening to  
21 their concerns? How about with the community?  
22 Teachers? Students?

23           So an interesting study came out of the  
24 University of North Carolina in Chapel Hill.

1 The average -- compared to the average public  
2 school most underfunded schools are \$400 per  
3 student shy of making national average. In  
4 Chicago it's \$1200 per student. But to me  
5 that's not even your biggest problem. Your  
6 biggest problem is that you sit from a remote  
7 location, you don't talk to the people who  
8 understand what happens day-to-day and you think  
9 that you can make decisions that affect their  
10 environment without understanding what they're  
11 going through. So my question I'd like a  
12 legitimate answer to and this is, who do you  
13 think you are?

14 (Whereupon, the audience was  
15 screaming and yelling.)

16 MR. CAWLEY: The fact of the matter is  
17 that our Board members and our leadership team  
18 meet regularly with community teams, community  
19 members, teachers. Jean Claude Brizard is in  
20 schools all the time all the time, brown bag  
21 lunches with teachers, with principals,  
22 listening to people. The Board started  
23 community action councils to engage different  
24 parts of the city. And Board members have just

112



1 enacted --

2 (Whereupon, the audience was  
3 screaming and yelling.)

4 MR. CAWLEY: They will actually invite  
5 community members to come in and see them in the  
6 office downtown and talk to them about their  
7 concerns. So they are going out to the  
8 community, they're welcoming the community in.  
9 Two hours of every board meeting is meant to  
10 listen. I think the idea that they're not  
11 listening is just not true. You may want them  
12 to listen more, I understand that, but the  
13 perception that they're not listening at all is  
14 wrong.

15 MR. ANDERSON: I mean what I hear is a  
16 complete contradiction of what you're saying.  
17 And these are the people that are down there on  
18 the ground day-to-day making choices that need  
19 to be made. What you're controlling from a  
20 remote location, you have no idea what's going  
21 on.

22 Two years ago I discharged from the  
23 Marine Corps and I've seen a variety of humans  
24 who have served this country and I've seen units

113

1 that are run the way that I see you running this  
2 now and they are slaughtered. People -- I mean,  
3 they talk about these kids they're going to be  
4 dying on the streets and that's no joke. You  
5 are sending these kids to their grave because  
6 you cannot listen to these people in a  
7 meaningful and productive way.

8 (Whereupon, the audience was  
9 screaming and yelling.)

10 MS. BURGOS: Our next speaker, OP 31.

11 MR. VAZQUEZ: My name is Rolando  
12 Vazquez. I'm a parent. I'm a CPS stakeholder.  
13 I'm a teacher. I'm taxpayer. I'm a Chicagoan.  
14 (Inaudible) when I say that just to bring a  
15 little bit of comedy --

16 A VOICE: Speak into the mic.

17 MR. VAZQUEZ: I'm sorry. I want to  
18 address this must be difficult for you, and I  
19 really don't want -- I can't imagine what it's  
20 like for all of you to be sitting there  
21 listening to this.

22 I implore you to have a helping heart.  
23 We hear a lot of anger, which is justified. And  
24 you're also hearing a lot of wisdom. Please

1 take this wisdom. Please go back to the Board  
2 of Education and use your influence because you  
3 have so much influence. The real work is going  
4 to be when you leave today, like when you walk  
5 to your car. Picture yourself walking to your  
6 car, just for a second picture yourself walking  
7 into your home saying hi to your wife. Don't  
8 forget this stuff when you get caught up again  
9 in ordinary routines. Don't forget this. Don't  
10 forget to take this with you, period. It's  
11 incredibly important. Can you just acknowledge?  
12 All of you wave your hand at me please. Can all  
13 of you acknowledge what I'm saying? Can you  
14 just raise your hand? Can you acknowledge what  
15 I'm saying by raising your hand people sitting  
16 at the stage. Beautiful. Beautiful. Thank  
17 you.

18 MS. BURGOS: Our next speaker, OP 32.

19 MS. FRANCINE: At the beginning of the  
20 presentation tonight I heard that a priority for  
21 the Chicago Public Schools is to create and  
22 expand high quality learning opportunities for  
23 children. That's a priority for me too. That's  
24 why after my own daughter graduated from

1 selective enrollment high school I chose to  
2 become a CPS teacher and teach at a neighborhood  
3 school. I drive every day from the northwest  
4 side to the southeast side to teach in a school  
5 that's almost unrecognizable compared to the one  
6 that my daughter went to. She was very  
7 fortunate. And I hear so much about we want to  
8 create quality opportunities, but you want to do  
9 it by expanding charter schools, by expanding  
10 selective enrollment.

11           And even let's just talk about  
12 selective enrollment because I teach 8th grade  
13 and I don't ever want to talk to another 8th  
14 grade student who did the right thing and got  
15 good grades and high scores and got accepted to  
16 a selective enrollment school and had to turn  
17 that opportunity down because they don't have  
18 enough money to get on the bus every day. That  
19 is shameful. And it's happened to me more than  
20 once and I don't even want to know how many  
21 times it's happened to my brothers and sisters  
22 teaching in schools across this city. I don't  
23 want anymore teachers and anymore parents to  
24 have to sit and have those conversations with

1 our children. And I want to know what we're  
2 going to do to make sure that when we say we're  
3 creating opportunities there's access to those  
4 opportunities not just for people like my own  
5 daughter who had parents who would put her on a  
6 train or drive her to school but for every  
7 single child in the City of Chicago.

8 MS. BURGOS: Our last speaker, OP 33.

9 MR. BRUNSON: Hello, everyone, my name  
10 is Michael Brunson, I am a teacher in Chicago  
11 Public Schools. I have two children that attend  
12 Chicago Public Schools. I am a product of  
13 Chicago Public Schools. And I am currently one  
14 of the officers of the Chicago Teachers Union.

15 (Whereupon, the audience was  
16 screaming and yelling.)

17 MR. BRUNSON: First of all, I want to  
18 thank everyone that came out showing concern for  
19 your public school system. I want to thank all  
20 of the teachers. I want to thank all the  
21 public, community, everybody. And we didn't  
22 even pay you. You came here for free. And that  
23 shows that you are like us, you really love the  
24 kids because you cannot teach in Chicago Public

1 Schools and not have love for these kids.

2 Now, I know we hear all the time we do  
3 it for the kids, we do it for the kids, and we  
4 know that when some people's offices say that,  
5 if animals could talk, the wolves would say they  
6 were for the sheep and the foxes would say they  
7 were for (inaudible). They don't really mean  
8 it, but we mean it when we say it.

9 So I want to thank all of you for  
10 coming out here, and I just have one question --  
11 and oh, I also want to thank CPS for coming out  
12 getting this whooping because this happens every  
13 year, they have to come out and take a certain  
14 amount of abuse because the public is so unhappy  
15 with what they do. But you should listen to  
16 what the public is telling you and maybe next  
17 time you come out it will be happy times.

18 Now, I just want to say one thing, we  
19 have these charter schools that are supposed to  
20 be so much better --

21 MS. BURGOS: 30 seconds.

22 MR. BRUNSON: I'm going to finish up in  
23 a minute. If they're so much better let them  
24 stand on their own. But if they are public

1 schools I can go I can pull up the records I can  
2 pull up the decision report and the budget for  
3 any public school in the system. I can't do  
4 that for the charter schools because they are  
5 not held accountable. If you want to hold them  
6 accountable, let us see the budget. Let us see  
7 how much these people that are running these  
8 schools are making. Let us see how much these  
9 teachers that are teaching in these schools are  
10 making. Let us see what they are doing with the  
11 money in these schools, then we will believe you  
12 when you say these schools are accountable.

13 Thank you.

14 A VOICE: I got a question for you  
15 guys.

16 MR. CAWLEY: We're going to allow  
17 speaker OP 34 to be heard.

18 A VOICE: You all can wait one more  
19 minute?

20 MR. CAWLEY: No, actually that would  
21 show disrespect to him and that's not --

22 (Whereupon, the audience was  
23 screaming and yelling.)

24 MR. CAWLEY: Excuse me, ma'am, this

1 gentleman has been waiting very patiently. He's  
2 frustrated with our process, and I'd really like  
3 to show him respect.

4 NAME ILLEGIBLE ON SIGN-IN SHEET: You  
5 spoke for one hour and then you said it would be  
6 a two-hour process. I think that in the future  
7 when you set up this that you should always be  
8 sensitive to the people that are here. And if  
9 you have 50 people that sign up you should be  
10 tolerant and sensitive and let 50 people speak.  
11 And you should be flexible. You shouldn't just  
12 say two hours now go we close up this meeting.

13 So what I would like to say to everyone  
14 here, I did not know this was going to be a  
15 union pep rally. I did not know that this was  
16 going to be an anti charter school pep rally. I  
17 thought that would just help citizens, many  
18 concerned citizens and parents that would come  
19 here and express themselves.

20 One thing that I'm going to try to do  
21 is enlighten you and educate you. This is  
22 political. The first day you were born until  
23 the last day is political and constantly elected  
24 officials that are not accountable to you and



1    then you want the Board to be accountable to  
2    you, then you want this to be accountable to  
3    you.  You have aldermen, you have state  
4    representatives, you have US representatives,  
5    you have senators and you have cowards and the  
6    primary responsibility of educating your  
7    children, children here in Chicago, it is the  
8    home.  So all of you must work together.

9                 So I see you teachers are motivated by  
10   money.  I see you are motivated also by money  
11   because you work for the Chicago Public Schools.  
12   So all of you are money motivators, you're not  
13   children motivators, and so the games that we  
14   people play so kind up and some of you students  
15   got up here and talk about disciplinary  
16   problems, some of you have created havoc in the  
17   schools.  Thank you for letting me speak.

18                         (Whereupon, the audience was  
19                                 screaming and yelling.)

20                 MR. CAWLEY:  You have a question you  
21   wanted to ask young.

22                 A VOICE:  I want to ask you guys a  
23   question.  Do you guys that are sitting in the  
24   front just listening from one ear to another,

1    how many of you guys have kids or grandkids in  
2    schools and you actually contribute to your  
3    community? I want to see a show of hands. What  
4    schools do they go to, charter schools or CPS?

5                MS. BURGOS: My daughter goes to a  
6    Chicago Public School. I'm a product of CPS  
7    too.

8                MR. CAWLEY: Thank you, everybody.

9                        (Whereupon, the proceedings  
10                       concluded at 8:33 o'clock p.m.)

11                       (Whereupon, these were all the  
12                       proceedings had at this time.)

13

14

15

16

17

18

19

20

21

22

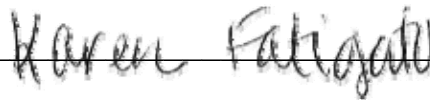
23

24

1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4

5 Karen Fatigato, 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 hearing, and that the foregoing is a true and  
10 correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said hearing.

13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24



Karen Fatigato, CSR

LIC. NO. 084-004072



<b>A</b>					
<b>a1</b>	109:3	121:3	<b>anyway</b>	<b>attend</b>	10:23 21:6
80:9	<b>address</b>	<b>aligns</b>	16:8	117:11	23:22 35:5
<b>a3</b>	32:5 80:4	33:23	<b>apart</b>	<b>attended</b>	42:19 81:7,9
80:10	114:18	<b>allebach</b>	19:22	54:6	<b>bang</b>
<b>ability</b>	<b>addressed</b>	45:6 46:22	<b>apatheticlike</b>	<b>attention</b>	26:6
28:22	33:4 76:13	<b>allen</b>	105:15	46:5 59:18	<b>bankers</b>
<b>able</b>	<b>addresses</b>	107:8,8	<b>apparently</b>	<b>attitude</b>	96:5,5,6
2:13 9:24	84:23	<b>allocate</b>	88:15	105:18 106:5	<b>bargain</b>
11:15 13:8	<b>addressing</b>	62:11 104:19	<b>applications</b>	<b>audience</b>	95:13
21:8 22:2	2:15	<b>allocated</b>	31:1	39:1 40:2	<b>base</b>
25:18 34:19	<b>adequate</b>	26:23	<b>apply</b>	41:23 43:3	22:11
34:22 37:12	75:11	<b>allocating</b>	14:23	46:20 53:8	<b>based</b>
59:10 86:19	<b>adequately</b>	89:8	<b>applying</b>	60:3,10 63:8	33:9 42:9
100:22	75:17	<b>allocation</b>	28:7 36:4	66:2 67:20	<b>basic</b>
104:19	<b>adhere</b>	19:24	<b>appointed</b>	69:8 70:11	90:10 102:16
<b>aboveentitled</b>	43:7	<b>allow</b>	33:16	72:22 74:16	102:21
1:8	<b>adjourned</b>	119:16	<b>appreciate</b>	75:4,12 76:3	<b>basically</b>
<b>absolutely</b>	2:7	<b>allowed</b>	17:7	76:10 78:6	20:3 33:16
50:1 109:1	<b>adjustments</b>	2:23 56:15	<b>appreciation</b>	81:2 82:21	51:18 90:12
<b>abundance</b>	24:18	60:8 61:20	46:9	84:15 89:17	90:14
62:14	<b>administration</b>	68:13 97:22	<b>appropriate</b>	92:4,21	<b>bas1s</b>
<b>abuse</b>	20:23	<b>allows</b>	9:14 98:9	94:11 95:23	102:1
118:14	<b>administrative</b>	11:17 13:11	<b>approved</b>	98:1 99:11	<b>beautiful</b>
<b>academic</b>	3:16	32:10	11:11 24:10	101:2 102:23	4:8 48:15,20
79:23 93:7	<b>administrators</b>	<b>alternative</b>	<b>arbitrator</b>	103:13 104:6	48:21,24
<b>academics</b>	109:7	7:10 27:16	39:16	104:23	49:2 115:16
71:14	<b>admit</b>	81:7,24	<b>area</b>	105:16,22	115:16
<b>academy</b>	60:20	<b>alternatives</b>	3:10,12 12:9	107:6 108:11	<b>beer</b>
99:13	<b>adults</b>	7:11 17:11	18:7 21:19	108:17,23	46:16
<b>accept</b>	57:1	94:15	23:6 25:2	109:14,20	<b>beginning</b>
78:16	<b>advance</b>	<b>alvarado</b>	<b>areas</b>	110:14	115:19
<b>accepted</b>	26:10	3:13	8:18 10:20	112:14 113:2	<b>behavior</b>
116:15	<b>advantage</b>	<b>amazed</b>	18:19 21:15	114:8 117:15	46:8 93:8
<b>access</b>	108:16	8:16 31:3	24:24 25:17	119:22	<b>behavioral</b>
16:6 42:5	<b>advise</b>	<b>america</b>	25:21 27:18	121:18	45:23
61:11 117:3	6:15	41:8	29:2	<b>august</b>	<b>beings</b>
<b>accomplish</b>	<b>advocates</b>	<b>american</b>	<b>arent</b>	36:2	54:22
16:4	43:17	12:14,15 31:22	25:17 31:21	<b>authored</b>	<b>believe</b>
<b>accountability</b>	<b>affect</b>	<b>amisha</b>	<b>argument</b>	90:5	5:19 10:13
103:11 105:4,7	25:18 81:11,12	60:24	48:22	<b>authority</b>	11:18 12:10
<b>accountable</b>	81:16 82:9	<b>amount</b>	<b>art</b>	42:12	13:14,15
56:8 105:3	112:9	9:16,18 15:7	15:18 38:16	<b>autism</b>	14:4 17:19
119:5,6,12	<b>afford</b>	15:24 21:8	40:22 45:21	85:20	19:4 25:15
120:24 121:1	20:8 29:11,14	62:15 71:1	79:4 88:3	<b>available</b>	27:2,19 28:1
121:2	29:20 30:10	72:2 95:14	94:3	9:7 19:16	28:7 45:8
<b>achievements</b>	36:14 97:6	98:9,9	<b>arts</b>	67:14	49:24 73:5
19:12	<b>aforesaid</b>	104:19	38:17,19 48:16	<b>average</b>	76:20 78:1
<b>acknowledge</b>	123:11	118:14	48:24 68:15	29:4 112:1,1,3	91:23 94:14
73:2 115:11,13	<b>afscme</b>	<b>ana</b>	79:4	<b>aware</b>	95:21 105:7
115:14	78:10	3:13	<b>ashby</b>	66:10 104:11	119:11
<b>acknowledged</b>	<b>age</b>	<b>analysis</b>	89:23,23 91:8		<b>believers</b>
69:12	19:4,4	19:16 62:3	91:23	<b>B</b>	27:1
<b>act</b>	<b>ages</b>	71:8	<b>asked</b>	<b>b</b>	<b>believes</b>
31:23	19:1	<b>analytical</b>	2:16 85:11	48:20	58:13
<b>acted</b>	<b>ago</b>	43:8	95:10	<b>baby</b>	<b>belong</b>
90:21	45:17 53:16	<b>anderson</b>	<b>asking</b>	103:21	83:4
<b>action</b>	66:12 68:12	111:9,10	56:1 58:11	<b>babysit</b>	<b>benefit</b>
112:23	91:18 105:21	113:15	73:17 86:1	46:11	12:22 24:13
<b>actively</b>	106:3 109:18	<b>andrew</b>	90:11 99:7	<b>back</b>	59:10,13
48:11	113:22	107:8	<b>aspires</b>	4:18 5:5 19:3	63:11 103:24
<b>activists</b>	<b>agree</b>	<b>anger</b>	7:22	20:3,11	111:13
40:10	40:14 56:12	114:23	<b>ass</b>	23:10,14	<b>benefits</b>
<b>actual</b>	105:2	<b>angry</b>	49:7	27:5 28:11	47:8,17 69:7
8:18	<b>agreement</b>	49:14	<b>assessed</b>	29:17 30:13	78:14 91:12
<b>ada</b>	39:17 44:8	<b>animals</b>	33:1	30:21 32:18	<b>benefitted</b>
31:22 44:8	<b>agrees</b>	118:5	<b>assessments</b>	34:8,9 46:15	35:20
<b>add</b>	19:19	<b>answer</b>	18:24	46:19 56:5	<b>benefitting</b>
8:7 26:15 29:1	<b>aid</b>	37:4,12,16	<b>assigned</b>	69:20 77:12	68:13
32:1	22:20 62:16	94:14 112:12	85:17	77:21 81:19	<b>benes</b>
<b>added</b>	<b>aint</b>	<b>anthony</b>	<b>assistant</b>	95:11 99:19	3:11
15:17,24 16:1	99:21 100:1	<b>anti</b>	50:22	99:24 107:22	<b>best</b>
16:14	<b>air</b>	120:16	<b>assistants</b>	110:23 115:1	70:15 72:4
<b>adding</b>	32:1 87:11	<b>anticlimactic</b>	88:22	<b>backing</b>	102:1 109:8
18:23 29:14	100:15	5:4 28:10	<b>association</b>	106:11	<b>beth</b>
36:15 97:7,9	<b>airlines</b>	<b>anybody</b>	83:6 101:6	<b>bad</b>	1:16 3:21
<b>additional</b>	63:5	37:23 68:5	<b>assure</b>	15:13 50:11	13:12
10:14 16:3,11	<b>akeshia</b>	82:12 84:6	33:7	103:17 105:8	<b>better</b>
16:14 36:12	1:15 3:18 57:4	<b>anymore</b>	<b>athletic</b>	<b>bag</b>	5:20 16:20
36:15 45:9	<b>alderman</b>	29:11 39:22	94:5	112:20	35:9 44:22
	<b>aldermen</b>	116:23,23	<b>atrisk</b>	<b>balance</b>	44:23 50:23
			55:15,16		54:24 56:8

