

1 STATE OF ILLINOIS)
2 COUNTY OF COOK) SS:

3 CHICAGO PUBLIC SCHOOLS
4 FISCAL YEAR 2016
5 BUDGET PUBLIC HEARINGS

6 REPORT OF PROCEEDINGS at the hearing of
7 the above-entitled cause before the Moderator
8 KIMBERLY SHANNON, on August 18, 2015, at 10001
9 South woodlawn Avenue, Chicago, Illinois,
10 beginning at 6:04 p.m. and ending at 6:57 p.m.,
11 before Shelly white, Certified Shorthand Reporter
12 and notary in and for the County of Cook, State of
13 Illinois.

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16 Reported by: Shelly white, C.S.R.
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1 PANEL APPEARANCES:

2 MS. JANICE JACKSON,
Chief Education Officer

3 MR. MICHAEL MOSS,
Budget Director

4 MS. EBONEY LOFTON,
Diverse Learners

5 MR. CHARLES BASSETT,
Capital (Facilities)

6 MR. MARTIN ELLINGER,
Transportation

7 MR. JERROLD WASHINGTON,
Network Chief

8 MR. DONEL UNDERDUE,
Network Chief

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I N D E X

WITNESSES:	Page
Susan Dupan	16
Sharon Baker	21
Martin Hester	23
Debbie Pope	25
Patricia Boulton	29
Mr. Horton	33
Mr. Macowski	33
Noreen Goodhuntz	38
David Vance	42
Deshawn McDuffy	43
Ms. Stokes-Smith	46
Ms. Norwood	47
Sara Graves	47

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2
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1 MODERATOR SHANNON: I'm going to test
2 this. It sounds like it's on. Is it?

3 All right. Well, great. Good
4 evening. Let's get started. Hi. My name is
5 Kimberly Shannon. I'm with the School Support
6 Center, here with CPS. And I'd like to welcome you
7 to the Chicago Public Schools Fiscal Year 2016
8 Budget Hearings.

9 We want to thank you for coming to
10 provide your input to the District.

11 We are joined today by members of the
12 Board of Education, CPS leadership, subject matter
13 experts in transportation, facilities, diverse
14 learners, and the budget.

15 This meeting is an opportunity for
16 Chicago Public Schools to hear your ideas,
17 priorities, and concerns about the budget.

18 The board is scheduled to vote on
19 August 26th on the budget proposal we are
20 presenting tonight.

21 We have Spanish-language translators
22 available here in the audience. And we also have
23 sign-language interpreters.

24 Many of you have signed up to ask



1 questions already. We want to get to you as
2 quickly as possible.

3 If these slots are full, please fill
4 out a card; and one of the floor monitors will get
5 it from you, and we will followup all your
6 questions on our website.

7 Some of you have already, already
8 have provided detailed questions -- or some of you
9 may have detailed questions that we might not be
10 able to answer tonight. But we will post all
11 answers to your questions on the website.

12 So before we get started, if you'll
13 indulge me for just a few minutes. I want to go
14 over a few guidelines for tonight's meeting before
15 we give a brief presentation.

16 The budget hearing will begin at 6:00
17 and promptly end at 8:00 p.m. All who signed up to
18 speak will be given an opportunity to make a
19 statement up to two minutes until the meeting is
20 adjourned.

21 Speakers are can asked to limit their
22 comments to two minutes so that everyone who would
23 like to speak has an opportunity to do so.

24 The sign-up period to speak was from



1 5:00 to 6:00 tonight. And each speaker was given a
2 number. No one will be able to sign up after
3 6:00 p.m., although we might take a few more if
4 we've got some folks coming in just now.

5 speakers will be limited to
6 addressing topics related to the budget as well as
7 the capital plan.

8 when multiple speakers from the same
9 organization or school are listed, please only have
10 one member of your organization or school to speak
11 regarding the same issue.

12 If the speaker has follow-up
13 questions, we ask that you please provide, please
14 speak to a CPS staff member who will be onsite and
15 help you fill out a followup card.

16 The full budget proposal is on the
17 CPS website, where you can also provide feedback
18 and ask questions. CPS will respond to all
19 questions in the website, including any that we
20 were unable to address at this meeting. So please
21 visit the website at CPS dot EDU back slash budget.

22 So before we get started, let me
23 introduce the members of our panel. First of all,
24 we have Janice Jackson, chief education officer;



1 Mike Moss, our budget director; Eboney Lofton, of
2 Diverse Learners; Chuck Bassett, with Capital;
3 Martin Ellinger, with Transportation; Donel
4 Underdue and Jerrold Washington, Network Chiefs.

5 Thank you.

6 Okay. So now I'm going to turn it
7 over to Janice Jackson to provide a welcome to you.

8 Thank you, Janice.

9 MS. JACKSON: Good evening, everyone. I
10 guess my role here tonight is really just to speak
11 on behalf of the leadership of Chicago Public
12 Schools and say thank you for, first of all,
13 engaging in what should be a part of every process,
14 which is public participation.

15 This is obviously, my first budget
16 meeting on this side of the table. So I am
17 personally excited about the opportunity and just
18 really feel like it's important to let you know
19 that we are here as a collective to hear your
20 concerns.

21 We all acknowledge that this is not
22 the budget that we wanted to present today. No one
23 is pleased with what, you know, the condition that
24 we're in.



1 But we actually have an awesome
2 responsibility in that we have to open schools in a
3 few weeks. And so we have made do with what is a
4 cash-strapped district.

5 But for me, I just think -- I know a
6 few people in the audience. You know my leadership
7 style. You know where I come from.

8 But I think it is important for those
9 of you who I haven't had an opportunity to work
10 with to know that I'm very sincere about listening
11 closely to the things that are being proposed and
12 making sure we're doing, making the best out of any
13 situation.

14 I'm also very committed to serving
15 all the students in Chicago, especially those
16 students on the south side, where I, you know, came
17 from.

18 So I just want you to know that you
19 do have open hearts and open ears here to hear your
20 concerns.

21 I also would like to thank the CPS
22 staff that's here today. People worked extremely
23 hard in order to prepare for this event. So I
24 would like to publicly thanks them. without their



1 support and talents, I don't know where this
2 District would be.

3 So again, we're just here to listen.
4 And we hope that you follow the guidelines that
5 were presented by Ms. Shannon. And do know that
6 everyone will have an opportunity to make sure that
7 their voice and their concerns are heard.

8 Thank you.

9 MODERATOR SHANNON: Thank you very much,
10 Janice, for those remarks.

11 I'm going to turn the meeting over to
12 Michael Moss, the Director of Budgeting, who will
13 take us through a short presentation.

14 Thank you.

15 MR. MOSS: Good evening. My name is
16 Michael Moss. I'm the Budget Director for CPS.

17 We do want to get quickly to your
18 questions and comments. But first, we'd like to
19 give you a short presentation on the budget for
20 this year.

21 We've made -- we want to say that we
22 have made in the last, in the last several years
23 great strides in the education of our children here
24 in the city with better performance on standardized



1 tests, better -- greatly improved the attendance
2 rates and more students enrolling in college.

3 This progress is threatened by the
4 declining state funding and the growing pension
5 costs that we're facing as a District.

6 This budget will reflect the fiscal
7 reality of those two factors, impacting how much
8 we're able to, to spend.

9 We are working with our partners in
10 the State for pension funding parity and to fully
11 fund education at the proper levels. The Governor,
12 the Senate President, the House Speaker, and others
13 have all agreed that the system, as it currently is
14 set up, is inequitable. And we're pleased to be
15 working with them toward a solution.

16 This graph, which is also available
17 in the budget presentation on our website shows the
18 general state that we're in financially from our
19 State aid.

20 As you can see, it has been going
21 down over the last few years. And we're even in
22 the way that the State distributes, the actual
23 amount that we're going to receive -- it is a solid
24 orange bar.



1 And we're also, because of the nature
2 of our school district, we are affected by that
3 declining rate; and really if schools had been
4 funded at the proper level, we would have actually
5 gotten that amount above in the sort of shaded
6 orange, orange bar as well.

7 So what we've seen is actually about
8 \$500 million of, less funding over the last few
9 years from the State.

10 This graph shows the other great
11 pressure that we have at CPS, which is the pressure
12 on our pension system and on CPS to pay for the
13 bulk of the pension system.