60:16 118:20 118:23	<b>borrowing</b> 42:10 80:14	69:2 70:14 70:22 74:19 74:21 76:1 78:22 79:18 80:6 84:11 87:6 90:11 93:18 95:8 96:12 97:1,6 97:12,13,16 97:16,22 98:3,4,4,10 98:14,15 101:22 102:3 102:4,5 119:2,6	77:19 <b>bus</b> 21:17 38:5 116:18 <b>business</b> 64:6 65:9 67:9 68:6,7 102:22 123:7 <b>butt</b> 49:8 70:17 <b>buttons</b> 57:24	105:16 <b>career</b> 3:19,20 5:23 6:5 19:6,6 30:14 57:6 <b>caref</b> 101:4,5 103:1 103:15,20 104:14 <b>carefully</b> 87:1 <b>cares</b> 25:4 <b>carolina</b> 111:24 <b>carriers</b> 101:6 <b>carryover</b> 9:17 <b>case</b> 83:9,10 <b>cases</b> 5:9 90:21 <b>cash</b> 42:19,21,21 <b>catholic</b> 100:5 <b>caught</b> 54:11 115:8 <b>cavaretta</b> 84:18,19 86:4 <b>cawley</b> 1:13 3:16 4:1 4:2,7 17:1,6 17:22 18:5 25:10 26:4 38:12,15,22 47:5,11 52:12,18,23 53:4 59:6 60:5,12 63:3 63:6,10,21 64:23 65:18 65:21,24 66:4 68:10 68:23 69:10 69:18 70:3 71:4,6,8 72:24 73:23 74:4 81:4 86:21 87:4 89:20 92:6 94:14 97:3 98:3,13 104:8 105:1 108:1 112:16 113:4 119:16 119:20,24 121:20 122:8	49:3 <b>challenge</b> 11:12 13:14 20:1 <b>challenges</b> 11:5,7 23:4 35:6 36:18 <b>challenging</b> 5:16 7:23 8:1 8:10 27:4 <b>chance</b> 41:13 83:13 <b>change</b> 55:9 73:23 <b>changed</b> 21:17 46:8,9 <b>changes</b> 39:18 81:12 <b>chapel</b> 111:24 <b>chart</b> 20:14 <b>charter</b> 16:22 17:3,10 17:12,16,17 17:23 18:2 38:13,18,23 39:4 40:23 43:15,16,17 43:19 45:10 45:11 47:9 48:14 49:2 58:6,11,15 60:2 61:9 62:17 77:13 79:9 80:23 84:3,8,12 88:9 93:12 93:14,18,23 94:15,16,19 99:8,18 100:4,13 103:2,7,11 103:15,17,22 104:2,5,9 105:2,4,7 106:21 116:9 118:19 119:4 120:16 122:4
<b>beverly</b> 45:6 <b>beyond</b> 19:6 90:7 <b>big</b> 5:7 10:10 12:22 13:14 14:4,7 18:20 21:3 27:1 33:17 60:17 60:19 <b>biggest</b> 39:19 57:19 112:5,6 <b>bilingual</b> 86:12 <b>bill</b> 18:15 <b>billion</b> 8:22 20:20 62:7,18 66:11,19,19 67:18 68:19 68:21 93:19 <b>billionaires</b> 41:16 <b>bit</b> 20:24 29:16 63:20 65:19 114:15 <b>blase</b> 105:17 <b>bloated</b> 8:17 <b>block</b> 22:20 78:15 <b>blocks</b> 107:9 <b>board</b> 3:15 20:3 24:9 31:4 38:7 40:16 41:9 41:16 42:20 48:8 49:22 56:13 59:21 61:22 64:3,8 64:19,19,20 64:23 65:1 66:11,14,20 67:15 69:21 75:24 84:11 86:16 88:5 89:7 90:6,24 91:3 92:8 95:21 96:2 102:6 103:16 103:23 104:20 106:24 111:18,19 112:17,22,24 113:9 115:1 121:1 <b>boiler</b> 31:24 <b>bond</b> 1:17 3:22 20:22 82:8 <b>bonds</b> 81:15,16,21,23 <b>booring</b> 16:24 17:5 53:3 <b>books</b> 41:12 <b>boone</b> 101:9 <b>born</b> 120:22	<b>break</b> 47:1 <b>breaks</b> 110:7 <b>breather</b> 29:17 87:9 <b>breed</b> 98:19 <b>brian</b> 1:17 3:21 <b>brightcolored</b> 4:4 <b>brighten</b> 4:5 <b>brightest</b> 70:16 <b>bring</b> 59:18 114:14 <b>brink</b> 1:14 3:17 <b>brizard</b> 6:24 91:2 112:19 <b>broad</b> 75:23 <b>broadly</b> 82:15 <b>broke</b> 41:4 <b>brothers</b> 116:21 <b>brought</b> 30:21 38:6 94:9 <b>brown</b> 112:20 <b>brunson</b> 117:9,10,17 118:22 <b>budget</b> 1:3 2:2,3,10 2:10,15 3:18 4:13 5:4,7 5:10,11 6:3 8:11,21 10:23 11:11 11:17 13:11 19:7,20,21 23:13,14 24:15 25:3 26:16 27:14 28:9 29:7,12 32:22 34:10 35:4,6 36:23 38:2 39:15 39:19 40:13 42:2,14,16 43:6,8,20,23 43:24 44:7 44:23 45:8 49:6,10 51:3 51:15 52:21 54:15 55:9 58:8 59:2,16 59:20 61:6 61:10 65:20	<b>budgeted</b> 21:1 66:20 <b>budgets</b> 4:22,24 5:9 15:9 19:10 19:14 44:1 78:17 94:6 <b>build</b> 29:9,24 41:7 47:9,13 <b>building</b> 29:4 32:15 33:2 34:16 38:12,15 59:3 99:14 103:8 <b>buildings</b> 28:22 29:4 31:20 48:15 51:21 57:1 87:17,18 <b>bullet</b> 11:4 <b>bunch</b> 20:8,15 38:19 <b>burden</b> 74:5 <b>buren</b> 1:9 <b>burgos</b> 2:1 38:1 40:5 42:1 45:1 47:3,20 49:13,16 51:9,11 52:20 55:18 55:21 57:7 59:5 60:22 62:23 63:15 65:11,15 70:4,7 72:6 74:7 76:8,12 77:23 78:8 79:15,20 82:17 84:4 84:17 86:3 86:10 87:22 88:12,24 89:19 91:7 91:22 92:17 94:13,22 96:10,22 97:2 98:12 98:16 99:23 100:6 101:1 103:19 105:11 107:4 109:16 111:6 114:10 115:18 117:8 118:21 122:5 <b>burnett</b> 55:2 <b>burning</b> 106:15 <b>burst</b>	<b>call</b> 123:3 <b>ca</b> 38:2 40:5 <b>call</b> 56:19 <b>called</b> 26:10 40:7 54:2 90:7 <b>calls</b> 26:1 <b>calm</b> 26:24 27:1,6 <b>calmer</b> 46:6 <b>cameras</b> 54:16 74:20,22 107:21 <b>campaign</b> 40:8 55:24 57:22 74:10 80:3 90:4 95:1 <b>campus</b> 110:1 <b>cant</b> 8:2,8 10:3 11:8 28:5 29:14,20 31:3 35:24 41:1 65:12 68:8 77:17 83:16,16 87:11 97:6,8 102:15,21 103:24 107:18 114:19 119:3 <b>cap</b> 9:11,24 <b>capable</b> 7:8 <b>capacity</b> 33:15 <b>capital</b> 2:10 3:23 5:3 28:9,11,18 28:23 29:7 29:12,22 31:14 32:9 34:9,10,11 36:23 38:2 44:6 52:21 59:2 81:17 81:18 87:10 97:6 <b>car</b> 115:5,6 <b>card</b> 3:3 <b>care</b> 5:22 41:17 70:19 74:3 77:2,10 101:13,17,20 101:24	<b>ceiling</b> 85:6 <b>cell</b> 75:3 110:2,12 <b>center</b> 38:16 <b>central</b> 14:19 15:6 21:19,20 53:13 57:10 <b>century</b> 31:2,12 99:2 99:22 <b>ceo</b> 6:24 13:3 70:16 104:16 <b>certain</b> 44:3 104:18 118:13 <b>certainly</b> 44:2 <b>cetera</b>	16:22 17:3,10 17:12,16,17 17:23 18:2 38:13,18,23 39:4 40:23 43:15,16,17 43:19 45:10 45:11 47:9 48:14 49:2 58:6,11,15 60:2 61:9 62:17 77:13 79:9 80:23 84:3,8,12 88:9 93:12 93:14,18,23 94:15,16,19 99:8,18 100:4,13 103:2,7,11 103:15,17,22 104:2,5,9 105:2,4,7 106:21 116:9 118:19 119:4 120:16 122:4 <b>charterization</b> 91:15,24 <b>chavez</b> 79:21,22 <b>cheering</b> 39:2 <b>cherry</b> 93:16 <b>chiarts</b> 58:21,23 59:3 59:11,12 <b>chicago</b> 1:1,9 2:3 3:8 4:9 5:24 7:1 9:12 12:13 12:14 17:20 18:1 19:19 27:3 38:16 40:7 41:19 42:5 44:19 46:24 47:23 48:23 49:18 53:20,21 57:9 61:3,6 61:8,18 62:4 62:4 63:18 64:17 67:12 67:13,19,24 68:5 74:9 77:10 78:2 78:18 80:2,3 80:17,21

82:19 88:21	61:23 62:7	75:21	112:18, 18, 23	8:1	106:13
89:16 90:3	62:11 64:17	<b>closing</b>	113:5, 8, 8	<b>contains</b>	<b>count</b>
92:8 94:24	66:21 68:1	38:5	117:21 122:3	123:11	19:11
95:3 102:6	71:12, 16	<b>closures</b>	<b>companies</b>	<b>contemporary</b>	<b>counter</b>
102:12	75:16 79:10	87:8	61:24	86:4	90:18
104:12	79:18 86:18	<b>coach</b>	<b>company</b>	<b>continue</b>	<b>country</b>
109:23	92:8 96:18	6:15	46:16	18:19 55:5	11:22 53:21
110:17, 18, 19	112:24	<b>code</b>	<b>compared</b>	56:24 68:14	71:2 79:17
112:4 115:21	116:22 117:7	56:18 75:10	16:2 57:15	<b>continued</b>	113:24
117:7, 10, 12	123:7	<b>cohen</b>	112:1 116:5	22:23	<b>county</b>
117:13, 14, 24	<b>citys</b>	40:6	<b>comparisons</b>	<b>continues</b>	77:9 123:3
121:7, 11	32:19	<b>coincidence</b>	43:11	55:11 61:8, 14	<b>couple</b>
122:6 123:7	<b>citywide</b>	18:16	<b>compel</b>	67:15	10:20 20:10
<b>chicagoan</b>	21:21 85:4	<b>collaborative</b>	60:8	<b>continuing</b>	32:7 50:14
114:13	<b>claim</b>	61:1, 2	<b>compensated</b>	56:20 74:14	87:4, 16
<b>chicagos</b>	50:22	<b>collapse</b>	49:9	<b>contract</b>	111:17
68:6	<b>claire</b>	42:8, 9, 13	<b>compensation</b>	38:17 39:14, 15	<b>course</b>
<b>chief</b>	70:8	<b>college</b>	78:19	97:24	6:14 10:10
3:16, 18 57:5	<b>clarify</b>	1:8 3:19, 20, 20	<b>complete</b>	<b>contractors</b>	35:18 51:21
<b>chiefs</b>	65:18 111:17	5:23 6:5	113:16	94:10	83:12
3:8 6:12 35:10	<b>clark</b>	57:5 79:24	<b>completed</b>	<b>contracts</b>	<b>court</b>
<b>child</b>	72:15	<b>come</b>	35:2	68:20, 22, 23	123:6
5:21 6:5 7:8	<b>class</b>	2:19 29:17	<b>completely</b>	104:17	<b>courtesy</b>
35:20 72:17	14:10 45:18, 21	32:19 44:15	58:24	<b>contradiction</b>	17:8
72:17 117:7	45:22, 23, 24	46:19 49:20	<b>complex</b>	113:16	<b>courts</b>
<b>childhood</b>	48:4 50:17	71:3, 7 79:11	43:24 47:6	<b>contribute</b>	69:16, 17, 23
3:21 10:15	51:2, 4, 6	113:5 118:13	<b>complicated</b>	36:14 122:2	<b>cover</b>
13:12 14:5, 9	72:9 76:23	118:17	12:9	<b>controlling</b>	21:5
18:7, 9, 22	83:10 84:23	120:18	<b>components</b>	113:19	<b>covered</b>
68:15 69:1	88:20	<b>comedy</b>	22:15	<b>controversial</b>	53:16
84:20, 24	<b>classes</b>	114:15	<b>comprehensive</b>	16:7	<b>cowards</b>
85:16 86:8	88:4, 5 94:3	<b>comes</b>	79:2	<b>conversations</b>	121:5
<b>children</b>	100:16	50:2 82:10	<b>computer</b>	116:24	<b>cpd</b>
13:17 17:20	<b>classroom</b>	<b>comfortable</b>	31:5, 8 88:1	<b>convince</b>	110:18
18:8, 12, 24	6:20 8:14 22:1	82:2	<b>computers</b>	38:7	<b>cps</b>
41:11 53:22	25:18 30:17	<b>coming</b>	25:8	<b>cook</b>	2:14 3:2 4:14
54:8, 21, 21	33:19 46:4	4:8 9:16 31:20	<b>concept</b>	77:9	5:19 7:22
55:6, 13	46:11 50:20	37:11 57:13	102:16, 21	<b>cool</b>	8:19 10:4
56:10 61:13	75:2, 19 90:7	58:21 72:14	104:5	32:15	20:6 36:17
69:1 78:18	90:13, 15	80:11 96:2	<b>concern</b>	<b>coordinator</b>	42:13 44:7
78:21 85:6, 8	100:14	118:10, 11	41:11 73:13	27:7	47:7, 14, 17
85:14, 19	<b>classrooms</b>	<b>commencing</b>	117:18	<b>core</b>	48:8 52:16
86:7 87:18	33:18 61:21	1:10	<b>concerned</b>	12:8, 21	53:13 54:15
87:24 88:6, 7	88:23	<b>comment</b>	44:11, 15, 21	<b>corey</b>	55:3 56:3
88:16 89:15	<b>claude</b>	23:24 47:5	120:18	1:18 3:23	61:12, 13, 19
101:18	6:24 7:17	56:12 105:1	<b>concerns</b>	<b>corporate</b>	62:12, 14
115:23 117:1	73:16 112:19	<b>commented</b>	111:21 113:7	41:7 61:21	68:13 69:21
117:11 121:7	<b>clean</b>	51:16 59:24	<b>conclude</b>	<b>corporation</b>	70:19, 24
121:7, 13	10:17	<b>comments</b>	49:13 55:18	70:17, 18	73:1 74:14
<b>childrens</b>	<b>cleaning</b>	28:15 34:22	62:23 65:11	<b>corporations</b>	74:19 75:24
36:8	10:16 21:15	36:23 59:7	72:6 76:8	36:13 46:23	76:16 79:22
<b>childs</b>	51:21	<b>commission</b>	77:23 88:12	96:6, 7	80:8, 11
33:6	<b>clear</b>	64:2, 4, 9, 10, 19	91:22 96:22	102:18	85:11 87:19
<b>chimneys</b>	7:18 59:17	65:1, 2, 4, 8	<b>concluded</b>	104:12	90:9 92:23
31:15 33:11	69:2 73:15	<b>commitment</b>	98:7, 8, 8	<b>corps</b>	93:18 97:15
<b>choice</b>	<b>clearly</b>	55:3	122:10	113:23	107:21
48:17 88:5	10:2 76:19	<b>commodity</b>	<b>condition</b>	<b>correct</b>	110:18 111:1
94:19	<b>clemente</b>	95:22	34:16	104:8 123:10	114:12 116:2
<b>choices</b>	108:20	<b>common</b>	<b>conditioner</b>	<b>corrects</b>	118:11 122:4
14:14 36:7	<b>clergy</b>	12:8, 21	100:15	79:19	122:6
54:24 102:1	56:2	<b>communicate</b>	<b>conditioning</b>	<b>cost</b>	<b>cracks</b>
113:18	<b>click</b>	60:14	32:2 87:11	21:19 22:1	77:7, 9, 11
<b>choose</b>	34:22	<b>communications</b>	<b>conditions</b>	38:21 50:4	<b>craig</b>
6:13 94:18, 20	<b>clinical</b>	57:20 60:13	33:2	50:17 63:12	3:11
<b>chopping</b>	84:21 89:24	<b>communities</b>	<b>conduct</b>	70:18 81:9	<b>crains</b>
78:15	<b>clinician</b>	7:14 34:4	56:18	81:22, 23	80:17
<b>chose</b>	94:4	55:14 62:20	<b>conflict</b>	106:16	<b>crane</b>
82:4 116:1	<b>clinicians</b>	<b>community</b>	55:1	107:21	38:5, 7 105:13
<b>chosen</b>	84:13	7:16 23:8 34:7	<b>consequence</b>	<b>costs</b>	<b>crappy</b>
18:1	<b>close</b>	36:12 40:9	66:12 67:14	5:2 8:24 25:2	48:17
<b>church</b>	10:11 13:17	41:20 47:14	69:17	25:13 50:7	<b>craven</b>
56:1	14:1 27:13	53:11 56:2	<b>consider</b>	70:21 80:14	1:15 3:18
<b>citizens</b>	38:7, 23 39:6	60:15 61:2	86:2, 7 98:18	<b>couldnt</b>	56:11 57:4, 4
44:19 120:17	39:23 40:1	63:3 65:9	<b>consistently</b>	56:12	108:4, 13
120:18	87:15 120:12	67:6, 10 68:7	48:19	<b>council</b>	109:1
<b>city</b>	<b>closed</b>	68:7 77:7, 12	<b>constantly</b>	107:9	<b>crazy</b>
7:5 16:18	23:18 39:9	78:19 90:3	48:12 50:5	<b>councils</b>	48:10
30:18 34:4	105:8	95:19 96:3	83:17 120:23	112:23	<b>create</b>
38:16 40:10	<b>closely</b>	105:19 106:2	<b>constrained</b>	<b>counseling</b>	15:1 30:4 56:6
40:19 53:20	92:14	106:9 111:14	35:7	83:20	56:8 78:21
55:2 61:5, 20	<b>closer</b>	111:21	<b>constraint</b>	<b>counselors</b>	115:21 116:8