14 As you can see, 2016 is right there
15 towards the right. We're going to have to pay in
16 \$676 million. And you can see at the bottom there,
17 the State will be paying \$12 million of our full
18 pension requirement. This is the other great
19 pressure on our budget that is creating the budget
20 that we're presenting this year.

21 As you can see, we -- in the previous
22 slide we provide about \$1700 per student in pension
23 contribution. That is to say that CPS itself,
24 whereas, the State will provide us with only \$31



1 per student.

2 However, the State pays for the
3 employer-side of pension or every other school
4 district in the state. The government of the State
5 of Illinois pays that. And that amounts to about
6 over \$2200 per student that the State pays. This
7 is the pension fund inequity that we're talking
8 about, that we're working with Springfield for a
9 solution.

10 So this budget, you can see on this
11 graph where the revenues for this budget are coming
12 from. And we have the big yellow slice of the pie
13 there. That is, that would be pension funding
14 parity from the State that we are working with the
15 State on.

16 We have -- we have put this budget
17 together with an assumption that we will be getting
18 a pension funding equity relief from the State.

19 If we don't, we will have to take a
20 look later on in the year, at either very painful
21 cuts or more unsustainable borrowing, or a
22 combination of both.

23 We did not want to put out the budget
24 with that. And so -- and given the fact that the



1 State is still in legislative session, and we are
2 talking with them, and they're talking about this,
3 we haven't -- we're not looking at that solution
4 yet. We're looking at a solution in partnership
5 with the State.

6 Finally, our capital budget for this
7 year, which is FY '16 -- you can see down there --
8 is going to be relatively small this year. It is,
9 it is -- and we have somebody from capital who can
10 discuss the priorities.

11 But what we have tried to do a
12 prioritize the greatest need areas in the, in
13 the -- in our infrastructure and the most
14 emergency, the most need for rehab in all of the
15 other things we do in capital and put the money
16 there.

17 But given our fiscal situation, that
18 is about all we can prioritize right now.

19 So as Janice had said, this is not
20 the budget we would like to be presenting. This is
21 the budget that reflects that fiscal reality of
22 both the declining state funding and the increasing
23 pension costs to us.

24 And so our choice, when we put this



1 budget together, was to keep as much of the money
2 as we could in the classroom, and put as much as
3 possible -- and in fact, actually on your handouts,
4 if you got them, the fact sheet, you'll see that 97
5 percent of the school funding goes to the actual
6 schools and not the Central Office or anything like
7 that.

8 We're encouraged that recently all of
9 the actors in the State, the Governor, the Senate
10 President, the Speaker of the House, and others in
11 the General Assembly have acknowledged that we are
12 in an unfair situation here and that something
13 needs to be done. And we're continuing to talk
14 with them and work with them as partners to come to
15 a solution.

16 And thank you very much. We welcome
17 your comments. And we'll keep this up here. That
18 is the website address for providing any other
19 comments or for questions you might have. And also
20 of course where you can find the budget
21 presentation.

22 Thank you very much.

23 MODERATOR SHANNON: Thank you very much,
24 Michael.



1 Okay. Now let's start the public
2 comment portion of the meeting. I just have to
3 remind you again. Each speaker will be allowed two
4 minutes.

5 There is a timekeeper here tonight.
6 There he is. And he'll notify you when you have 30
7 seconds left and then when there's five seconds
8 left. So then, after the five-second mark we ask
9 that you do conclude your comments.

10 So with that said then, let me --
11 we've got a total of 13 folks that have signed up
12 tonight to ask questions.

13 So let's begin.

14 The microphone is right there. If
15 you'll step up to that as I call your name.

16 The first speaker is Trina Parker;
17 but I understand she may not be here right now.
18 Trina Parker?

19 All right. Let's move on then.

20 How about Susan Dupan (phonetic).
21 Let's make sure her mike's on.

22 There we go.

23 MS. DUPAN: Okay. My name is Susan Dupan.
24 I'm a teacher. I'm a Chicago Teacher's Union



1 member, delegate at my school, reporter for
2 substance, and unhappy taxpayer.