<b>created</b> 39:15 121:16	100:20 101:9 115:24 116:6	65:20 80:14	<b>disappointing</b> 81:5	20:10,21	<b>dropping</b> 30:8
<b>creating</b> 80:14,18 117:3	117:5 122:5	<b>deficits</b> 20:24	<b>discharged</b> 77:16 113:22	22:24 28:17 29:13 39:8	<b>due</b> 9:18
<b>credit</b> 80:11	<b>davis</b> 1:18 3:23	<b>definitely</b> 37:1	<b>disciplinary</b> 121:15	61:7,18,24 62:7,18	<b>duly</b> 123:5
<b>criminal</b> 107:23	<b>day</b> 11:18,21 12:23	<b>delivered</b> 14:2 96:11	<b>discipline</b> 26:22 54:23	63:13 67:4 68:19,21	<b>dunbar</b> 70:9
<b>criminalizes</b> 75:2	15:1 26:12	<b>demetrius</b> 109:17	75:7,8,10	69:14 70:19 70:22 75:1	<b>dying</b> 114:4
<b>cripple</b> 90:22	35:8,14,24 41:3 42:13	<b>democratic</b> 93:22	<b>disciplining</b> 55:13	93:20	<b>dylan</b> 74:9
<b>crisis</b> 20:11 78:2,3,4 78:22	74:2 76:21 76:22 77:24	<b>democratically</b> 76:2	<b>disclosure</b> 97:21	<b>dont</b> 8:8 9:2 10:17	
<b>critical</b> 43:6 61:15	79:7 96:15 109:7 116:3	<b>denise</b> 3:10	97:21	11:23 13:22 15:17 17:15	<b>E</b>
<b>criticism</b> 11:5	116:18 120:22,23	<b>department</b> 19:10,11 35:10	<b>discretionary</b> 15:23	17:16 22:15 23:1,11 24:4	<b>ear</b> 121:24
<b>criticized</b> 80:18	<b>days</b> 20:10 56:15,17	60:13 110:18 111:15	<b>discuss</b> 43:23	24:5 25:14 25:23 27:22	<b>earlier</b> 33:11 36:9
<b>crowd</b> 49:21	73:8 77:20	<b>departments</b> 57:19	<b>discussed</b> 44:7	27:23 31:18 35:17 37:9	58:5 63:10 74:13 87:13
<b>csr</b> 1:23 123:15	<b>daytime</b> 51:22	<b>depaul</b> 111:11,15	<b>disingenuous</b> 49:22	39:22 40:21 41:17 44:9	<b>early</b> 3:21 10:15
<b>cte</b> 30:13	<b>daytoday</b> 5:2 112:8	<b>deserve</b> 54:22 109:12	<b>disproporti...</b> 62:15	46:13,14 47:18 49:23	13:12,16 14:5,9 18:7
<b>ctu</b> 39:13 78:5 97:15	113:18	<b>desirable</b> 16:18	<b>disrespect</b> 119:21	52:6,12 55:14 60:5,7	18:9,22 28:12 68:14
<b>culture</b> 26:24 27:1,6	<b>dazed</b> 105:15	<b>despite</b> 36:18	<b>disservice</b> 57:23	61:22 63:6 64:13 67:18	69:1 84:20 84:24 85:16
<b>curious</b> 34:18	<b>deal</b> 11:9,12 33:17	<b>developing</b> 62:16	<b>distinction</b> 53:5	68:3,8 75:9 80:21 81:12	86:8 88:20
<b>current</b> 54:23 55:10	44:12,17,21 84:11 106:6	<b>detail</b> 34:12	<b>district</b> 5:3,13,16,18	84:6 87:10 88:15 93:14	<b>easily</b> 68:21
<b>currently</b> 23:1 69:15	<b>dealing</b> 54:24 85:19	<b>detailed</b> 19:13,14	6:17 7:22 8:7,16,17	93:17 95:7 99:2 102:5	<b>eaten</b> 77:20
80:16 117:13	<b>deals</b> 44:13	<b>details</b> 52:9	11:9,19,22 14:10 15:10	103:9,24 105:16	<b>economic</b> 62:9 66:21
<b>curriculum</b> 12:10,18 30:24 94:8,9	<b>deans</b> 109:6	<b>detectors</b> 54:16	17:9 18:18 24:2 26:16	106:11 110:10,20	67:24
<b>curtain</b> 93:12	<b>debt</b> 80:9,11 81:11	<b>detention</b> 54:13	27:18 31:11 33:2 35:11	111:5 112:7 114:19 115:7	<b>economized</b> 21:13
<b>custodians</b> 21:13 51:17,22 52:24	82:11 96:21 96:24 97:4,9	<b>develop</b> 6:13,15 13:2	35:23 56:24 60:18 64:1,7	115:9,9 116:13,17,20	21:13 19:2 43:14
<b>cut</b> 9:5 18:10	<b>decide</b> 26:5 62:11	<b>developers</b> 64:5	64:21 71:2,4 71:6 105:5	116:13,17,20 116:22 118:7	46:2 93:6
21:12 23:16 23:20 24:24	<b>decided</b> 8:12 45:20	<b>developing</b> 62:16	<b>districts</b> 12:14,14 71:24	<b>doolittle</b> 58:20,22 59:8	<b>edu</b> 74:19
25:3,20 27:9 27:10,23	<b>decides</b> 5:12	<b>development</b> 56:21,22 62:9	72:1	59:9,12,14	<b>educate</b> 93:10,17 96:17
29:12 51:16 51:24 52:5,6	<b>deciding</b> 5:18	108:14	<b>divert</b> 61:15		120:21
68:20 69:3 81:8,24	<b>decision</b> 13:15 16:21	<b>developmental</b> 85:21	<b>diverting</b> 65:5 74:24	<b>doubled</b> 85:1	<b>educating</b> 121:6
91:11 94:4,5	17:9 18:18 19:19 28:1,4	<b>dial</b> 27:5	<b>dividends</b> 18:20	<b>doubt</b> 17:15,16	<b>education</b> 25:21 31:12
<b>cuts</b> 8:22 10:14,19	28:8 119:2	<b>didn't</b> 11:13 26:3	<b>document</b> 5:11 42:17	<b>doubts</b> 90:6	41:10,15 43:19 50:2
10:24 11:1,8 20:19 21:24	<b>decisionmakers</b> 101:23	53:4 55:22 98:22 107:14	85:11	<b>dowling</b> 53:6,7,10	61:12 62:12 64:3,8,19,20
24:1,23 25:19 27:17	<b>decisions</b> 4:10 5:17 6:2	110:22 117:21	<b>documenting</b> 37:6,7	55:19,22	65:1 66:12 66:14,20
27:17 68:18	15:15 17:2 19:24 26:4,8	<b>difference</b> 22:22	<b>doesnt</b> 10:21 28:18	<b>downgrade</b> 81:5,10,21	67:15 68:24 78:17,18
<b>cutting</b> 8:22 10:14,15	26:17 34:14 35:8,12,14	<b>different</b> 4:24 23:7	30:3 31:5 39:16 41:8	82:6,6	79:3 80:1 84:19,22,24
10:16,18 28:3 51:24	35:22 62:22 63:1,7 64:10	27:17 30:2 40:11 71:19	70:19 81:11 83:13 95:14	<b>downgraded</b> 80:8	85:9,17 86:8 86:16 89:14
57:10,17 58:19	102:4,14 112:9	112:23	100:15	<b>downgrading</b> 80:10	94:2 95:19 95:20 96:9
	<b>declared</b> 47:15	<b>difficult</b> 36:7 43:10	<b>doing</b> 6:6 7:19,21	<b>downtown</b> 61:24 62:6	99:22 111:18 115:2
<b>D</b>	10:16,18 28:3 51:24	50:10 52:9 114:18	8:24 10:1,14 11:20 26:15	113:6	<b>educational</b> 34:1 86:5
<b>daily</b> 102:1	<b>declining</b> 9:15,16 14:11	<b>difficulties</b> 93:8,8,9	28:2 33:15 34:15 36:20	<b>draconian</b> 95:8,16	<b>educators</b> 88:17
<b>dana</b> 1:14 3:17	22:5,19	<b>directed</b> 13:9	37:4,8 50:12 57:22 60:15	<b>draft</b> 34:2	<b>effective</b> 17:13 26:8
<b>data</b> 43:12 73:6	<b>decreased</b> 97:1	<b>directly</b> 9:5 20:17 27:9	83:20 97:9 103:10,23	<b>dramatic</b> 32:24	27:24
<b>daughter</b>	<b>dedicated</b> 31:8	<b>director</b> 60:24	111:9 119:10 123:6	<b>dramatically</b> 30:5 57:17	<b>effectively</b> 14:7
	<b>dedication</b> 101:17	<b>disabilities</b> 31:22 85:20,21	<b>dollar</b> 9:3 47:1 67:23	<b>drill</b> 52:10	<b>effectiveness</b> 27:12
	<b>deficit</b> 10:9,11 21:2,3	<b>disagree</b> 106:23	68:1 79:8	<b>drive</b> 116:3 117:6	<b>effort</b> 72:5 91:9
	41:1 49:24		<b>dollars</b> 8:22 10:21	<b>driving</b> 25:2	<b>either</b>

93:3	32:21	97:7	<b>families</b>	<b>first</b>	<b>forprofit</b>
<b>elected</b>	<b>equal</b>	<b>expensive</b>	7:13 41:17	4:23 5:1 16:9	104:12
76:2,6 96:2	61:11 93:15	27:8 32:14	<b>family</b>	20:12 36:24	<b>fortunate</b>
120:23	<b>equipment</b>	61:9	7:5,16 54:4	37:2 42:2	27:15 116:7
<b>elementary</b>	52:4	<b>experience</b>	<b>fancy</b>	44:8 56:5	<b>fortunately</b>
3:9,11,12,13	<b>equity</b>	50:23	57:23	72:24 74:13	21:6
39:5 40:21	62:21 67:11	<b>experienced</b>	<b>far</b>	76:6,17	<b>forward</b>
59:10 100:10	<b>er</b>	50:3,3,16	28:22 33:8	78:16,18	5:8 16:3
100:20	77:14	<b>expert</b>	<b>farce</b>	82:10,11	<b>found</b>
<b>eliminate</b>	<b>esl</b>	90:2 91:5,9	76:7	83:2 86:15	27:6 72:11
90:23 91:11	93:6	92:7	<b>fatigato</b>	98:22 104:9	78:24 107:21
92:1,2,2	<b>especially</b>	<b>explain</b>	1:23 123:5,15	109:22	<b>foundations</b>
<b>embarrassed</b>	9:4 88:19	65:19	<b>fear</b>	117:17	36:13
99:6	<b>estate</b>	<b>express</b>	50:5,8	120:22 123:5	<b>four</b>
<b>embrace</b>	64:5	111:20 120:19	<b>february</b>	<b>fiscal</b>	32:17
12:18	<b>estvan</b>	<b>expulsions</b>	23:14 32:1	1:3 8:1 19:12	<b>foxes</b>
<b>emergency</b>	42:4,5 43:5	53:15	<b>federal</b>	21:5,11	118:6
80:15,19	<b>et</b>	<b>extension</b>	9:15,19 18:14	22:10 24:15	<b>framework</b>
<b>emmanuel</b>	49:3	26:11	18:17 20:17	29:7 42:8,9	13:1
62:21	<b>evaluation</b>	<b>extensive</b>	22:9 24:5	42:13 47:15	<b>francine</b>
<b>emphasize</b>	18:23	43:23	<b>feedback</b>	59:1 78:1	115:19
111:16	<b>evening</b>	<b>extra</b>	4:11 15:9,12	81:19	<b>frankly</b>
<b>employable</b>	2:1 4:3,8,11	15:16 20:9	34:8	<b>fit</b>	97:20 103:1
106:18	4:23 38:3	22:3 26:23	<b>feel</b>	33:12 96:24	<b>free</b>
<b>employee</b>	51:12 60:23	48:23 66:24	28:18 33:5	<b>five</b>	52:2 117:22
52:16	98:17 101:4	69:19	48:7 49:21	56:17 70:16,20	<b>friends</b>
<b>employees</b>	<b>eventually</b>	<b>extracurric...</b>	91:14 93:14	108:2	80:1
51:14 60:18	53:18 55:14	94:6	<b>feels</b>	<b>fix</b>	<b>front</b>
69:6 90:11	<b>everybody</b>	<b>extraordinary</b>	49:21	31:23 32:10	121:24
<b>employment</b>	4:3 19:18 23:5	51:4	<b>feet</b>	87:11	<b>froze</b>
62:2	31:23 36:16		21:16	<b>fixed</b>	95:12
<b>empower</b>	38:9 39:24	<b>F</b>	14:12,20 23:24	81:14,15	<b>frustrated</b>
6:22	40:6 64:15	<b>face</b>	27:10 32:6	<b>fixes</b>	107:2,3 120:2
<b>empowering</b>	64:17 86:13	96:4	34:16 46:9	20:16	<b>full</b>
6:7 14:16,20	99:10 117:21	<b>facetoface</b>	82:1	<b>flat</b>	11:18 12:23
<b>enacted</b>	122:8	111:19	<b>fewer</b>	10:1	15:1 26:12
8:21 68:12	<b>exactly</b>	<b>facilities</b>	9:1	<b>flatout</b>	30:20 37:20
113:1	19:23 32:20	3:23 25:1	<b>fields</b>	92:11	40:21 64:5
<b>endanger</b>	34:5 69:24	103:8	49:2	<b>flattened</b>	79:4,23
31:18	74:4 98:14	<b>facility</b>	<b>fight</b>	99:16	89:24
<b>endangering</b>	<b>examine</b>	30:22 34:1	79:12	<b>flexibility</b>	<b>fullday</b>
27:11	39:6	<b>facing</b>	<b>fighting</b>	14:24 15:7,14	18:11 68:16
<b>ended</b>	<b>example</b>	10:9 27:3	39:14	<b>flexible</b>	<b>fullerton</b>
20:18 22:10	45:14 88:1	<b>fact</b>	<b>figure</b>	120:11	3:9
<b>endorsed</b>	94:2 107:10	12:17 15:11,16	23:9 24:23	<b>flier</b>	<b>fulltime</b>
72:12	<b>exceeds</b>	29:7 39:12	44:5 71:20	40:13	40:22
<b>energy</b>	39:5	53:19 63:11	<b>figures</b>	<b>floor</b>	<b>fully</b>
32:9,13,18	<b>exchange</b>	63:14 66:10	70:24	21:17	45:8
<b>engage</b>	47:1	67:15 70:24	<b>fill</b>	<b>flow</b>	<b>fund</b>
7:13,18 112:23	<b>excuse</b>	83:2 102:15	3:3 15:2 77:17	42:21,21	15:5 21:6
<b>engagement</b>	119:24	112:16	<b>filled</b>	<b>flowing</b>	23:22 28:3
7:17 36:10	<b>executive</b>	<b>factor</b>	85:7	9:18 20:19	41:5 42:6,7
<b>engine</b>	60:24	39:16	<b>filters</b>	<b>focus</b>	42:18,22
66:21,21 67:24	<b>exist</b>	11:23,24 50:15	32:24	46:4 55:11	43:1 46:13
68:6	80:15	50:16	<b>final</b>	<b>folks</b>	63:18 64:4
<b>enhancing</b>	<b>existed</b>	<b>failed</b>	44:12	40:13 77:10	64:14 66:10
74:22	43:7	89:7	<b>finally</b>	<b>follow</b>	66:15,19,23
<b>enlighten</b>	<b>existing</b>	<b>failing</b>	7:13 12:24	56:20	67:12,13,16
120:21	16:12 62:13	103:5,6	14:13 32:8	<b>following</b>	68:17 69:21
<b>enormous</b>	81:11,13	<b>fails</b>	34:7 45:20	80:18	74:14 75:11
11:4 27:14	<b>exists</b>	61:10,12	46:4,10	<b>followup</b>	80:5,8 81:6
<b>enrichment</b>	80:16	<b>fair</b>	58:19 88:3	3:1,3 39:12	81:9 96:15
15:2	<b>expand</b>	27:1 41:8	<b>finance</b>	<b>force</b>	97:8 111:2
<b>enrollment</b>	6:23 7:12 13:3	46:24 58:3	42:11	91:15	<b>funded</b>
7:9 10:19	115:22	78:19	<b>financial</b>	<b>forced</b>	75:17
33:14 58:10	<b>expanded</b>	<b>falk</b>	20:11 98:5	54:12	<b>funding</b>
62:17 106:7	105:9	70:8,8,13 71:5	<b>financing</b>	<b>foregoing</b>	18:10,14,17
116:1,10,12	<b>expanding</b>	71:7,9 72:7	61:14 82:15	123:9	29:22 40:22
116:16	33:13 74:20,21	72:18,24	<b>find</b>	<b>forget</b>	43:15,18
<b>entire</b>	116:9,9	73:19,24	9:5 25:6 38:21	59:24 115:8,9	77:13 88:8
23:22 35:4	<b>expect</b>	<b>fall</b>	39:7 44:4	115:10	89:14
<b>entirely</b>	36:5	77:7,8 89:4	52:10 72:3	<b>forgotten</b>	<b>funds</b>
63:13	<b>expelled</b>	<b>fallen</b>	80:24 89:14	93:1	4:23 5:1 9:2
<b>entrance</b>	53:22 110:6	77:11	107:18	<b>formally</b>	9:17 16:3
2:10	<b>expense</b>	<b>falling</b>	<b>fine</b>	5:6	36:12 39:20
<b>environment</b>	21:12 29:14	12:1,16 31:16	37:6 66:4	<b>format</b>	46:18 61:14
46:7 56:7,9	30:4	31:16	<b>finish</b>	59:23	62:12,16
112:10	<b>expenses</b>	<b>familiar</b>	118:22	<b>formats</b>	63:14,22
<b>environments</b>	7:24 9:5 20:5	95:4	<b>fires</b>	44:3	64:18 65:5
27:3	21:4 23:20		83:18	<b>formed</b>	69:11 77:6
<b>envisioned</b>	58:9 96:20			40:9	78:13 79:8



80:17 81:1 <b>funerals</b> 54:6 <b>funny</b> 38:3,11 <b>further</b> 25:20 61:12 89:5,5,5 <b>future</b> 10:3 11:3,13 11:13 29:15 29:18 30:4 36:8 69:14 87:8 106:16 120:6	100:4 105:1 107:22 115:1 119:1 120:12 122:4 <b>goal</b> 5:20 6:4 91:10 <b>goals</b> 19:12 <b>goes</b> 39:15 42:21 82:12 96:8 122:5 <b>going</b> 4:22 5:8 7:2,2 7:4 8:3 9:19 10:2,5 12:22 12:24 15:11 15:11 21:5,9 23:2 24:13 24:24 25:17 25:24 27:5 28:16 29:15 29:17,20 30:2,7,10,17 30:18 35:1 37:8,10,13 39:18 43:11 44:18 45:3 45:10 51:2 57:21 61:19 67:7,13 72:10,13 75:24 80:7 80:13,13,24 87:9,14,15 89:4 96:13 96:15,17 97:14 98:24 99:4,19,21 100:2,3,4 101:7 105:6 106:6,10,16 106:17,17 107:3,4 108:1,3 112:11 113:7 113:20 114:3 115:3 117:2 118:22 119:16 120:14,16,20 <b>good</b> 2:1 4:3 7:9 15:9 16:3 25:11 38:3 39:14 51:12 60:9,23 88:4 89:4 94:15 98:17 101:4 101:19 103:10 105:8 116:15 <b>goodness</b> 86:6 <b>gotten</b> 40:13 <b>grad</b> 76:16 <b>grade</b> 13:19,20,21,22 13:23 14:3,7 36:1,2 45:16 45:17 88:23 89:2,3,12 96:8 116:12 116:14 <b>grades</b> 116:15 <b>graduate</b> 5:23 6:5 111:10	<b>graduated</b> 115:24 <b>graduates</b> 79:23 <b>graduation</b> 7:3 <b>granddaughter</b> 98:20 99:2,20 <b>grandkids</b> 122:1 <b>grandmother</b> 98:19 <b>grant</b> 22:20 <b>graph</b> 20:2 <b>grassroots</b> 61:1,1 <b>grave</b> 114:5 <b>great</b> 7:21 16:9 23:1 24:7 34:12 36:11,15 52:15 59:9 60:6 79:18 101:13 <b>grief</b> 83:20 <b>grim</b> 22:5 <b>ground</b> 113:18 <b>grounds</b> 31:19 <b>group</b> 37:10 40:7,8 <b>groups</b> 23:8 89:10 <b>grow</b> 12:11 13:6 25:5 <b>growing</b> 7:24 60:13,19 <b>growth</b> 27:22 60:17 <b>guardianship</b> 98:20 <b>guess</b> 22:15 51:7 69:5 99:18 <b>gun</b> 54:7 <b>gutkanst</b> 86:11,12,24 87:23 88:13 89:1 <b>guys</b> 47:23 50:15 102:5,15 111:13 119:15 121:22,23 122:1	18:15 42:17 72:10 96:16 96:20 <b>happened</b> 8:20 85:4 106:2 116:19 116:21 <b>happening</b> 40:17 67:5 94:10 <b>happens</b> 79:17 112:8 118:12 <b>happy</b> 30:22 37:16 43:16 73:9 118:17 <b>hard</b> 9:3 14:1 23:10 72:20 73:4 92:12 <b>harder</b> 7:20 44:3 <b>harrison</b> 63:12 <b>hate</b> 48:9 <b>havent</b> 77:20 <b>havoc</b> 121:16 <b>hayworth</b> 74:8,18 75:6 75:14 76:5,9 76:13 <b>hd</b> 74:20,21 <b>head</b> 19:1,11 42:11 <b>headline</b> 10:10 <b>heads</b> 35:10 <b>health</b> 52:1 77:5 <b>healthy</b> 55:8 82:1 <b>hear</b> 4:5,12 8:3 34:20 38:11 49:23 78:13 86:19,21 113:15 114:23 116:7 118:2 <b>heard</b> 4:20 31:3 37:6 37:15,20,22 44:6 79:12 115:20 119:17 <b>hearing</b> 1:2,3 2:3 5:7 38:5 71:10 101:22 105:13 114:24 123:9 123:12 <b>hearings</b> 28:13 34:10 86:18 <b>heart</b> 114:22 <b>heat</b> 32:14 <b>held</b> 1:4 56:7 105:3 119:5 <b>hell</b> 99:9 <b>hello</b>	79:21 92:18 117:9 <b>help</b> 3:2 4:15 5:19 5:21 6:4 9:17 10:3 12:3,18 13:2 13:16 30:14 36:17 40:15 46:6 51:5 63:20 107:16 120:17 <b>helped</b> 20:23 27:2 29:24 <b>helpful</b> 75:14 <b>helping</b> 6:19 13:6 16:4 24:22 114:22 <b>helps</b> 107:11 <b>heres</b> 22:4 36:22 41:13 48:3 <b>heroes</b> 76:20 <b>hes</b> 13:5 120:1 <b>hi</b> 40:6 45:6 47:22 49:17 57:8 74:8 78:9 82:18 94:23 107:8 115:7 <b>hickey</b> 82:18,19,23 84:5 <b>high</b> 5:23 7:5 14:4 14:13 16:6 30:15 31:17 31:17 34:17 36:2 38:7 39:5 47:22 50:2,12,17 50:21 51:5 55:24 61:11 63:11,17 70:9 71:13 71:17 72:1 73:12,14,16 73:24 92:20 100:22 101:8 102:8 106:9 109:19,23 115:22 116:1 116:15 <b>higher</b> 6:23 12:12 19:5 21:4 <b>highest</b> 26:6 <b>highlighted</b> 34:23 <b>highly</b> 16:17 32:12 72:19,20,21 <b>hill</b> 111:24 <b>hire</b> 54:17 84:10 <b>hissing</b> 49:23 <b>historical</b> 43:10 <b>historically</b> 42:23 44:13 <b>history</b> 85:10	<b>hit</b> 36:5 39:20 <b>hold</b> 9:24 119:5 <b>holders</b> 82:8 <b>home</b> 74:3 115:7 121:8 <b>honest</b> 58:2 59:18,20 90:23 <b>honor</b> 55:3 <b>hope</b> 23:1 40:14 59:13,18 90:5 <b>hopes</b> 23:6 55:24 <b>hoping</b> 86:19 <b>hospital</b> 77:9,16 <b>hotel</b> 41:7 <b>hour</b> 120:5 <b>hours</b> 37:20 49:9,10 72:8 77:15 90:13,14 94:5 101:16 113:9 120:12 <b>hr</b> 18:14 <b>huge</b> 46:1 49:9 57:22 <b>human</b> 54:21 95:20 <b>humans</b> 113:23 <b>humboldt</b> 3:11 <b>hundred</b> 10:20 20:10 29:13 30:8 47:1 63:12 67:4 <b>hundreds</b> 22:23 28:17 61:7 <b>hurt</b> 67:8 <b>hypocrisy</b> 39:11
<hr/> <b>G</b> <hr/>		<hr/> <b>H</b> <hr/>			
games 121:13 <b>gang</b> 54:11 <b>gap</b> 13:17 14:1 27:14,14 <b>gaps</b> 15:2 <b>garfield</b> 3:10 <b>general</b> 22:20 75:23 <b>gentleman</b> 120:1 <b>germs</b> 52:2 <b>gerry</b> 51:13 <b>gestural</b> 85:12 <b>getting</b> 7:8 14:6 33:5 34:4 35:16 99:16 105:13 118:12 <b>give</b> 30:19 45:3,14 55:22 66:16 68:1 79:7 83:13 85:14 88:14 89:10 95:9,11 96:12 99:9 103:6 104:16 104:17 106:6 110:22 <b>given</b> 2:5,12 38:13 66:11 100:12 123:12 <b>giving</b> 12:2 14:21,24 63:4 66:13 66:15 72:4 102:18 <b>go</b> 4:18 6:3 12:8 14:3,3 18:1 19:8,9 20:14 25:20 30:23 34:18,19,20 37:19 40:10 45:16 46:15 48:1,20 57:13 66:7 74:3 81:19 82:10 84:5 87:18 89:21 91:1 94:18 94:20,20 97:4 98:24 99:19,24	100:4 105:1 107:22 115:1 119:1 120:12 122:4 <b>goal</b> 5:20 6:4 91:10 <b>goals</b> 19:12 <b>goes</b> 39:15 42:21 82:12 96:8 122:5 <b>going</b> 4:22 5:8 7:2,2 7:4 8:3 9:19 10:2,5 12:22 12:24 15:11 15:11 21:5,9 23:2 24:13 24:24 25:17 25:24 27:5 28:16 29:15 29:17,20 30:2,7,10,17 30:18 35:1 37:8,10,13 39:18 43:11 44:18 45:3 45:10 51:2 57:21 61:19 67:7,13 72:10,13 75:24 80:7 80:13,13,24 87:9,14,15 89:4 96:13 96:15,17 97:14 98:24 99:4,19,21 100:2,3,4 101:7 105:6 106:6,10,16 106:17,17 107:3,4 108:1,3 112:11 113:7 113:20 114:3 115:3 117:2 118:22 119:16 120:14,16,20 <b>good</b> 2:1 4:3 7:9 15:9 16:3 25:11 38:3 39:14 51:12 60:9,23 88:4 89:4 94:15 98:17 101:4 101:19 103:10 105:8 116:15 <b>goodness</b> 86:6 <b>gotten</b> 40:13 <b>grad</b> 76:16 <b>grade</b> 13:19,20,21,22 13:23 14:3,7 36:1,2 45:16 45:17 88:23 89:2,3,12 96:8 116:12 116:14 <b>grades</b> 116:15 <b>graduate</b> 5:23 6:5 111:10	<b>graduated</b> 115:24 <b>graduates</b> 79:23 <b>graduation</b> 7:3 <b>granddaughter</b> 98:20 99:2,20 <b>grandkids</b> 122:1 <b>grandmother</b> 98:19 <b>grant</b> 22:20 <b>graph</b> 20:2 <b>grassroots</b> 61:1,1 <b>grave</b> 114:5 <b>great</b> 7:21 16:9 23:1 24:7 34:12 36:11,15 52:15 59:9 60:6 79:18 101:13 <b>grief</b> 83:20 <b>grim</b> 22:5 <b>ground</b> 113:18 <b>grounds</b> 31:19 <b>group</b> 37:10 40:7,8 <b>groups</b> 23:8 89:10 <b>grow</b> 12:11 13:6 25:5 <b>growing</b> 7:24 60:13,19 <b>growth</b> 27:22 60:17 <b>guardianship</b> 98:20 <b>guess</b> 22:15 51:7 69:5 99:18 <b>gun</b> 54:7 <b>gutkanst</b> 86:11,12,24 87:23 88:13 89:1 <b>guys</b> 47:23 50:15 102:5,15 111:13 119:15 121:22,23 122:1	18:15 42:17 72:10 96:16 96:20 <b>happened</b> 8:20 85:4 106:2 116:19 116:21 <b>happening</b> 40:17 67:5 94:10 <b>happens</b> 79:17 112:8 118:12 <b>happy</b> 30:22 37:16 43:16 73:9 118:17 <b>hard</b> 9:3 14:1 23:10 72:20 73:4 92:12 <b>harder</b> 7:20 44:3 <b>harrison</b> 63:12 <b>hate</b> 48:9 <b>havent</b> 77:20 <b>havoc</b> 121:16 <b>hayworth</b> 74:8,18 75:6 75:14 76:5,9 76:13 <b>hd</b> 74:20,21 <b>head</b> 19:1,11 42:11 <b>headline</b> 10:10 <b>heads</b> 35:10 <b>health</b> 52:1 77:5 <b>healthy</b> 55:8 82:1 <b>hear</b> 4:5,12 8:3 34:20 38:11 49:23 78:13 86:19,21 113:15 114:23 116:7 118:2 <b>heard</b> 4:20 31:3 37:6 37:15,20,22 44:6 79:12 115:20 119:17 <b>hearing</b> 1:2,3 2:3 5:7 38:5 71:10 101:22 105:13 114:24 123:9 123:12 <b>hearings</b> 28:13 34:10 86:18 <b>heart</b> 114:22 <b>heat</b> 32:14 <b>held</b> 1:4 56:7 105:3 119:5 <b>hell</b> 99:9 <b>hello</b>	79:21 92:18 117:9 <b>help</b> 3:2 4:15 5:19 5:21 6:4 9:17 10:3 12:3,18 13:2 13:16 30:14 36:17 40:15 46:6 51:5 63:20 107:16 120:17 <b>helped</b> 20:23 27:2 29:24 <b>helpful</b> 75:14 <b>helping</b> 6:19 13:6 16:4 24:22 114:22 <b>helps</b> 107:11 <b>heres</b> 22:4 36:22 41:13 48:3 <b>heroes</b> 76:20 <b>hes</b> 13:5 120:1 <b>hi</b> 40:6 45:6 47:22 49:17 57:8 74:8 78:9 82:18 94:23 107:8 115:7 <b>hickey</b> 82:18,19,23 84:5 <b>high</b> 5:23 7:5 14:4 14:13 16:6 30:15 31:17 31:17 34:17 36:2 38:7 39:5 47:22 50:2,12,17 50:21 51:5 55:24 61:11 63:11,17 70:9 71:13 71:17 72:1 73:12,14,16 73:24 92:20 100:22 101:8 102:8 106:9 109:19,23 115:22 116:1 116:15 <b>higher</b> 6:23 12:12 19:5 21:4 <b>highest</b> 26:6 <b>highlighted</b> 34:23 <b>highly</b> 16:17 32:12 72:19,20,21 <b>hill</b> 111:24 <b>hire</b> 54:17 84:10 <b>hissing</b> 49:23 <b>historical</b> 43:10 <b>historically</b> 42:23 44:13 <b>history</b> 85:10	<b>hit</b> 36:5 39:20 <b>hold</b> 9:24 119:5 <b>holders</b> 82:8 <b>home</b> 74:3 115:7 121:8 <b>honest</b> 58:2 59:18,20 90:23 <b>honor</b> 55:3 <b>hope</b> 23:1 40:14 59:13,18 90:5 <b>hopes</b> 23:6 55:24 <b>hoping</b> 86:19 <b>hospital</b> 77:9,16 <b>hotel</b> 41:7 <b>hour</b> 120:5 <b>hours</b> 37:20 49:9,10 72:8 77:15 90:13,14 94:5 101:16 113:9 120:12 <b>hr</b> 18:14 <b>huge</b> 46:1 49:9 57:22 <b>human</b> 54:21 95:20 <b>humans</b> 113:23 <b>humboldt</b> 3:11 <b>hundred</b> 10:20 20:10 29:13 30:8 47:1 63:12 67:4 <b>hundreds</b> 22:23 28:17 61:7 <b>hurt</b> 67:8 <b>hypocrisy</b> 39:11
<hr/> <b>I</b> <hr/>					
<b>ib</b> 16:10 26:19 33:14 <b>id</b> 3:7 34:20 63:19 65:13 65:18 66:7 70:1 73:11 86:15 97:11 97:24 104:8 112:11 120:2 <b>idea</b> 8:5 52:12,15 60:2,6,9 113:10,20 <b>identifies</b> 42:15 <b>identify</b> 25:18,21 <b>ieps</b> 85:10,24					

<b>ill</b> 3:24 4:16,18 9:22 11:2 14:14 44:5 82:7 93:1 109:13	50:18 51:24 56:14,24 61:8,14,16 67:3 108:6 114:14 118:7	<b>insane</b> 96:18 <b>inside</b> 110:2,3 <b>insight</b> 37:4 <b>instance</b> 100:14 <b>institution</b> 48:11,12 <b>instruction</b> 8:18 <b>instructional</b> 13:1 73:7,8 <b>insulted</b> 49:6,7 <b>insulting</b> 49:15 <b>intent</b> 91:3 <b>interactive</b> 57:24 <b>interest</b> 29:14 41:21 66:8 81:12 81:22 97:7 <b>interesting</b> 111:12,23 <b>interests</b> 65:3 <b>international</b> 51:14 <b>internet</b> 25:6 34:20 74:19 <b>interpreters</b> 3:5 <b>interrelated</b> 74:12 <b>interventions</b> 12:4 <b>interviewed</b> 90:9 <b>introduced</b> 105:6 <b>intuitive</b> 90:18 <b>invest</b> 5:21 6:4,21 8:14 10:5 11:17 12:6 15:20 17:3 17:10 18:19 26:5 33:21 62:13 87:14 88:18,19 104:4 <b>invested</b> 34:14 <b>investing</b> 13:10,16 14:13 18:21 25:10 30:20 92:14 <b>investment</b> 9:9 14:5,9,11 16:21,22 17:17 18:11 18:13 28:6 31:10 32:8 36:3 59:8 <b>investments</b> 13:12 18:6 23:11 28:24 29:6,10 30:12 31:13 32:16 <b>invisible</b> 51:18,23 <b>invite</b> 28:14 113:4 <b>iron</b>	93:12 <b>irritates</b> 72:3 <b>isnt</b> 33:5 35:16 62:20,21 107:3 <b>issue</b> 2:24 43:5 60:19 66:8 76:23,24 81:21 95:17 97:16 <b>issued</b> 81:17 97:17 <b>issues</b> 107:13 <b>ive</b> 49:18 54:2 81:7 92:19 106:23,24 107:13 113:23,24	<b>justified</b> 114:23 <b>justify</b> 85:14,23 <b>juvenile</b> 54:13	<hr/> <b>K</b> <hr/> <b>k</b> 123:3 <b>karen</b> 1:23 123:5,15 <b>keep</b> 8:2 22:1 28:23 29:14,21 30:10 32:15 45:2 50:12 57:9 81:8,24 97:7,9,9 107:4 108:1 108:3 <b>keeping</b> 52:2 74:1 <b>keeps</b> 65:4 <b>kelvyn</b> 92:20 93:3,10 93:21 94:3 94:18 <b>key</b> 6:8 <b>kick</b> 99:15 <b>kid</b> 48:20 89:3 104:4 <b>kids</b> 9:9 41:2 50:21 51:4 53:19 63:1 74:3 83:11,18 89:6,10 96:13 99:5 101:14,24 102:1,20 104:4 106:8 106:9,10,20 107:11 114:3 114:5 117:24 118:1,3,3 122:1 <b>killed</b> 83:19 <b>kind</b> 5:11 8:14 15:4 21:14 27:20 27:22 32:20 57:11 85:13 100:13 101:19 105:14,15,18 111:16 121:14 <b>kindergarten</b> 18:12 68:16 <b>kinds</b> 23:11 83:21 84:1 <b>knew</b> 12:4 92:23 97:18 <b>know</b> 5:10,15 6:10 7:10,14 8:3 9:8 11:6,23 11:24 12:7 12:15 13:3 13:19,21,22 13:24 15:13 15:16,18,19	15:22 16:7 19:18 20:15 28:18 29:15 33:6 37:18 38:8 43:15 43:22 44:16 47:7 48:2 49:20 50:6 50:15 51:1 52:13,14 57:10 58:5 60:7 68:8 69:10,16,23 70:23 71:9 73:4 76:24 77:1,4 78:12 82:23,24 83:8,22,24 84:9,11 86:15 88:16 88:17 89:20 90:10 99:1,4 99:6,18 100:16,17 101:12,19,23 103:10,24 105:12 107:16,20 109:5 110:16 116:20 117:1 118:2,4 120:14,15 <b>known</b> 97:18 <b>knobs</b> 23:5 31:23 84:7 88:10 <hr/> <b>L</b> <hr/> <b>la</b> 71:18,22 73:8 <b>labeled</b> 2:9 <b>labor</b> 61:2 90:1,2,12 90:18 91:4,8 92:6 97:13 97:13 98:4,6 98:7 <b>lack</b> 40:19 100:17 <b>lady</b> 100:20 <b>laid</b> 19:10 <b>language</b> 3:4,4 <b>large</b> 30:16 87:7 <b>larger</b> 33:18 <b>largest</b> 71:23 <b>late</b> 37:17 <b>lathrop</b> 87:24 <b>law</b> 12:8 34:1 82:10 <b>lawdale</b> 53:11 54:1 <b>leaders</b> 6:8,16,22 14:17 <b>leadership</b> 73:15 92:13 97:15 112:17
--	---	--	---	--	--	--