3 Question. Are charter schools going
4 to be paying rent to CPS as a revenue source?

5 They want to privatize our schools,
6 but they don't want the free market rate to pay
7 market rates, which would be the same thing that
8 they're doing to us. Let's give them the same
9 treatment.

10 Under Find Your School, I have a
11 question in the budget. There's a tab called, Find
12 Your School. And you've got all these things
13 listed under Find Your School besides schools --
14 accountability, assessment, business diversity,
15 chief administrative office. All of these things
16 are listed under Find Your School. I'm not sure
17 why.

18 One thing is consolidated pointer
19 line unit. They're getting \$9 million. No
20 positions are listed. It says, zero.

21 Under chief administrative office, it
22 says they'll be getting \$1 million. But then later
23 you find out they're getting 120 positions added to
24 that department. So they must be paying \$8,000 per



1 position. I don't know.

2 I don't understand that. It's not
3 very clear.

4 Under Find Your Schools, you'll find
5 accountability. It says they're getting 7.4
6 million increase with 19 position gains. And then
7 in a different section under budget by unit, it's
8 saying that they're getting the 7.4 million, but
9 they're getting 13 positions.

10 The law department gets an increase
11 of 5 million. We're getting 117 more lawyers for
12 CPS, more people for accountability. I don't know
13 how people at the local schools feel about that. I
14 can guess.

15 There's many examples of gains of
16 money with loss of positions, loss of money with
17 gains in position throughout that Find Your Schools
18 exception. That's not transparent. At a minimum,
19 at a minimum, that's not transparent. So why
20 should we believe any numbers that you give to us?

21 Also Chicago International Charter
22 School and other charter schools, just by a quick
23 glance, are losing students. They're losing money.
24 Are we going to see some closings, maybe some



1 consolidations. Maybe one could be a welcoming
2 school for the other.

3 Maybe we could look into that for
4 savings.

5 Thank you.

6 MODERATOR SHANNON: Thank you, Ms. Dupan.

7 Okay. So we had -- thank you very
8 much.

9 We had quite a few questions there.
10 So do we want to try to answer some of those?
11 There was kind of a theme of charter schools and
12 some of the, maybe confusion of the website.

13 Mike, you want to start?

14 MR. MOSS: I'll talk very briefly to the
15 website. We will take a look. We've had somebody
16 taking notes here. We'll take a look at the parts
17 of the website that you're talking about and make
18 sure it's working correctly.

19 And not to go into any great amount
20 of detail on a lot of those positions that you're
21 talking about, but what did happen was there was a
22 lot of movement on positions from one place to
23 another.

24 So while the particular division



1 might look like it's gaining a lot of positions, it
2 may have been ones that were moved over from
3 another division.

4 I think what we will do is put on the
5 website -- in the Q and A on the website a -- as
6 detail as possible answer to those questions that
7 you've asked.

8 MS. JACKSON: There was a question
9 charters paying rent. We don't have that
10 information public today. But I think that it is
11 something that we can make public.

12 But they -- in some cases, if they're
13 not paying market, it is important to note that
14 charter schools are public schools as well. So
15 they do absorb a lot of the responsibility similar
16 to other traditional schools.

17 So I think it's important not to make
18 too much of a distinction, because they're all
19 serving students.

20 MODERATOR SHANNON: Thank you very much.

21 Okay. Let's call -- speaker number
22 three is Ms. Sharon Baker.

23 Ms. Baker, step on up here.

24 And the next speaker just so you're



1 ready is Ms. Hester, Myron Hester.

2 Mr. Myron Hester. I apologize.

3 Excuse me. You're next.

4 MS. BAKER: Good evening, everyone.

5 I'm Sharon Baker. I have a lot of
6 hats. But the biggest hat that I'm wearing today
7 is I'm a parent. And I'm here for all of the
8 children.

9 It hurts my heart that you all are
10 doing what you're going to do. And I know you say
11 you don't want to do it. But deep down in your
12 heart, find a way of giving these kids what they
13 need. And that's education.

14 And I know -- CPS, this question I
15 have. How does CPS expect the teachers to reach a
16 higher level for the students' achievement, for the
17 social/emotional with less staff, supplies, and
18 support?