<b>teak</b>	111:20	<b>loop</b>	119:10	<b>meets</b>	2:17 37:21
33:7	112:22	62:9	<b>malcolm</b>	39:4	45:2 51:8
<b>teaking</b>	113:11, 13	<b>lorraine</b>	1:8	<b>member</b>	71:14, 15, 21
28:21 31:20	114:21	79:21	<b>manage</b>	2:22 64:20	72:2 73:7
<b>leaky</b>	121:24	<b>losing</b>	46:11 67:12	74:9 78:10	<b>minutewise</b>
87:12	<b>lists</b>	50:5	85:9	80:2 90:3	85:24
<b>learn</b>	58:13, 14, 16	<b>lost</b>	<b>management</b>	94:24 100:9	<b>misleading</b>
12:2 13:2 25:5	<b>literacy</b>	62:5 70:15	3:18 90:19, 21	102:11 107:9	57:18 59:23
56:10 107:11	89:9	77:2, 4, 6	92:9	<b>members</b>	<b>misnik</b>
<b>learning</b>	<b>literally</b>	88:1, 2, 2	<b>managers</b>	3:2 4:6 39:13	94:23 96:1, 11
8:19 9:6 18:6	85:1	<b>lot</b>	67:11, 13	42:20 60:15	96:23
26:7, 10 93:8	<b>little</b>	7:24 10:11	<b>maneuver</b>	64:24 73:10	<b>missed</b>
115:22	3:10 5:4 20:24	11:5 19:7	80:12 81:1	78:10 86:7, 9	13:23
<b>leave</b>	23:15, 16	20:16 22:8	<b>march</b>	86:16 102:10	<b>mission</b>
34:21 66:1	28:10 32:16	23:7 24:24	20:3 23:14	112:17, 19, 24	5:24 36:17
115:4	39:10 49:5	25:13 26:21	85:1, 2	113:5	<b>mistakes</b>
<b>leaves</b>	63:19, 20	27:7, 7, 17	<b>marine</b>	<b>memo</b>	107:11
61:6	65:19 71:19	30:2, 6, 12	113:23	91:18	<b>money</b>
<b>leaving</b>	81:22 95:4, 6	31:15 49:1	<b>mark</b>	<b>mentioned</b>	8:2, 4, 13 14:19
28:2 61:16	114:15	57:16 73:3	84:20	14:16 18:6	15:4, 5, 16, 20
70:21	<b>live</b>	73:17 92:15	<b>marty</b>	20:1 30:1	15:23 18:3
<b>left</b>	61:4 67:18	100:17, 18	42:10	36:9 58:5, 20	20:9, 17, 21
3:6 72:17 88:4	96:3	101:11	<b>mascittimiller</b>	78:24	21:7 22:1, 3
<b>legal</b>	<b>lives</b>	106:11, 23	1:16 3:21	<b>mercantile</b>	22:9, 24
98:19	68:5 76:20	107:13	<b>masonry</b>	46:24	23:23 25:14
<b>legitimate</b>	77:2, 4, 6	111:12	31:19	<b>messler</b>	29:8, 23 32:3
112:12	<b>living</b>	114:23, 24	<b>massive</b>	51:12, 13 52:17	32:18 35:15
<b>lessons</b>	42:5	<b>love</b>	39:18	52:19	35:17, 17
94:9	<b>load</b>	32:1 49:19, 20	<b>master</b>	<b>metal</b>	39:22 41:4
<b>letter</b>	73:13 83:9, 10	50:9 52:23	33:23 34:2	54:16	42:18 44:8
72:14 101:6	<b>loads</b>	83:15 96:5	<b>masters</b>	<b>mic</b>	44:15 47:24
<b>letting</b>	38:5	117:23 118:1	42:12	114:16	48:23 50:19
121:17	<b>loan</b>	<b>lower</b>	<b>math</b>	<b>michael</b>	52:3 56:3
<b>level</b>	42:14	8:24 58:10	13:22 17:22	101:5 117:10	59:2 62:8, 12
13:20	<b>lobbying</b>	80:10 88:20	62:10	<b>microphone</b>	63:2, 4, 22
<b>levels</b>	24:6	<b>lsc</b>	<b>matter</b>	2:20 4:18	64:11 66:23
9:20 13:23	<b>local</b>	100:10	1:8 112:16	37:14, 15	67:14 68:4, 5
<b>levy</b>	9:20, 24 22:9	<b>lscs</b>	<b>maximize</b>	<b>millar</b>	68:8, 14 75:9
105:12, 24	39:13 52:18	6:14 14:22	10:2	46:16 63:5	78:23 79:5
<b>libraries</b>	62:19 78:10	<b>lucky</b>	<b>maximizing</b>	<b>million</b>	80:22, 22
40:19	95:1	107:15	9:23 10:7	10:20 15:3, 4, 4	81:9 82:4, 10
<b>library</b>	<b>location</b>	<b>lunches</b>	<b>maximum</b>	18:10, 13, 15	82:12 84:9
61:23 79:1	59:12 112:7	112:21	56:16	18:16 20:10	87:10 95:14
88:2	113:20	<b>M</b>	<b>mayor</b>	20:17, 18, 20	97:8 99:17
<b>lic</b>	<b>loew</b>		46:18, 23 62:21	21:3, 4, 12	100:12
123:16	78:9, 9 79:16	<b>m</b>	91:1 92:8	22:2, 11, 12	102:17, 17
<b>license</b>	<b>logical</b>	1:10 2:4, 4, 7, 8	<b>mayors</b>	22:12, 14	103:6 104:14
1:24	32:10	2:8, 13	44:14	23:15, 20, 21	104:19
<b>life</b>	<b>long</b>	122:10	<b>mean</b>	24:11, 14, 19	105:20 106:7
19:3 54:5	44:10 49:8	<b>maam</b>	53:4 58:20	24:21 25:19	106:16, 19
<b>lighting</b>	105:21 106:2	88:12 119:24	91:16 99:16	28:2 29:8, 13	107:18, 19
32:11	110:21	<b>magazine</b>	100:3 113:15	29:18 30:8	111:1, 4
<b>likelihood</b>	<b>longer</b>	80:17	114:2 118:7	36:6 41:1, 4	116:18
19:5	26:13 41:3	<b>magnet</b>	118:8	41:6 45:10	119:11
<b>limit</b>	43:7 79:7	7:7 10:18	<b>meaning</b>	45:11 46:15	121:10, 10, 12
2:16 37:21	103:3, 4	16:10 26:19	79:7	46:17, 19	<b>moneys</b>
87:9	<b>longtime</b>	33:14 61:9	<b>meaningful</b>	47:1, 16	62:1
<b>limited</b>	53:21	62:17 68:15	114:7	57:13, 14, 16	<b>monique</b>
2:14 7:23	<b>look</b>	<b>mailman</b>	<b>means</b>	58:21 61:17	4:2
<b>linda</b>	19:15 21:20	103:20	45:16 64:9	61:20 63:13	<b>monitoring</b>
3:9 78:9	22:4, 17	<b>maintain</b>	93:2	66:13, 15, 17	74:23
<b>line</b>	33:20 48:14	10:23 11:1	<b>meant</b>	66:24 67:2, 2	<b>moody</b>
35:4 41:15	48:15, 16	51:7	113:9	67:3, 4 68:18	80:8 81:5 82:1
58:7	49:10 73:12	<b>maintained</b>	<b>measured</b>	69:3 74:22	82:6, 14
<b>lining</b>	73:17 75:7	14:8, 9	7:2	80:7 81:24	<b>moral</b>
17:14 48:14	105:15	<b>maintaining</b>	<b>mechanical</b>	82:3 88:9, 10	78:4
<b>list</b>	<b>looked</b>	18:8, 11 51:2, 3	31:24	93:18 97:5	<b>morning</b>
7:12 17:13	33:3, 12, 22	<b>major</b>	<b>media</b>	104:3, 17	101:18
58:15 60:1, 2	34:12 71:13	11:22 71:4, 6	57:12	<b>millionaires</b>	<b>mortgage</b>
96:20	73:21 110:17	<b>majority</b>	<b>medication</b>	41:16	68:2 81:13, 14
<b>listed</b>	<b>looking</b>	61:23 73:3	77:17	<b>millions</b>	81:14
2:22	8:24 25:16	<b>making</b>	<b>meet</b>	22:24 28:17	<b>motivated</b>
<b>listen</b>	29:21 32:3	4:10 10:13, 19	111:19 112:18	39:7 61:7	121:9, 10
26:1, 3 113:10	71:24 74:5	17:17 18:3, 5	<b>meeting</b>	69:14 70:18	<b>motivators</b>
113:12 114:6	79:17 90:15	19:23 32:9	2:6 20:3 31:4	70:22 74:24	121:12, 13
118:15	90:17 91:16	36:3 40:15	56:13 90:24	<b>minor</b>	<b>mouth</b>
<b>listened</b>	102:10	62:22 64:10	105:21 113:9	81:10	56:4 75:9
98:23 110:22	105:12	94:20 102:3	120:12	<b>minute</b>	111:2
<b>listening</b>	<b>looks</b>	102:4 112:3	<b>meetings</b>	44:14 118:23	<b>move</b>
71:10 99:7	65:23 82:14	113:18 119:8	86:22, 23	119:19	3:5 9:22 28:9
107:2, 14	110:1		106:24 107:1	<b>minutes</b>	52:22 54:19

110:9	98:5,6,7,8	76:16,19 77:1	111:7,8	1:10 2:4,4,7,8	32:16 41:1,8
<b>moved</b>	<b>neighborhood</b>	77:9 78:4	114:10	2:8,13	41:9 42:13
58:24	7:7 45:9,12,15	82:23 94:4	115:18 117:8	122:10	46:23 68:17
<b>moves</b>	46:12 54:1	<b>nurture</b>	119:17	<b>packets</b>	68:24 69:1
59:11	61:5,8,16,19	6:15	<b>open</b>	42:21	69:20 72:9
<b>moving</b>	62:2 79:9		103:7 108:14	<b>page</b>	78:22 81:17
14:19 53:16	84:13 87:20	<b>0</b>	<b>opening</b>	31:1 58:7	81:20 82:11
91:13	92:20,24	<b>o</b>	23:24	<b>paid</b>	84:12 89:14
<b>mt</b>	93:2,20	123:3,3	<b>operate</b>	18:14 38:6,9	107:19
54:2	99:15 116:2	<b>oath</b>	5:3	63:13 72:8	117:22
<b>multiple</b>	<b>neighborhoods</b>	123:6	<b>operating</b>	81:19	<b>paying</b>
2:21	34:6 40:11	<b>objectives</b>	2:9 4:14,23	<b>pain</b>	91:20
<b>music</b>	<b>network</b>	16:4	5:1 6:3 42:2	11:8,14 24:2	<b>payments</b>
15:18 40:22	3:8,10,11,12	<b>obvious</b>	97:8	32:5 77:17	42:15
48:24 79:4	3:14 21:21	6:9	<b>operation</b>	82:3	<b>penny</b>
88:3 94:3	<b>networks</b>	<b>occur</b>	42:14	<b>painful</b>	41:6 46:13
	25:12	39:18	<b>operations</b>	69:4	<b>pension</b>
<b>N</b>	<b>never</b>	<b>oclock</b>	25:1	<b>panel</b>	63:18,19 66:10
<b>name</b>	19:16 41:21	1:10 122:10	<b>operators</b>	3:15 4:15 37:3	66:15,22,23
40:6 45:6	98:13 99:21	<b>odd</b>	88:15	<b>paraprofess...</b>	67:12,16
51:12 53:6	<b>new</b>	82:8	<b>opponents</b>	85:13,18,23	68:11,11,17
57:4 60:23	8:24 12:24	<b>offering</b>	43:17	<b>pardon</b>	69:7,11,21
70:8 73:6	13:13 15:3	7:11	<b>opportunities</b>	71:5	<b>people</b>
74:8 78:9	20:8 29:9	<b>office</b>	16:16 109:5	<b>parent</b>	3:7 7:16 8:4
79:21 82:18	30:1,15	3:17,22 14:19	115:22 116:8	63:17 79:22	9:1 10:12,17
84:18 86:11	47:13 59:23	15:6 21:19	117:3,4	101:7 114:12	17:14 19:21
89:23 92:18	63:11 71:12	21:20 44:14	<b>opportunity</b>	<b>parents</b>	23:7 30:21
98:17 101:5	71:16 73:8	53:13 57:10	2:6,18 13:24	14:14 16:16,18	35:18 37:3,6
108:7 109:17	80:23 81:21	57:20 113:6	16:20 66:6	17:11 36:14	37:14,20
111:9 114:11	99:10 103:7	<b>officer</b>	116:17	41:20 53:12	47:18 48:4,6
117:9 120:4	103:8 111:16	3:17,19 57:5	<b>oppose</b>	55:12 56:2	48:14 50:4
<b>nancy</b>	<b>news</b>	<b>officers</b>	40:12	58:7 60:15	51:17,18
84:18	59:9	117:14	<b>opposite</b>	62:24 79:14	58:11 60:18
<b>narrow</b>	<b>newspaper</b>	<b>offices</b>	28:2	88:5 92:9	64:6 65:22
96:8	71:11	21:21 118:4	<b>option</b>	96:3 116:23	65:6 67:8,11
<b>national</b>	<b>nice</b>	<b>officials</b>	7:6	117:5 120:18	74:13 83:1
76:16 83:4,6	52:8 82:1	120:24	<b>options</b>	<b>park</b>	91:19 95:18
101:5 112:3	<b>night</b>	<b>offset</b>	6:24 26:10	3:11 92:20	96:2,5,5,6
<b>natural</b>	51:20	20:23	<b>order</b>	93:3,10,21	98:24 99:8
8:15	<b>noble</b>	<b>oh</b>	79:6 85:14	94:3,18	99:17 101:14
<b>naturally</b>	58:14	22:15 48:3	<b>ordinary</b>	<b>part</b>	101:20,23
37:22	<b>nonaircondi...</b>	86:17 98:24	96:4 115:9	5:7 7:15 8:11	102:2 104:18
<b>necessary</b>	28:20	99:7 118:11	<b>organization</b>	16:8,9 18:13	105:14 109:8
26:13	<b>nonpersonnel</b>	<b>ohare</b>	2:21,23 43:9	36:17 56:1	111:14 112:7
<b>need</b>	25:13	3:13	<b>organizations</b>	83:15,16	112:22
3:5 7:18 10:3	<b>nonprofessi...</b>	<b>okay</b>	38:20 43:9	107:1	113:17 114:2
10:5 23:11	95:2	4:5 49:14	56:3 61:3	<b>particular</b>	114:6 115:15
25:14 27:23	<b>nonselective</b>	65:23 83:1	83:3	95:18	117:4 119:7
28:6 30:22	93:22	<b>old</b>	<b>organize</b>	<b>partner</b>	120:8,9,10
36:3,10	<b>norine</b>	29:4,5 32:12	37:2	109:9	121:14
47:12 51:6	86:11	42:10	<b>organized</b>	<b>partners</b>	<b>peoples</b>
52:4 54:19	<b>north</b>	<b>once</b>	38:8	36:13	118:4
55:15 61:13	53:10,24	92:23 116:20	<b>ots</b>	<b>partnership</b>	<b>pep</b>
63:2 73:5	111:24	<b>onepage</b>	82:24	6:14	120:15,16
78:17 79:18	<b>northwest</b>	34:24	<b>ought</b>	<b>parts</b>	<b>percent</b>
85:15,24	29:2 116:3	<b>ones</b>	32:14 34:5	42:24 112:24	17:21,24,24
96:13 105:3	<b>note</b>	6:13 15:18	<b>outcomes</b>	<b>parttime</b>	40:21 41:22
106:11,11,12	2:12	30:15 36:1	5:20 10:6	84:21	49:11,12
106:12,18,20	<b>notes</b>	37:9 89:6,6	12:12 35:12	<b>pass</b>	57:21 62:20
108:20,21,21	43:11 123:10	105:8,9	<b>outdated</b>	67:10	66:23 70:15
109:12 111:5	<b>notforprofits</b>	<b>onetime</b>	26:8,9	<b>passed</b>	70:20 93:19
113:18	104:13	20:16 22:7	<b>outside</b>	59:21	95:9,10,11
<b>needed</b>	<b>number</b>	<b>online</b>	30:23 90:14	<b>passionate</b>	95:12,12
13:9 26:18	2:12 6:7,20,23	30:24 52:8,14	93:4 94:10	4:9 6:1 13:5	97:12 98:11
33:3 34:17	7:3 21:18	<b>op</b>	110:1	<b>pastor</b>	106:5,21
106:20	39:7 44:9	42:3 45:5	<b>overall</b>	53:6,6,10,24	<b>percentage</b>
<b>needing</b>	50:19,21	47:21 49:16	15:10	55:19,22	60:17
45:19	51:4 53:14	51:9,11	<b>overcrowded</b>	<b>patel</b>	<b>perception</b>
<b>needs</b>	53:20 56:15	52:21,22	29:1	60:23,24 62:24	113:13
28:23 50:21	56:16 59:15	57:7 60:22	<b>overpayment</b>	<b>paths</b>	<b>perform</b>
51:5 54:15	71:13 90:20	63:15 70:5,7	69:12,13	82:24	82:24
86:8 100:13	97:17,18,19	74:7 76:12	<b>oversight</b>	<b>pathways</b>	<b>performing</b>
108:20,21	97:23 101:16	78:8 79:20	104:21	3:20 57:5	38:17
109:2	<b>numbers</b>	82:17 84:17	<b>owe</b>	<b>patient</b>	<b>perform</b>
<b>negotiated</b>	14:15 18:15	86:10 89:22	66:14	77:16,18,22	69:20 72:9,13
69:16	19:13,14	92:17 94:22	<b>owes</b>	<b>patiently</b>	73:12 74:2
<b>negotiation</b>	58:1,1,2	98:12,16	66:14	120:1	110:23
97:13	59:16	100:6 101:1		<b>patients</b>	115:10
<b>negotiations</b>	<b>nurse</b>	105:11 107:5	<b>P</b>	77:1,6	<b>permitted</b>
95:15 97:14,21	76:17	109:16 111:6	<b>p</b>	<b>pay</b>	94:16
	<b>nurses</b>			9:11 18:20	<b>person</b>