19 Anybody want to answer that?

20 MS. JACKSON: Is that your only question?

21 MS. BAKER: I have more, but --

22 MS. JACKSON: You probably want to use
23 your whole two minutes. And then we can respond.

24 MS. BAKER: No. That one I want you to



1 answer.

2 MODERATOR SHANNON: Okay. Very well.

3 Janice.

4 MS. JACKSON: First, the question about
5 social/emotional supports. It is important to note
6 that we made more of an investment over the past
7 few years in social/emotional supports.

8 That has not been cut. Each network
9 has a social and emotional specialist that's
10 assigned to service the schools. We've also made
11 investments in our department that supports
12 restorative practices.

13 So I think we've covered that
14 wraparound service.

15 As far as the teachers and staffing,
16 as we pointed out, there was no change to SVB,
17 which means -- and there was no change to the class
18 size. So we have not made reductions in teachers
19 where students will be impacted. We've stayed true
20 to the class size requirements under the Collective
21 Bargaining Agreement. So you won't see larger
22 class sizes with the budget that we've put out
23 before.

24 So I know it's disheartening when you



1 see the vacancies and reductions. But in every
2 case we're making sure that we are maintaining the
3 appropriate class size.

4 I do know that Dunbar is a school
5 that you're very concerned about. Last year Dunbar
6 was held harmless for hundreds of thousands of
7 dollars because they didn't meet their enrollment
8 projections.

9 Unfortunately, due to the crisis that
10 we have today, we just wouldn't be able to do that.
11 So funding will be based on the number of actual
12 students that are present in the building.

13 MODERATOR SHANNON: Thank you.

14 Thank you very much.

15 Mr. Hester.

16 MR. HESTER: Good evening, everyone.

17 My name is Martin Hester. I'm the
18 principal at Julian High School. And I'm up here
19 just to advocate for Julian.

20 Julian had one of the largest
21 deficits in the City of Chicago, \$1.7 million
22 deficit. And some of the challenges, the real
23 concern is just safety and security. I know the
24 security positions that we were funding.



1 The seven positions we received from
2 the Board is really pushing it very tight for our
3 school to cover three buildings -- our academic
4 building, our fine arts building, and our PE
5 building.

6 I met with my team. We were
7 strategizing to self-assist with a framework to
8 make sure we start the school year off safely. But
9 I'm advocating for your support.

10 Also in terms of teacher positions,
11 you know, we lost a few teachers that we had
12 trained to do your credit programs. So due to
13 those also losses, we will be losing -- for some of
14 those programming, we'll have to retrain other
15 teachers, particularly in science. We've got a
16 partnership up here with Olive-Harvey College.

17 So I'm just here to advocate for
18 Julian High School. Hopefully, we can receive some
19 support. We were held harmless last year for
20 600,000.

21 But this year it seems like we're
22 going to be hit with our deficit for this year. So
23 any consideration with some finding will be given,
24 first focus on safety and security. We've lost a



1 lot of student advocates that were mentoring
2 students.

3 But we do know that Julian is one of
4 those schools that has its challenges. And I want
5 to make sure that this year we can address those
6 challenges as best as possible.

7 Thank you.

8 MODERATOR SHANNON: Thank you, Mr. Hester.

9 Speaker number five is Ms. Debbie
10 Pope (phonetic). Come on down, Ms. Pope.

11 And after Ms. Pope is Patricia
12 Boulton (phonetic).

13 Forgive me if I pronounced that name
14 wrong.

15 MS. POPE: Hi. Thank you for the
16 opportunity to address this group and hopefully to
17 be heard.

18 I am a retired teacher. I retired
19 from Gage Park High School. I am a Union activist
20 and a former parent.

21 I mean, I'm still a parent; but my
22 children are former CPS students.

23 And this budget is of great concern
24 to me, especially when I look at the numbers for a



1 school like Gage Park that has a disproportionate
2 number of special needs students and I see the cuts
3 to a school that was already, in my view, severely,
4 severely impoverished.

5 I had the painful experience of
6 teaching at Gage Park, while my children were
7 active and students at Whitney M. Young Magnet
8 school and to see the contrast in resources
9 available to my students at Gage Park versus what
10 my daughters were receiving was a very painful
11 thing to me. And it seemed very wrong to me.

12 I'm concerned also when I look at the
13 presentation that CPS handed out here with the pie
14 chart. I'm not saying it's deliberate, but I do
15 believe that pie chart obfuscates CPS' spending on
16 charter schools. Because it lumps charter school
17 programs with early child, telecommunications, and
18 other services that I don't see as being
19 particularly relevant to charter schools.

20 And I also don't see a breakdown for
21 the amount of money that's spent on networks and
22 the various personnel in the networks, which is
23 something that many teachers in the classroom have
24 felt was somewhat wasted money, which we would



1 rather see those resources in the schools, in the
2 classrooms, rather than seeing them in the network
3 offices.

4 And I just wanted to bring those
5 points up. And I also wanted to say that I wished
6 CPS would work with the Union to fight for more
7 resources in Springfield.

8 what we need is not to the talk about
9 how unfair pensions are, but to talk about how
10 unfair the tax structure is.

11 Thank you.

12 MR. WASHINGTON: Good evening, all. I
13 just wanted to address the comment regarding the
14 networks.

15 All of the networks have received
16 loss of positions as well. I represent Network
17 Nine, and we lost two positions. And I'm sure all
18 my colleagues have also lost position.

19 Let me also talk about the work of
20 the network.

21 when you think about the work that
22 the Network Chiefs and Deputy Chiefs or ISLs do,
23 it's basically a mini-superintendent.

24 when you think about the number of



1 schools that are serviced by the network office,
2 typically 30 plus, that's like a small city. And
3 they function, Network Chiefs function as
4 superintendents of those, of those networks. They
5 work their schools to raise student achievement.
6 And they also work with principals in those schools
7 to build their capacity so that they better service
8 children.

9 So the networks have been affected
10 greatly, too, by the position cuts. And we are
11 still charged with working with principals and
12 working with teachers to improve practice.
13 Networks are there to help schools, not to hinder
14 schools.

15 Thank you.

16 MS. JACKSON: I'll just make one comment.

17 Ms. Pope, I agree Gage Park
18 definitely, like many of our neighborhood schools,
19 is suffering. But you'll be happy to know, you've
20 probably seen recently that there's a recent
21 investment in Gage Park High School.

22 They're actually one of the
23 recipients of the engineering grant where companies
24 have come into five of our high schools.



1 So we see that as one step in the
2 right direction to help schools where there is a
3 reduction in enrollment, and they need additional
4 programming.

5 So we recognize the neighborhood high
6 school is the place that needs additional support.
7 It's not exactly where it needs to be. We
8 acknowledge that. But we are making steps in the
9 right direction. So I just wanted to publicly
10 state that.

11 Thank you.

12 MODERATOR SHANNON: Thank you very much.

13 So, Ms. Boulton, I hope I'm
14 pronouncing your last name correctly.

15 Thank you.

16 And after Ms. Boulton, Mr. Horton,
17 you're up next.

18 MS. BOULTON: Good evening, everyone.

19 Okay. My issue here -- I noticed
20 that on the sheet that I received that Bowen High
21 School and Julian High School, along with Harper,
22 were some of the schools that lost positions due to
23 budget cuts. And that these also are schools that
24 have a very high amount of special needs students.



1 And this is a concern to me. I am a
2 resident of this community. And my children
3 attended Bowen. And I have grandchildren that now
4 attend Corliss High School. So I am very concerned
5 about what is happening with our special needs
6 students.

7 It seems as though things are
8 happening as far as the budget is concerned that
9 are negatively affecting all students. But these
10 students, in particular, would be very negatively
11 affected by the least amount of budgetary cuts.

12 One of the things that I wanted to
13 bring out was the fact that CPS has spent about \$10
14 million on testing. And that, I don't know, maybe
15 about 20 some odd different tests are now being
16 given to students in a school year.

17 I want to know if there are any plans
18 to reduce the number of tests that our students are
19 being forced to take in order to put more money
20 into the classrooms and away from these testing
21 companies, which are making millions of dollars off
22 of our kids. And right now money that don't seem
23 we can afford.

24 Thank you.



1 MODERATOR SHANNON: Thank you,
2 Ms. Boulton.

3 MS. LOFTON: Hi. I'll take the first
4 question around the students with disabilities and
5 the resources that are afforded to schools.