50:1 64:8 77:14 <b>personnel</b> 54:17 95:2 <b>perspectives</b> 111:12 <b>pet</b> 8:5 <b>petty</b> 110:5,7 <b>philosopher</b> 86:5 <b>physical</b> 79:2 83:23 <b>pick</b> 19:22 93:16 97:22 <b>picture</b> 115:5,6 <b>pictures</b> 34:12 <b>pilsen</b> 99:13 100:10 <b>pipeline</b> 74:15 <b>place</b> 76:7 82:11 <b>plan</b> 28:11 30:6 33:24 34:2,9 34:11 54:4 88:8,13 96:16 <b>planning</b> 31:8 52:13 <b>play</b> 30:23 121:14 <b>playground</b> 99:3,7,9 <b>playgrounds</b> 30:20 <b>pleasant</b> 50:9 <b>please</b> 2:12 3:1 37:22 45:1 49:13 55:18 62:23 65:11,21 67:10 68:7 72:6 77:23 88:12 91:22 96:22 114:24 115:1,12 <b>plus</b> 88:23 <b>pocket</b> 41:12 110:24 <b>point</b> 27:19 47:24 48:7 49:5 59:22 65:3 65:13,14 72:14 75:22 75:23 91:6 97:23 98:14 108:5 111:16 <b>points</b> 46:3 74:11 90:17 <b>police</b> 110:3,4,17,19 111:4,5 <b>policies</b> 54:20,20 55:10 <b>policy</b> 43:2 75:7,8 <b>political</b> 120:22,23 <b>portion</b> 49:9 <b>position</b>	42:6 44:20 69:12 70:1 <b>positions</b> 10:15 15:17,23 16:1 21:21 21:22,23 45:13 <b>positive</b> 75:15 <b>possible</b> 100:11 <b>possibly</b> 9:4 <b>post</b> 37:8 <b>posting</b> 52:13,14 <b>power</b> 24:4,5,9 46:14 89:13,14 <b>powerful</b> 75:15 <b>powerpoint</b> 52:8,14 <b>practice</b> 13:3 109:12 <b>practices</b> 53:17,18 54:18 56:6,20,23 57:2 108:5 109:10 <b>pray</b> 54:4 <b>precious</b> 89:15 <b>predatory</b> 93:23 <b>prep</b> 12:4,19 13:7 <b>prepare</b> 5:1 12:19 87:7 <b>prescription</b> 77:18 <b>present</b> 1:12 4:22 5:6 11:15 44:4 <b>presentation</b> 2:2 4:21 35:5 115:20 <b>presented</b> 5:5 28:11 34:2 34:8 <b>presenter</b> 1:13 <b>presents</b> 76:1 <b>preserve</b> 27:2 <b>preserving</b> 11:16 <b>presided</b> 54:6 <b>president</b> 63:18 <b>pressure</b> 50:11 <b>pretty</b> 30:5 <b>prevention</b> 83:17 <b>previous</b> 20:23 67:2 <b>price</b> 78:23 <b>primary</b> 41:11 91:10 92:1 121:6 <b>principal</b> 13:5,9 26:22 45:20 108:15 <b>principals</b>	6:8,9,16,17,21 6:22 14:17 14:21 15:8 15:12,19 22:3 50:19 57:2 109:6 112:21 <b>priorities</b> 5:10,12 11:19 32:23 56:4 78:3,20 79:6 79:19 105:19 <b>prioritize</b> 37:10 <b>prioritized</b> 33:4,9 105:24 <b>priority</b> 6:20 8:13 31:17 34:17 102:4 115:20 115:23 <b>prison</b> 54:14 74:15 <b>pritzker</b> 41:6 46:14 <b>private</b> 52:24 67:11 68:20,21,23 70:14 88:15 100:1,2,5 102:18 104:2 104:10,20 <b>privately</b> 104:20 <b>privatize</b> 91:10 <b>probably</b> 28:18 39:18 44:1 51:8 60:19 <b>problem</b> 8:3 24:22 48:2 95:22 101:21 102:13,13 104:22 107:15 112:5 112:6 <b>problems</b> 33:3 44:11 45:24 55:8 96:4 121:16 <b>proceeding</b> 75:24 <b>proceedings</b> 1:7 122:9,12 123:8,11 <b>process</b> 1:3 23:13 75:1 120:2,6 <b>procurement</b> 25:2 <b>product</b> 117:12 122:6 <b>productive</b> 114:7 <b>profession</b> 13:6 <b>professional</b> 56:22 83:3 108:14 <b>professor</b> 84:21 89:24 <b>profits</b> 62:1 <b>profound</b> 66:8 <b>program</b> 8:5 18:17 26:9 26:10,14 30:16 33:20 85:2,18	107:10 111:11 <b>programs</b> 8:7 10:6,18,24 14:23 15:2 16:10,12 18:8,9 20:8 26:9 27:9,12 27:24 28:4 30:12,13,14 32:9 33:12 48:16 55:15 57:16 68:15 69:2 75:11 75:16 79:3,5 81:8 84:24 85:5,6,17 111:3 <b>progressive</b> 48:5 <b>project</b> 8:6 34:13,13 <b>projected</b> 58:10 <b>projection</b> 98:5 <b>projects</b> 34:23 41:5 81:18,18 <b>promise</b> 17:6 98:10 <b>promised</b> 42:15 <b>prompt</b> 85:12,13 <b>promptly</b> 2:4 <b>prop</b> 9:17 <b>property</b> 9:11,13,21,23 10:8 22:13 23:19 24:10 48:4 63:23 64:11,14 <b>proposal</b> 44:9 <b>proposed</b> 24:15 55:9 <b>prosperity</b> 10:4 <b>protect</b> 9:8 13:11 52:1 <b>protesters</b> 38:6,9 <b>protocols</b> 74:23 <b>proud</b> 34:11 <b>proudly</b> 74:20 <b>proven</b> 16:17 <b>provide</b> 5:19 16:15,20 17:11 24:19 57:1 61:10 61:12 78:14 94:15 108:14 <b>provided</b> 15:6 16:11 21:7 56:21 62:19 <b>providing</b> 7:5 52:3 <b>provoke</b> 90:22 <b>provoking</b> 91:3 <b>psychologists</b> 82:24	<b>psychology</b> 111:15 <b>pts</b> 82:24 <b>public</b> 1:1,2 2:3 3:8 4:6,9 16:23 17:4 40:23 41:14 46:19 48:8,9,18 49:17 53:2 53:15 58:2 58:18 61:6 61:18 71:12 71:16 77:5 78:2,12 79:8 80:1,24 82:15,20 86:20 88:21 90:1 91:10 95:3,19 96:9 99:21 100:21 101:11 102:19 104:1 104:10,22 109:24 110:18 112:1 115:21 117:11,12,13 117:19,21,24 118:14,16,24 119:3 121:11 122:6 <b>publicity</b> 50:11 <b>publicly</b> 95:13 <b>publish</b> 58:12,17 <b>pull</b> 36:16 99:20 119:1,2 <b>pulling</b> 96:14 <b>punished</b> 55:6 <b>punishing</b> 55:11 <b>punishment</b> 53:18 54:22 <b>purple</b> 34:24 <b>purpose</b> 92:1 111:20 <b>purposes</b> 43:8 <b>push</b> 46:17 110:11 <b>pushed</b> 53:18 <b>put</b> 32:21,23 48:23 52:7 56:3 57:11 59:1,2 59:19 61:2 61:21 74:18 75:9,10 87:11 95:8 97:19 101:16 107:21 110:19,23 111:1,3,4 117:5 <b>puts</b> 74:5 78:17 <b>putting</b> 8:11 36:7 73:14 83:18 89:9 103:4 106:19	<b>Q</b> <b>qualified</b> 72:19,20,21 <b>qualify</b> 106:8,10 <b>quality</b> 6:23 7:6 14:13 16:6 41:14 50:2,12,17 61:11 94:2 95:20 115:22 116:8 <b>question</b> 2:6,20 3:1 35:16 63:2 64:22 68:11 69:5 78:24 84:23 98:22 106:4 112:11 118:10 119:14 121:20,23 <b>questions</b> 2:8,16 4:16 28:15 34:21 36:22,23 37:5,9,16 111:17 <b>quick</b> 39:24 <b>quickly</b> 28:14 65:22 76:18 <b>quiet</b> 98:18 <b>quite</b> 90:23 103:1 <b>quote</b> 86:2	<b>R</b> <b>rachel</b> 40:7 <b>radio</b> 71:11 <b>rainy</b> 96:15 <b>raise</b> 49:11,12 115:14 <b>raising</b> 36:12 98:21 115:15 <b>rally</b> 120:15,16 <b>rallying</b> 6:19 <b>ramirez</b> 100:7 <b>randomly</b> 94:17 <b>rate</b> 7:3 21:13 81:14 <b>rates</b> 81:12,15 <b>rating</b> 80:9,10 82:9 <b>ratio</b> 39:5 50:23 <b>rationale</b> 39:21 <b>rationalized</b> 26:18 <b>ravenswood</b> 3:12 <b>reach</b> 7:18 42:23 60:16 <b>reached</b>
---	--	--	---	---	--	--

85:3	<b>reduced</b>	25:12 56:17	<b>reply</b>	63:21 67:24	<b>robs</b>	10:12 48:3
<b>reaction</b>	97:5	59:6	<b>report</b>	<b>restaurants</b>	94:1	49:23 57:12
17:2	<b>reducing</b>	56:14	1:7 43:13 60:5	68:2	<b>rod</b>	91:18 97:1
<b>read</b>	18:17	<b>reduction</b>	119:2	<b>restoration</b>	42:4	100:11,16
13:20 44:2	<b>referring</b>	18:17	<b>reported</b>	79:4	<b>rode</b>	103:16
86:24 90:7	69:11	<b>referring</b>	1:23 123:8	<b>reportive</b>	20:16	113:16 115:7
91:1,2	62:4 123:6	<b>referring</b>	53:17 54:18	53:17 54:18	<b>rodolfo</b>	115:13,15
<b>reader</b>	51:17 61:3	69:11	56:5,19,22	56:5,19,22	76:15,15 77:24	<b>says</b>
89:4	65:2,6	<b>reflect</b>	57:2 75:8,11	57:2 75:8,11	<b>rolando</b>	6:4 7:1 11:4
<b>readers</b>	108:5 109:10	5:9 6:2	75:15 83:14	75:15 83:14	114:11	21:11 24:3
89:12	111:2,5	<b>reflects</b>	107:10,12,18	107:10,12,18	<b>role</b>	39:17 73:22
<b>reading</b>	112:2,5	5:2 55:9	108:5 109:10	108:5 109:10	6:18 63:7	86:5 95:8
14:6 46:2	<b>representat...</b>	<b>regarding</b>	111:2,5	111:2,5	<b>roles</b>	96:12 100:14
71:11 72:12	95:21 121:4,4	2:24	<b>restoring</b>	<b>restoring</b>	27:7	123:6
72:12,13,16	<b>representing</b>	<b>regimen</b>	43:12	43:12	<b>rolled</b>	<b>scale</b>
72:18	53:11 95:2	94:8	<b>restructuring</b>	<b>restructuring</b>	13:1 15:8,24	87:7
<b>ready</b>	<b>represents</b>	<b>registered</b>	20:22	20:22	<b>roof</b>	<b>scfa</b>
5:22 6:5 14:3	65:8	52:21 76:17	<b>result</b>	<b>result</b>	28:21 33:5,8	15:5
14:3 30:14	<b>reprioritize</b>	<b>registration</b>	80:8	80:8	87:12	<b>schedule</b>
31:2,12,22	54:15 106:19	2:11	<b>results</b>	<b>results</b>	87:12	73:20,22
<b>real</b>	2:11	<b>regularly</b>	16:10	16:10	<b>roofs</b>	<b>schedules</b>
5:20 8:15 64:5	<b>require</b>	97:14 112:18	<b>retired</b>	<b>retired</b>	31:20	73:23
81:23 95:15	31:1	95:17 115:3	99:20	99:20	<b>room</b>	<b>scholarships</b>
95:17 115:3	<b>required</b>	<b>realistic</b>	95:1	95:1	4:5 76:18	79:24
<b>realize</b>	12:7	23:5	<b>retirees</b>	<b>retirees</b>	<b>rooms</b>	<b>school</b>
55:16 68:3	<b>requires</b>	66:7 67:22	69:13,14	69:13,14	61:22	2:22,23 5:24
<b>reallocated</b>	25:15	68:19 69:15	<b>return</b>	<b>return</b>	84:22	6:12,22,24
15:5 26:21	<b>rerouting</b>	<b>reiterate</b>	26:7 64:12,13	26:7 64:12,13	<b>rosamarie</b>	7:7,7 11:18
<b>really</b>	25:15	108:4	<b>revenue</b>	<b>revenue</b>	98:18	11:21 12:23
13:14,15 14:4	<b>rescue</b>	8:18 9:6	10:5 20:5 22:8	10:5 20:5 22:8	<b>routes</b>	14:4,17,22
15:9 25:11	20:16 23:3	<b>relating</b>	25:7	25:7	21:18	14:23 15:8
29:24 49:6,8	42:6,7,18,22	2:15	22:11,19	22:11,19	<b>routines</b>	15:12 19:6,6
49:15,15	43:1 80:5,8	<b>relations</b>	23:12,17,18	23:12,17,18	115:9	19:13 26:12
50:10 58:2	80:16 81:1	90:1,2,18 91:4	24:18,20,21	24:18,20,21	<b>row</b>	26:12,12
72:3,3 74:11	82:1	91:8 92:6	27:22 29:21	27:22 29:21	22:5	27:3 28:20
76:19 86:17	<b>reserves</b>	109:9	30:3	30:3	<b>rubber</b>	28:20 30:15
87:7,20	10:11,21,22	<b>relationships</b>	<b>revenues</b>	<b>revenues</b>	87:2	30:19,20
88:14 89:4	11:6,16 21:8	109:9	7:23 9:10,15	7:23 9:10,15	<b>ruler</b>	31:4,19 32:4
101:24	23:21,21	<b>relative</b>	9:15,20 10:1	9:15,20 10:1	110:7	33:6,9,13,16
105:16,18	27:13,15,20	67:8	10:2,7 14:12	10:2,7 14:12	<b>run</b>	35:1,10 36:2
106:1 107:17	28:7 35:23	<b>relatively</b>	20:7 21:4	20:7 21:4	6:9 25:1 26:13	38:7,13,16
114:19	36:4,6 82:9	81:10	22:4,14 23:3	22:4,14 23:3	44:10 85:2	38:17,18
117:23 118:7	82:13	<b>released</b>	23:9 24:5,6	23:9 24:5,6	102:18	39:4,5 41:3
120:2	<b>residents</b>	80:6	29:16	29:16	104:12,13,15	42:11 46:9
<b>reason</b>	38:19 61:4	<b>relief</b>	<b>review</b>	<b>review</b>	114:1	47:22 48:18
26:2 59:19	62:3,4 63:4	66:11 68:11	28:13	28:13	<b>running</b>	48:18,20,21
<b>reasons</b>	<b>resolution</b>	<b>relieve</b>	<b>rich</b>	<b>rich</b>	48:8,10 104:1	48:23,24
49:24 58:8	55:3	32:5	41:12 94:7	41:12 94:7	114:1 119:7	49:8,18 52:3
97:5 110:17	<b>resolve</b>	<b>remain</b>	<b>rid</b>	<b>rid</b>	<hr/>	58:14,23
<b>receive</b>	55:7 69:22	75:21	91:20	91:20	<b>S</b>	59:10,14
5:13,14 78:15	<b>resolved</b>	<b>remarks</b>	<b>ride</b>	<b>ride</b>	<b>sacrifice</b>	63:12,17
<b>received</b>	70:2	45:2	23:2	23:2	55:15	70:9 71:2,12
47:16 62:20	<b>resource</b>	<b>remembers</b>	<b>right</b>	<b>right</b>	52:4	71:13,16,17
<b>receives</b>	19:23	38:9	3:6 10:12	3:6 10:12	<b>safe</b>	71:20,23
108:8	<b>resources</b>	<b>remind</b>	11:13 14:23	11:13 14:23	<b>safely</b>	72:1 73:12
<b>receiving</b>	5:14,15 8:8	93:1	15:15 17:19	15:15 17:19	77:2	73:14,16,24
69:6 79:23	14:21 15:10	<b>reminder</b>	23:24 27:4	23:24 27:4	<b>safer</b>	77:12,14
85:5	26:23 35:7	45:1	28:8 38:10	28:8 38:10	56:6 107:13	78:2 79:1,7
<b>recess</b>	36:15 40:23	30:21 79:3	41:13 43:21	41:13 43:21	<b>safety</b>	82:19 84:20
<b>recesses</b>	45:13 61:13	99:4	44:24 52:19	44:24 52:19	3:22 27:2,5	86:6 87:7,18
<b>recognize</b>	61:15 62:14	<b>recognize</b>	60:20 65:7	60:20 65:7	31:14 33:10	87:24 88:22
43:18	65:5 87:21	112:6 113:20	65:17 69:15	65:17 69:15	<b>saint</b>	89:24 92:20
<b>recommend</b>	89:8,15 94:7	<b>renovate</b>	72:2 74:23	72:2 74:23	54:3	92:20,24
24:9	103:5,9	29:24 47:11	80:15 87:1	80:15 87:1	<b>salary</b>	93:2,13,21
<b>record</b>	104:20	24:9	95:20 96:9	95:20 96:9	95:11 104:17	94:1 96:2
53:19,21	<b>respect</b>	<b>renovating</b>	103:23	103:23	<b>sandwich</b>	99:10,13
<b>recordkeeping</b>	37:23 54:20,21	58:22	107:16 109:1	107:16 109:1	77:19	100:2,3,5,10
31:9	92:15 109:12	<b>repair</b>	116:14	116:14	<b>sarah</b>	100:13,16,21
<b>records</b>	109:13 120:3	32:13	<b>rights</b>	<b>rights</b>	57:8 86:2	100:21,22
60:7 119:1	<b>respond</b>	<b>repaired</b>	92:1	92:1	<b>sat</b>	101:8,9,9
<b>recordsetting</b>	81:4 97:3	33:6	<b>rigorous</b>	<b>rigorous</b>	110:21	102:8,19
62:1	68:10 105:14	<b>repairing</b>	12:10	12:10	<b>save</b>	103:7,10
<b>redistributed</b>	<b>responsibility</b>	33:8	<b>risk</b>	<b>risk</b>	10:3 50:19	104:5,15,16
63:24	121:6	<b>repeated</b>	31:16 36:8	31:16 36:8	76:20	104:18 105:7
<b>reduce</b>	<b>response</b>	42:16	<b>ritter</b>	<b>ritter</b>	<b>savings</b>	106:9 107:17
21:18,24 51:6	68:10 105:14	<b>repeatedly</b>	38:3,21 39:3	38:3,21 39:3	25:16 32:18	107:19,22
53:14	121:6	27:19 62:15	40:4	40:4	38:22	108:7,8
	<b>rest</b>	<b>replaced</b>	<b>road</b>	<b>road</b>	<b>saw</b>	109:2,4,19
		94:8	18:20	18:20	20:2 26:20	109:23 110:1
			<b>roberts</b>	<b>roberts</b>	<b>saying</b>	110:4,11,12
			47:22 49:14	47:22 49:14		110:13,19