6 So there has been no change in terms
7 of what our obligations are, both by law and best
8 practice, to provide supports and to IEP. And
9 those will continue.

10 So if you're finding an instance
11 where a student or students or classrooms are not
12 being served according to what's laid out in their
13 IEP, then please call our office, 773-553-1800. We
14 need to know about that.

15 That has been one of our major
16 obligations, we're continuing to work to make sure
17 schools are resources appropriately to meet the
18 needs of all students. And we'll continue to do so
19 well into the school year and beyond.

20 I'm sorry? The phone number? Sure.
21 It's 773-553-1800. And you can also reach us by
22 e-mail at O-E-L-S-S at CPS dot EDU. And we monitor
23 that mailbox regularly.

24 A VOICE: What is your name?



1 MS. LOFTON: Eboney Lofton. And my e-mail
2 address, I'll give that, too, is E-L-L-O-F-T-O-N
3 and CPS dot EDU.

4 MS. JACKSON: The short answer is yes.
5 We're committed to reducing the amount of testing.
6 And pretty soon we'll be making something public
7 about our efforts to do that.

8 It's important to note that we're in
9 a transition right now. Obviously in order to do
10 evaluation, we have to administer tests over time.

11 So we administered PARK for the first
12 time last year. There is a plan to phase out some
13 of the current testing as we transition into PARK.

14 So we'll be making a more public
15 announcement around that very shortly.

16 MODERATOR SHANNON: Mr. Horton?

17 Mr. Horton, are you here?

18 There you are. Step on up.

19 MR. HORTON: Actually I was going to pass,
20 because we question was answered by Greg before he
21 left.

22 I had a question concerning the
23 budget at a particular school. But he answered my
24 question.



1 MODERATOR SHANNON: Okay.

2 MR. HORTON: Since I have the mike --

3 MODERATOR SHANNON: Go right ahead.

4 MR. HORTON: 35 years with CPS. Retired
5 as a principal. And what I would like to do is
6 congratulate CPS for picking leaders who came up
7 through our system. They know what the system need
8 now.

9 I'd like wish them well. May God
10 bless you.

11 MODERATOR SHANNON: Thank you, Mr. Horton.

12 Thank you very much.

13 Mr. Macowski (phonetic). Am I
14 pronouncing your name right?

15 And after Mr. Macowski is Noreen
16 Goodhuntz (phonetic), if I said that right.

17 MS. JACKSON: Mr. Macowski, are you a
18 teacher? You were my teacher in high school,
19 right?

20 MR. MACOWSKI: You're confusing me with my
21 brother.

22 MS. JACKSON: Okay. I went to Hyde Park.

23 MR. MACOWSKI: Yeah, my brother.

24 MS. JACKSON: Oh, your brother. I was



1 about to say, I know I had a Mr. Macowski.

2 okay. Okay. All right.

3 You all have the same look and affect
4 and everything. So it's really the same.

5 MODERATOR SHANNON: Could we raise that up
6 a little bit.

7 MS. JACKSON: He looks just like him.
8 They look just alike.

9 MR. MACOWSKI: Yeah. That should work a
10 little better.

11 I'm glad to know part of the opening
12 remarks tonight were about budget priorities. And
13 there was a statement made about having overnight
14 parting.

15 Because I think the members of the
16 Board of Education need to look at their history
17 of, you know, previous boards and take steps to
18 correct mistakes that became a drain to the system
19 and resulted in the continuation of unnecessary
20 spending.

21 I can remember where more than ten
22 years ago, suddenly it was a new job title called
23 the area instructional officer. That's more of the
24 networks. Now we have network chiefs.



1 We did just fine without area
2 instructional officers -- and no disrespect
3 intended to any one of the dozens in
4 administration. But I think that that was an
5 unnecessary position. And I don't believe that
6 network chiefs and, you know, all of their support
7 staff that come with them are necessarily something
8 critical for the function of the school system.

9 In addition to that, on the day
10 Forrest Claypool was announced as the new CEO,
11 there's another change. We used to have a
12 superintendent. The superintendent typically had
13 some kind of background in education.