112:2 116:1	115:21 116:9	114:1 119:6	<b>shame</b>	2:8,13 3:4	82:19 83:6,7
116:3,4,16	116:22	119:6,8,10	40:18	120:9	84:7 86:4
117:6,19	117:11,12,13	121:9,10	<b>shameful</b>	<b>signed</b>	94:4 106:13
119:3 120:16	118:1,19	122:3	116:19	2:5 37:1	111:11
122:6	119:1,4,8,9	<b>seeing</b>	<b>share</b>	<b>significant</b>	<b>solidarity</b>
<b>schoolage</b>	119:11,12	16:9 74:24	12:20 41:8	10:9 14:18	40:8 41:18
54:7	121:11,17	84:1	46:24 73:9	15:7 21:2,7	74:10 78:4
<b>schoolaged</b>	122:2,4,4	<b>seen</b>	<b>sheep</b>	21:24 29:6	78:11 80:3
54:8	<b>scope</b>	77:15 87:19	118:6	29:10 56:14	90:4 94:24
<b>schools</b>	30:6	90:20 107:13	<b>sheet</b>	108:6	<b>solutions</b>
1:1 2:3 3:8	<b>score</b>	113:23,24	2:9 49:5 96:21	<b>significantly</b>	32:4
4:10 6:10,12	7:4 46:2,3	<b>seiu</b>	120:4	47:17	<b>solve</b>
7:6,19 10:16	<b>scores</b>	52:18 95:1	<b>shelled</b>	<b>signin</b>	24:22
12:16 14:20	39:8 116:15	<b>select</b>	62:7	2:9 120:4	<b>solved</b>
15:21 16:2,5	<b>screaming</b>	7:8 10:18	<b>sheridan</b>	<b>similar</b>	107:14
16:7,10,11	39:2 40:3	<b>selecting</b>	49:17	76:24	<b>somebody</b>
16:12,13,16	41:24 43:4	6:18	<b>shes</b>	<b>simple</b>	25:23
16:19,22	46:21 53:9	<b>selective</b>	13:13 100:9,11	64:22	<b>son</b>
17:3,10,12	60:4,11 63:9	33:14 62:16	100:24	<b>simpler</b>	100:21,21
17:16,18,24	66:3 67:21	94:17 106:7	<b>shift</b>	44:2	101:7
18:2,4 21:14	69:9 70:12	116:1,10,12	56:4	<b>simply</b>	<b>sons</b>
25:12 26:19	72:23 74:17	116:16	<b>shifted</b>	30:10	54:5
26:20 27:8	75:5,13 76:4	<b>selfdirected</b>	77:13	<b>sinai</b>	<b>sooner</b>
28:6 29:1,23	76:11 78:7	13:9	<b>shirts</b>	54:2	54:22
30:1 31:15	81:3 82:22	<b>senators</b>	4:4	<b>single</b>	<b>sorry</b>
31:22 32:2	84:16 89:18	121:5	<b>shore</b>	19:11 20:6	3:19 49:7
32:11 36:11	92:5,22	<b>send</b>	31:17	48:23 57:12	51:11 65:15
36:11 38:23	94:12 95:24	43:11 73:6	<b>short</b>	61:4 85:12	114:17
39:9,23 40:1	98:2 99:12	100:2,3,4	79:3	88:21 91:9	<b>sort</b>
40:18,19,21	101:3 102:24	101:18	<b>shortchange</b>	105:4 117:7	105:17
40:23,24	103:14 104:7	104:16	66:22 67:16	<b>sir</b>	<b>sorts</b>
41:2,5,18	104:24	<b>sending</b>	<b>shortchanged</b>	65:15,22 68:21	40:10
43:15,16,17	105:23 107:7	100:1 102:20	67:1 83:13	76:8	<b>sounds</b>
43:19 45:9	108:12,18,24	114:5	<b>shortchanging</b>	<b>sisters</b>	7:21
45:10,11,12	109:15,21	<b>senior</b>	67:5	116:21	<b>sources</b>
45:15 46:12	110:15	91:13	<b>shortest</b>	<b>sit</b>	29:21 30:3
46:19 47:9	112:15 113:3	<b>senn</b>	11:21,21	4:18 10:20	<b>south</b>
47:12,13	114:9 117:16	109:19	<b>shortfall</b>	36:5 65:1	40:20 62:5
48:1,8,9,14	119:23	<b>sense</b>	78:13	110:24 112:6	72:15
49:2 53:12	121:19	10:21 11:14	<b>shortfalls</b>	116:24	<b>southeast</b>
53:16,23	<b>sealed</b>	14:5 27:20	42:15	<b>site</b>	29:3 116:4
54:17,19	31:21	36:4	<b>shorthand</b>	3:2	<b>southwest</b>
56:5,23	<b>seats</b>	<b>sensitive</b>	123:8,10	<b>sitting</b>	29:3
57:13 58:6	16:11 33:13	120:8,10	<b>shortterm</b>	15:6 28:3	<b>spanish</b>
58:11,16	102:2	<b>separate</b>	42:10	114:20	3:4 100:8
60:2 61:6,9	<b>second</b>	28:12 34:9	<b>shot</b>	115:15	<b>speak</b>
61:10,15,16	45:3,4 66:8	103:16,22	54:5	121:23	2:5,13,18,23
61:18,19,22	70:23 91:6	<b>separately</b>	<b>shouldnt</b>	<b>situation</b>	3:1 37:15,21
62:13,16,17	97:11 115:6	104:2	78:22 120:11	22:18	65:24 66:6
62:17,18	<b>secondly</b>	<b>september</b>	<b>shout</b>	114:16	114:16
63:24 64:12	52:16 73:2	36:3	4:20 17:6	45:19 53:13,16	120:10
64:14 65:3,7	104:11	<b>series</b>	<b>show</b>	90:13,14	121:17
65:8 68:15	<b>seconds</b>	26:17	9:22 17:7	<b>sixth</b>	<b>speaker</b>
74:15 77:8	55:20 79:15	<b>serious</b>	22:14 35:8	72:9,13 73:11	2:9,11,24 38:2
79:2,9,10	84:4 86:3	33:3	37:23 109:11	<b>size</b>	40:5 42:3
80:23 82:20	87:22 91:7	<b>seriously</b>	119:21 120:3	50:18 51:2,7	45:5 47:21
83:22,23	96:10 99:23	39:6	122:3	76:23 83:10	49:16 51:9
84:3,6,9,12	103:19	<b>serve</b>	<b>showed</b>	84:23 88:20	52:20 57:7
84:14 87:11	110:20,23	96:6,7	20:2	<b>sizes</b>	60:22 63:15
87:14,20,24	118:21	<b>served</b>	<b>showing</b>	14:10	70:5,7 74:7
88:7,9,14	<b>sector</b>	79:13 113:24	36:1 117:18	<b>skills</b>	76:12 78:8
91:16,17,24	78:12 82:15	<b>service</b>	<b>shown</b>	89:11	79:20 82:17
93:13,14,24	95:19	11:20 51:13	41:10 107:12	<b>skinner</b>	84:17 86:10
94:15,16,19	<b>secure</b>	73:1 83:24	<b>shows</b>	84:20 92:18,19	89:22 92:17
95:3 96:13	82:12	97:4,10	4:9 30:5 33:1	92:23	94:13,22
99:9,16,18	<b>security</b>	106:12	77:14 117:23	<b>skipped</b>	98:12 100:6
99:21 100:13	3:22 27:5	<b>services</b>	<b>shut</b>	51:10	101:1 105:2
100:23	<b>see</b>	45:19 68:24	107:3	<b>slashed</b>	105:10,11
101:11,12,13	8:17 9:12	78:14 91:10	<b>shy</b>	40:24 94:6	107:5 109:16
101:15	17:14 19:9	106:12	112:3	<b>slaughtered</b>	111:6 114:10
102:20 103:2	19:22 20:4	<b>servicing</b>	<b>sic</b>	114:2	115:18 117:8
103:3,12,15	24:12,16	96:21,24	15:5 48:19	<b>slide</b>	119:17
103:17,22	28:21 34:19	<b>set</b>	<b>side</b>	16:8 30:5	<b>speakers</b>
104:1,2,9,10	34:24 39:10	32:23 81:14	29:2,3,3 53:24	<b>slight</b>	2:14,16,21
104:10 105:3	48:13 54:1,8	87:6 120:7	116:4,4	82:6	4:19 78:23
105:5,5	59:15,17,20	<b>setup</b>	<b>sides</b>	<b>small</b>	108:2
106:7,22	60:21 75:16	4:17	40:20 62:5	89:10,10 95:14	<b>speaking</b>
107:13,22	79:17 83:11	<b>severity</b>	<b>sierra</b>	<b>smaller</b>	101:6 109:3,4
108:10,19,21	90:24 91:4	33:10	98:17,18 99:13	30:6	<b>speaks</b>
109:24 112:2	95:19,21	<b>sham</b>	99:24	<b>social</b>	90:8,9
112:20	109:7 113:5	107:1	<b>sign</b>	15:18 75:1	<b>special</b>

19:2 43:14	<b>standing</b>	<b>stretched</b>	<b>suffer</b>	85:22 87:3	41:12,14,19
43:19 45:19	17:18 93:13	21:14 83:21	82:5	88:6 93:5	50:3,4,12,16
46:2 68:24	<b>standpoint</b>	<b>strike</b>	<b>suffering</b>	94:17 99:1	51:20 55:12
84:19,22,24	4:17	90:19,22 91:4	88:7	101:13 104:3	56:9 57:1,9
85:9,17 86:8	<b>start</b>	92:10,11,13	<b>summaries</b>	106:4 108:16	62:24 63:18
93:6	8:17 14:18	92:16 95:7	86:22	110:21 115:1	66:9 67:9
<b>specialists</b>	37:18 38:1	<b>stroger</b>	<b>summary</b>	115:10	68:14 69:20
89:9	42:2 83:2	54:2	35:1 52:8	118:13	70:21 72:5
<b>specific</b>	106:19	<b>strong</b>	<b>summer</b>	<b>taken</b>	73:3,14 74:9
6:6 14:15	<b>started</b>	89:12	32:4	9:22 41:4 94:8	75:18 76:5
19:12 35:20	23:13 37:17	<b>structure</b>	<b>suppliers</b>	123:11	76:19 77:3
37:5	109:18	15:1 22:1	8:23 25:3	<b>talk</b>	78:5,11,21
<b>specifically</b>	112:22	<b>struggling</b>	<b>supplies</b>	11:2 14:14	79:14 80:2,3
56:19	<b>starved</b>	18:24	25:14	16:8 17:7	80:21 83:10
<b>spectrum</b>	45:12 77:5,8	<b>student</b>	<b>support</b>	46:13 51:15	85:9 90:4,8
85:20	<b>starving</b>	8:19 9:6 10:6	33:21 36:20	60:12 63:19	91:14 92:2,9
<b>speculative</b>	87:20,21,23	18:6 26:7	41:13 43:1	83:18 87:3	94:24 95:9
97:20	<b>state</b>	46:2 56:18	43:14,20	111:13 112:7	95:10 101:13
<b>speech</b>	9:14,19 12:7,8	77:11,20,22	45:15 46:12	113:6 114:3	101:22 102:6
82:24	18:9 20:18	93:3,9	54:5 55:5	116:11,13	102:6,9,11
<b>spend</b>	22:9,17,19	107:24 112:3	80:1 101:14	118:5 121:15	102:12
12:3 68:2,3,4	22:20 23:2	112:4 116:14	<b>supports</b>	<b>talked</b>	106:14 109:6
68:14 71:1	23:16 24:6	<b>students</b>	45:8	106:13	110:4 111:20
71:14 80:7	29:22 33:24	5:20,22 11:9	<b>supposed</b>	<b>talking</b>	111:22
82:4 84:8	42:16 63:12	11:20 12:1,3	51:5 69:24	37:23 57:9	112:19,21
101:11	64:1,7,16,18	12:11,20	83:7 118:19	58:19 78:1,3	116:23
104:14	121:3 123:1	13:16,20,21	<b>sure</b>	83:9 87:17	117:14,20
<b>spending</b>	<b>statement</b>	13:24 14:2,6	21:2 25:23	87:17 91:13	119:9 121:9
25:13 28:16	40:12,15 87:13	15:3 17:23	31:7,14 35:6	96:14 99:8	<b>teacherstudent</b>
34:15 71:15	91:1,2	18:1 19:2	37:19 44:4	99:15,17	75:20
71:21 87:10	<b>states</b>	24:2 25:5,23	86:24 88:13	100:12	<b>teaches</b>
<b>spent</b>	71:24	27:10,24	108:7 117:2	<b>talks</b>	54:23
29:19 58:22	<b>stations</b>	28:4,5,5,19	<b>surplus</b>	62:21	<b>teaching</b>
62:15 67:23	110:3	30:14,23	24:14,17 47:15	<b>tall</b>	10:15 13:19
74:22 79:6,9	<b>status</b>	31:2,11,18	47:16	17:18	15:17 49:18
105:20	93:6,6	32:6 33:10	<b>surpluses</b>	<b>tap</b>	72:11,16
<b>spin</b>	<b>stay</b>	35:9,13,24	20:21	21:9	73:20 116:22
58:4 59:16	72:21 79:11	41:20 45:16	<b>surprised</b>	<b>taught</b>	119:9
<b>spinning</b>	103:20	45:17,18,22	17:1	55:7 72:18,18	<b>team</b>
58:1	<b>steadily</b>	46:1,6,8	<b>surprising</b>	<b>tax</b>	7:17 24:7 35:9
<b>split</b>	20:6,14	49:20 50:18	81:6	9:23 10:8	56:21 73:10
45:21,24	<b>steady</b>	50:20 51:19	<b>surrounded</b>	22:13 23:19	97:15 102:9
<b>spoke</b>	22:8	52:2 53:12	95:16	48:5 61:17	102:10
52:21 100:7	<b>steinmetz</b>	54:11 55:16	<b>surrounding</b>	62:8 63:4	112:17
120:5	108:20	55:17 56:7	62:19	102:17	<b>teams</b>
<b>spoken</b>	<b>stem</b>	56:15 57:1	<b>survey</b>	<b>taxable</b>	13:8 14:22
74:13	16:11 30:13	61:11 63:1	39:24	48:3	15:12 18:23
<b>sponsored</b>	101:8	71:1,15,17	<b>surveyed</b>	<b>taxes</b>	112:18
55:2	<b>stenographic</b>	72:15 73:5	90:8	9:11,12,13,21	<b>tears</b>
<b>springfield</b>	1:7	74:2 75:2,20	<b>susan</b>	24:10 46:24	77:19
23:9 24:7	<b>step</b>	77:4,8 78:12	82:18	47:2 48:5	<b>technology</b>
36:10 68:12	12:11 14:18	79:13 82:4,5	<b>suspended</b>	63:23 64:11	30:16 33:16,19
<b>square</b>	16:3	83:8 85:3	53:22 56:16	64:14	48:16 100:17
21:16	<b>steps</b>	88:18,19	110:5,6	<b>taxpayer</b>	<b>technologybase</b>
<b>ss</b>	21:11	92:10 93:15	<b>suspensions</b>	114:13	26:11
123:2	<b>steven</b>	93:16 94:1,2	53:15	<b>teach</b>	<b>teletown</b>
<b>staff</b>	89:23	94:16,17,18	<b>sustain</b>	30:15 46:10	37:11
2:19 3:2 18:23	<b>stimulus</b>	96:18 106:6	75:1,19	54:17 56:9	<b>tell</b>
26:21 31:11	20:17,21 21:7	106:15	<b>sworn</b>	72:12 77:4	13:13 25:24
31:18 90:6	<b>stone</b>	107:14	123:5	116:2,4,12	40:24 65:10
101:14 108:9	101:8	108:15 109:7	<b>system</b>	117:24	67:7 72:16
108:13,16	<b>stop</b>	109:8 111:22	53:19 54:13,23	<b>teacher</b>	80:20 92:7
109:3	25:13 46:18,23	121:14	55:5 77:5,10	13:4,4 17:23	102:7 108:7
<b>staffed</b>	63:4 104:3	<b>studies</b>	78:2 79:5	31:5 45:7	<b>telling</b>
21:16 45:20	<b>stopped</b>	15:19	82:13 89:7	47:23 49:18	80:12 118:16
<b>staffing</b>	20:11 21:15	<b>study</b>	117:19 119:3	50:7,22	<b>tells</b>
15:20 16:14	<b>story</b>	90:5 111:23	<hr/>	63:17 67:12	73:20
26:19 109:2	22:5 35:3	<b>stuff</b>	<b>T</b>	70:9 72:19	<b>temporary</b>
<b>stage</b>	38:10 47:6	22:7 83:21	<b>table</b>	73:16 75:21	59:12
87:6 115:16	<b>strangled</b>	106:1 115:8	2:11 4:19 61:7	78:20 84:19	<b>ten</b>
<b>stakeholder</b>	93:12	<b>succeed</b>	65:6	86:12 88:1,2	37:18 56:17
114:12	<b>strategic</b>	106:10	<b>tables</b>	88:3,3,22	69:22 91:19
<b>stakeholders</b>	5:11 13:15	<b>success</b>	43:6	89:2 92:19	<b>tenyear</b>
60:15	16:21 17:2	6:11 7:15 14:8	<b>take</b>	102:8 114:13	34:1
<b>stamp</b>	18:18	16:17	25:5,7 36:5,23	116:2 117:10	<b>terms</b>
87:2	<b>strategy</b>	<b>successful</b>	37:1,13	<b>teachers</b>	83:5
<b>stand</b>	5:18	6:20 7:20 19:5	39:24 56:5	6:19 12:2,18	<b>terrific</b>
41:14,18 63:3	<b>street</b>	30:18 36:17	61:20 63:22	13:2,6,18	59:14
78:4 118:24	1:9 107:17	36:19	64:11 73:6	17:16 31:7	<b>test</b>
<b>standards</b>	<b>streets</b>	<b>suddenly</b>	74:3 77:10	33:19 40:8	7:3 33:16 94:9
12:9,22 83:4	54:9 114:4	23:3		40:22 41:1,9	110:8



<b>testimony</b> 86:20	74:21, 24 83:12 89:3, 4 89:12 91:14 100:16	9:13 26:16 44:6 87:15 120:17	84:5 85:4 102:3	<b>tries</b> 93:21, 22	<b>underminded</b> 48:19
<b>tests</b> 25:8	<b>thank</b> 4:2, 3, 7 37:24 42:1 44:24 45:4 47:3, 20 52:10 56:10 56:11 59:5 70:3, 4 73:1 76:9, 21 86:13 88:24 97:2 100:5 115:16 117:18, 19, 20 118:9, 11 119:13 121:17 122:8	<b>thousand</b> 21:20, 22, 23 90:8 <b>thousands</b> 56:1 <b>three</b> 21:23 22:18 32:13 66:12 71:23 72:1 74:10 77:20 83:22 86:18 96:20 <b>throw</b> 20:9 50:21 <b>throwing</b> 8:2, 4 <b>tif</b> 20:21 24:14, 17 29:8, 23, 24 41:4 46:18 47:13, 16, 24 57:22 61:17 61:23 62:1 62:12, 12, 16 62:18 63:13 63:22 64:2, 4 64:8, 9, 18, 19 65:4 <b>tifs</b> 47:6, 6, 8, 10, 11 47:12, 17 63:11 <b>tim</b> 1:13 3:16 <b>time</b> 5:16 7:20, 23 12:2, 3, 4, 12 12:17, 19, 20 13:7, 7, 10 14:11 15:10 27:4, 21 32:22 34:21 38:4 41:10 41:10 42:7 44:5 52:11 54:9 58:11 58:12, 23 71:1 72:14 73:5 84:8 87:3 89:3 91:9 92:14 92:23 95:12 97:23 101:11 103:18, 21 105:21 106:2 108:2 110:22 112:20, 20 118:2, 17 122:12 <b>times</b> 8:17 32:14 42:23 54:3 106:23 116:21 118:17 <b>tims</b> 42:10 <b>tired</b> 71:10 <b>title</b> 15:5 <b>today</b> 7:10 12:13 22:24 100:24 115:4 <b>toilet</b> 85:22 <b>told</b>	<b>tolerance</b> 54:20 55:10 <b>tolerant</b> 120:10 <b>tolerate</b> 19:20 <b>ton</b> 59:2 <b>tonight</b> 8:3 45:7 86:14 86:17 87:6 101:6 115:20 <b>tool</b> 9:7 <b>top</b> 8:13 11:19 16:9 <b>topics</b> 2:15 <b>total</b> 93:19 <b>touching</b> 27:9 <b>tough</b> 11:3 20:12, 13 22:18 35:8 35:22 62:22 63:1 <b>tout</b> 74:20 <b>tower</b> 63:5 <b>town</b> 96:4 <b>track</b> 14:6 19:3 <b>trade</b> 44:20 <b>tradeoff</b> 35:15 <b>tradeoffs</b> 8:10, 12 26:17 35:21 <b>traditionally</b> 85:16 <b>train</b> 117:6 <b>trained</b> 50:13 85:22 107:16 <b>training</b> 107:20 108:8 109:5 <b>trainings</b> 107:20 <b>trajectory</b> 22:22 <b>transcriber</b> 42:4 <b>transcript</b> 123:10 <b>transcripts</b> 86:23 <b>translators</b> 3:4 <b>transparency</b> 19:8 44:16 <b>transparent</b> 44:1 58:18 <b>transportation</b> 25:15 <b>treat</b> 107:23 <b>treats</b> 86:7 <b>trial</b> 30:19 <b>trickles</b> 67:18	<b>trouble</b> 74:1 <b>true</b> 38:12, 14 58:17 64:1, 13 113:11 123:9 <b>truly</b> 31:12 <b>trust</b> 75:20 <b>truth</b> 80:12 <b>try</b> 28:24 30:17, 19 37:2 93:16 93:17, 23 120:20 <b>trying</b> 16:19 25:21 30:2 35:11 46:11 48:11 60:14, 16 69:22 87:5 91:14 <b>turkey</b> 77:18 <b>turn</b> 3:24 4:17 36:21 37:14 59:13 80:19 116:16 <b>turned</b> 38:8 39:9 77:12 <b>turning</b> 77:21 <b>turns</b> 75:2 <b>tutoring</b> 46:5 <b>tv</b> 71:11 <b>twins</b> 79:22 <b>two</b> 2:17 4:22, 24 6:23 8:20 22:5 30:19 33:18 37:20 37:21 38:14 45:2, 17 51:8 59:15 66:16 68:12 79:22 90:17 99:4 101:10 109:18, 22, 23 113:9, 22 117:11 120:12 <b>twohour</b> 120:6 <b>twopage</b> 34:24	<b>undermine</b> 48:11 <b>underperform...</b> 38:23 <b>understand</b> 19:23 47:19 50:2 51:3 64:14, 15 66:18 67:17 67:23 69:18 74:4 76:23 77:3 102:16 102:21 107:15 112:8 113:12 <b>understanding</b> 19:21 112:10 <b>understands</b> 64:16 69:19 <b>unfair</b> 59:3 65:22 <b>unfortunate</b> 86:17 <b>unfortunately</b> 54:10 93:11 <b>unhappy</b> 118:14 <b>unified</b> 71:18, 22 <b>uninhabited</b> 21:15, 17 <b>union</b> 40:9 41:19 44:12 51:14 57:9 73:15 80:2, 21 90:23 91:11 92:3, 12 102:7, 12 117:14 120:15 <b>unions</b> 44:20 95:18 <b>united</b> 63:4 71:24 76:16 <b>units</b> 113:24 <b>university</b> 84:22 90:1 111:24 <b>unlimited</b> 9:2 <b>unpaid</b> 90:12 <b>unprecedented</b> 85:10 <b>unrecognizable</b> 116:5 <b>unrestricted</b> 23:23 <b>unusual</b> 95:6 <b>upset</b> 35:19 <b>urban</b> 71:4, 6 <b>urge</b> 34:18 <b>use</b> 15:19 27:20 29:22 33:19 39:20, 21 42:22 80:4 80:16 82:8 82:13 99:17 115:2 <b>uses</b> 23:22 30:16

62:12	67:11 72:9	91:12	4:20 17:6 66:5	28:17 29:13	<b>you'll</b>
<b>V</b>	73:2 74:14	<b>weeks</b>	107:19	29:18 30:8,9	34:24 40:15
<b>value</b>	76:17,18	32:7	<b>wore</b>	32:17 36:2	<b>young</b>
26:15 93:9,17	85:22 86:13	<b>welcome</b>	4:4	39:10,21	19:1 63:16
<b>van</b>	87:3 89:19	2:2 3:7 4:11	<b>work</b>	41:5 42:19	121:21
1:9	92:11,16	<b>welcoming</b>	8:15 9:3 23:8	42:20 45:24	<b>younger</b>
<b>variety</b>	93:10 95:7	113:8	31:9 33:24	49:11 52:6,7	50:6
113:23	98:22 104:15	<b>welfare</b>	36:9 45:15	56:21 57:12	<b>youre</b>
<b>vast</b>	104:21 108:4	52:1	49:7,8,8	57:14,15,15	4:9 14:1 33:15
73:3	108:6 109:9	<b>wellcompens...</b>	50:4 72:9	57:18 58:9	34:17 51:24
<b>vazquez</b>	110:10,11,12	75:17	73:4 84:13	58:21,22	52:18 57:12
114:11,12,17	110:13,20,21	<b>wellrounded</b>	89:9 90:10	59:1 61:13	57:14,17,24
<b>verbal</b>	110:21	94:7	90:15 91:12	66:16,22	58:1 77:21
85:12	113:11	<b>went</b>	95:5 99:19	67:2,4 80:20	83:9 90:15
<b>versa</b>	114:17,19	20:7 23:17	99:24 101:15	80:20 81:17	96:14 98:24
75:21	116:7,8,13	55:21 71:12	106:8 115:3	82:5,5 85:3	99:14 100:11
<b>versus</b>	116:20,23	71:18 109:24	121:8,11	87:9,13 88:9	102:16,17,21
12:13,14	117:1,17,19	116:6	<b>worked</b>	88:10,11	103:3,4,6
<b>viable</b>	117:20 118:9	<b>west</b>	55:7 72:20	93:19 96:12	106:6 107:1
44:10	118:11,18	1:9 40:20	91:19	96:14,16	109:1 113:16
<b>vice</b>	119:5 121:1	53:24 62:5	<b>worker</b>	97:4 98:6	113:19
75:21	121:2,22	<b>weve</b>	82:19 83:7	101:8 105:6	114:24
<b>victims</b>	122:3	4:13 8:12,21	<b>workers</b>	107:20	121:12
54:7	<b>wanted</b>	9:4,7,24	78:12 83:6	118:13	<b>youth</b>
<b>view</b>	5:6 37:18 49:4	10:22 11:1	84:7 91:11	<b>yearround</b>	54:7 55:6
31:6	65:17 74:10	13:17,23	92:1 94:4	71:20	56:21 107:9
<b>violence</b>	75:22 76:14	14:8,9 16:11	106:13	<b>years</b>	<b>youve</b>
54:1,7,11	88:18,19	21:16,24	<b>working</b>	8:20,21 11:24	9:3 13:21
<b>vista</b>	105:18 106:1	22:18 24:3	8:23 14:1 23:7	13:4,18	32:23 52:5
96:8	121:21	27:18 28:1	25:11 34:3	20:13 21:23	59:1 65:15
<b>vital</b>	<b>wants</b>	28:16 29:5	41:17 48:3	22:5,18,21	
6:18	53:14 90:19	29:11 30:7	55:12,13	29:5,6 30:9	<b>Z</b>
<b>voice</b>	92:10 100:22	30:24 31:10	72:7 92:12	32:11,18	<b>zero</b>
17:21 18:3	107:17	31:19,21	92:14	38:14 44:9	39:21 45:3
25:9 26:3	108:16	33:24 34:13	<b>world</b>	45:17 49:19	54:19 55:10
47:9 51:10	<b>ward</b>	34:14 35:6,7	12:15	50:13 53:13	<b>zeroing</b>
57:3 70:6	61:5	35:7 36:6,9	<b>worried</b>	53:16 63:17	43:1
92:2 98:11	<b>warning</b>	36:18,19	44:18	65:19 66:12	<b>0</b>
100:9 108:10	45:3,4 55:23	37:10 42:22	<b>worry</b>	66:16 68:12	<b>000</b>
108:19	<b>wasnt</b>	71:8 87:19	39:19	69:22 70:10	5:22 17:23
109:11	81:6	<b>whats</b>	<b>orse</b>	70:16,20	18:8,12
114:16	<b>wasting</b>	35:1 40:17	33:8	73:1 87:16	60:18 61:4
119:14,18	32:12	41:13 62:9	<b>worst</b>	87:19 88:20	62:6
121:22	<b>wave</b>	67:5 70:1	94:6	90:20 91:19	<b>04</b>
<b>W</b>	115:12	72:10 96:15	<b>worth</b>	92:19 95:13	62:19
<b>wages</b>	<b>way</b>	113:20	8:22	99:14 109:18	<b>08</b>
91:11	4:14 7:1 10:4	<b>whitney</b>	<b>wouldnt</b>	109:22,23	20:12 62:19
<b>wait</b>	15:22 16:15	63:16	17:13	113:22	81:19
28:5 35:24	19:16 20:4	<b>whooping</b>	<b>wrap</b>	<b>yelling</b>	<b>084004072</b>
119:18	23:17 25:1	118:12	65:21	40:3 41:24	1:24 123:16
<b>waiting</b>	30:11 52:23	<b>wife</b>	<b>wraparound</b>	43:4 46:21	<b>09</b>
17:13 58:7,13	53:17 55:21	115:7	106:12	53:9 60:4,11	20:12
58:14,15,16	68:4 69:17	<b>williams</b>	<b>wrapping</b>	63:9 66:3	
60:1,1	83:5,8 84:10	3:9	81:20	67:21 69:9	<b>1</b>
101:10 120:1	89:7 90:21	<b>willing</b>	<b>written</b>	70:12 72:23	17:21 38:2
<b>waits</b>	91:16 93:14	65:24	40:12	74:17 75:5	39:13 41:22
77:15	95:4 102:14	<b>willis</b>	<b>wrong</b>	75:13 76:4	42:3 52:18
<b>walk</b>	114:1,7	63:5	25:24 28:4	76:11 78:7	66:11 106:5
115:4	<b>ways</b>	<b>windows</b>	62:9 92:12	81:3 82:22	106:21
<b>walking</b>	8:24 9:5 55:8	31:21 32:13	102:22	84:16 89:18	<b>10</b>
50:8 115:5,6	107:21	<b>wings</b>	113:14	92:5,22	1:10 20:13
<b>walks</b>	<b>weakest</b>	101:10	<b>wrote</b>	94:12 95:24	63:15 65:11
93:3,9	86:7,9	<b>wisdom</b>	42:12	98:2 99:12	89:21
<b>wall</b>	<b>wealthy</b>	114:24 115:1	<b>X</b>	101:3 102:24	<b>108</b>
33:17	41:6 48:5	<b>wise</b>	<b>x</b>	103:14 104:7	58:15
<b>walmart</b>	<b>web</b>	43:2	1:8	104:24	<b>11</b>
91:17	31:1	<b>wisely</b>	<b>Y</b>	105:23 107:7	1:5 47:15 61:2
<b>walmartization</b>	<b>website</b>	33:20	<b>year</b>	108:12,18,24	70:5 85:2
91:17	19:9,9 34:19	<b>wish</b>	1:3 5:1 10:9	109:15,21	<b>110</b>
<b>want</b>	57:23 60:21	8:4,6,6	10:22 11:21	110:15	99:14
4:7 7:12 19:15	71:13	<b>wishing</b>	11:22 12:6	112:15 113:3	<b>12</b>
27:23 28:13	<b>wed</b>	2:7	13:2 14:18	114:9 117:16	17:24,24 19:12
37:5,15,19	4:11 8:9 14:24	<b>wolves</b>	16:2 18:14	119:23	21:5,9,12
38:21,22	73:8	118:5	20:2,6,7,12	121:19	22:10 24:19
40:1 48:20	<b>wednesday</b>	<b>woman</b>	22:3,6,6,6	<b>yesterday</b>	29:7 62:6
48:22 50:14	1:5	102:8	22:13 24:11	73:21 80:9	70:7
55:14 58:17	<b>week</b>	<b>wonder</b>	24:14,16,17	<b>york</b>	<b>120</b>
63:20 66:18	37:11 69:20	48:13	27:21 28:6	71:12,16 73:8	
	71:15,16,21	<b>wonderful</b>		<b>youd</b>	
	72:3,8 83:11	20:7		8:16 17:7	
	90:10,16	<b>wont</b>		34:19,22	

83:11	62:6	117:8 122:10	<b>63</b>
<b>1200</b>	<b>2010</b>	<b>34</b>	62:20
74:21 112:4	61:17	119:17	<b>650</b>
<b>124</b>	<b>20102011</b>	<b>35</b>	28:21
47:16	20:24	45:18	<b>665</b>
<b>125</b>	<b>2011</b>	<b>3800</b>	23:17
72:15	20:5,14	21:23	<b>6th</b>
<b>13</b>	<b>2012</b>	<b>3rd</b>	45:16
19:13 21:10	1:5 21:1,1	13:20 14:7	<hr/>
24:15 74:7	85:1,2	36:1 89:2,11	<b>7</b>
<b>130</b>	<b>2013</b>	<hr/>	7
15:3 22:2	1:3 2:2	<b>4</b>	51:9 52:22
<b>14</b>	<b>209</b>	<hr/>	74:22 89:20
11:4,10 24:16	66:16	<b>4</b>	<b>70</b>
49:19 59:1	<b>21</b>	19:4 30:7	15:4 29:5
76:12	57:14 92:17	49:12,16	91:13
<b>140</b>	<b>21st</b>	95:11 98:11	<b>700</b>
21:3,4	31:2,12 99:2	<b>40</b>	41:1
<b>144</b>	99:22	32:11 46:3	<b>70hour</b>
23:20 25:19	<b>22</b>	<b>400</b>	90:15
<b>15</b>	94:22	5:22 21:12	<b>73</b>
11:4,10 49:19	<b>23</b>	67:2 80:7	95:1
71:21 72:7	98:12,16	112:2	<b>76</b>
78:8	<b>23year</b>	<b>41</b>	93:18
<b>16</b>	86:12	51:4	<b>78</b>
24:15 79:20	<b>24</b>	<b>42</b>	45:9
<b>160</b>	66:23 100:6	18:8 40:20	<b>79</b>
40:18 61:22	<b>25</b>	<b>43</b>	42:9
<b>17</b>	63:17 90:20	60:18	<hr/>
18:12 82:17	101:1	<b>432</b>	<b>8</b>
93:19	<b>250</b>	23:21	2:4,7 37:18,19
<b>18</b>	15:23 41:4	<b>45</b>	57:7 58:7
84:17 92:19	46:18	62:18	62:8 89:21
<b>19</b>	<b>26</b>	77:15	122:10
18:10,15,16	105:11	<b>4800</b>	<b>80</b>
60:17 86:10	<b>267</b>	21:22	80:22
<b>1900</b>	61:17,20	<b>4andahal fmi ...</b>	<b>800</b>
1:9	<b>27</b>	18:22	66:24
<b>192</b>	107:5	<b>4th</b>	<b>88</b>
67:1	<b>276</b>	89:2,3	24:21
<b>194</b>	15:17	<hr/>	<b>8th</b>
57:16	<b>28</b>	<b>5</b>	36:1 45:17
<b>1979</b>	109:16	2:8 19:4 22:11	116:12,13
42:8	<b>29</b>	41:6 46:15	<hr/>
<b>1983</b>	111:6,7	51:10,11	<b>9</b>
62:14	<b>2nd</b>	66:19,19	60:22
<b>1989</b>	13:23 88:23	67:17 88:9	<b>9th</b>
78:10	89:2	<b>50</b>	13:19
<b>1990s</b>	<hr/>	17:23 70:15,20	
43:7	<b>3</b>	89:20 120:9	
<b>1995</b>	47:21	120:10	
20:4 96:1	<b>30</b>	<b>500</b>	
<b>1st</b>	2:8,13 18:12	16:1 20:17,18	
13:23 34:3	18:13 22:14	20:19 45:11	
88:23 89:2	24:14 32:11	83:7 88:10	
<hr/>	45:3 55:20	104:3	
<b>2</b>	55:21 57:21	<b>52</b>	
40:5 45:5	58:21 70:9	67:3	
46:15 49:11	73:1 79:15	<b>55</b>	
62:18 66:11	84:4 86:3	61:4	
95:10,11,12	87:22 91:7	<b>58hour</b>	
97:12	96:10 99:23	90:10 91:12	
<b>20</b>	103:19	<b>5th</b>	
45:18 72:7	110:20,23	13:21,22 14:3	
83:23 85:4,5	111:8 118:21	<hr/>	
85:8,9 89:22	<b>300</b>	<b>6</b>	
<b>200</b>	22:11,12 68:18	1:10 2:4,8,13	
28:2 29:18	69:3	37:18 46:17	
30:8 36:6	<b>30second</b>	51:10 52:21	
52:5 66:15	55:23	<b>60</b>	
81:24 82:2	<b>30th</b>	15:4 57:12	
104:17	22:10	97:4	
<b>2001</b>	<b>31</b>	<b>600</b>	
69:20	114:10	23:15,16 29:8	
<b>2002</b>	<b>32</b>	30:7 66:13	
62:6	115:18	<b>62</b>	
<b>2004</b>	<b>3200</b>	24:11	
62:8 69:7 84:3	69:6,13		
<b>2008</b>	<b>33</b>		