14 Now Forrest Claypool has background
15 in education? I think he's more of a pure-bred
16 politician. So now we have a politician running
17 the school system instead of an education expert.

18 And in addition to that, we
19 definitely have over-testing. Since I'm
20 semi-retired, and I go back in as a substitute
21 teacher to help cover classes, I've seen schools
22 where lots of days through the weeks, more than
23 once during the year are set aside for standardized
24 testing.



1 I'm not opposed to testing. I am a
2 teacher and I did testing. But too much is
3 definitely too much, especially with the budget
4 crisis.

5 In fact, I would bet my lucky peso
6 that not one of you can say how many standardized
7 tests are in each school each year and how many
8 days of instruction are lost to have all of those
9 tests conducted.

10 MS. JACKSON: Thank you, Mr. Macowski.

11 I think we already addressed the
12 assessment question, which is a real concern.
13 You'll hear more about that.

14 But I do think it's important to note
15 -- not just in defense of CEO Claypool; but I think
16 it is important to make a public statement around
17 what we're trying to do in the District.

18 As a member of the rank-and-file, if
19 you will, this is not a one-man show.

20 We're here co-leading the District.
21 So I think that's important to note.

22 I also think it is important to note
23 that while, you know, you may see him as a
24 politician, he actually is an attorney by trade,



1 which where the district is, now more than ever, we
2 need people with that level of expertise.

3 So I think we're asking the public to
4 trust that model is necessary. There's no
5 superhuman who both understands the fiscal crisis
6 that we're in, but also the educational
7 responsibility that we have.

8 So we're asking for the public to
9 trust this model. Because there's no super human
10 that can do all of this work. I just want to make
11 sure you know that we're working in collaboration.
12 And I want to make it clear that we're co-leading
13 this District.

14 So you have an educator with about 18
15 years of experience making those decisions.

16 So I just wanted to make that
17 statement publicly to make sure we're all clear on
18 the direction that we're going.

19 Thank you.

20 MODERATOR SHANNON: Thank you very much.

21 All right. Noreen Goodhuntz. And
22 I'm sorry if I -- am I close.

23 MS. GOODHUNTZ: You did that pretty well.

24 MODERATOR SHANNON: Okay. Do we need to



1 lower that for you?

2 MS. GOODHUNTZ: Okay. My name is Noreen
3 Goodhuntz. I'm a 23-year teacher. And I'm a
4 veteran of the Chicago Public Schools. And I'm a
5 staffer at Chicago Teachers' Union.

6 In this contract negotiation time,
7 CTU has made a number of proposals to actually
8 improve the quality of education and instructional
9 atmosphere in every classroom.

10 Yet we're asking for additional
11 wraparound supports, as the parent from Dunbar
12 requested.

13 And any classroom teacher will say
14 that this is more and more needed as the different
15 crises in communities are brought into the
16 classroom. And our schools are very ill-equipped
17 to be able to handle them when children come to
18 them with problems.

19 But what I really think is just
20 really just tragic is that the Board of Education
21 has missed all of the opportunities to get more
22 revenue for our schools.

23 And yes, this is not a budget that
24 you want to be presenting, but it could have been



1 avoided. And so what I want to talk about is -- by
2 the way, because this idea of students getting
3 their special needs that they deserve is laughable
4 for any teacher who teaches in a school.

5 Because right now IEP students and
6 students needs are not being met. This is only
7 going to get worse, because the Board has targeted
8 special education for cuts.

9 what I want to ask is, will the
10 Chicago Public Schools partner with the Teachers'
11 Union to find new revenue? will you sue the banks
12 for these toxic swaps that, where they really
13 misrepresented the risks to CPS?

14 will you refuse to pay termination
15 fees to banks. Because I do believe -- and
16 actually I want to ask, are you going to be voting
17 at your next board meeting to pay termination fees
18 to banks? or will you insist that the banks lower
19 their interest rates so that instead of you paying
20 hundreds of millions to bank, and they continuing
21 to get rich, our students get those dollars that
22 they need.

23 will you id demand at that the Mayor
24 declare more of a TIFF surplus. He has announced



1 he's going to have a \$25 million surplus for the
2 next five years. That sounded okay at the time.

3 But it's actually nothing compared to
4 the budget deficit that you're talking about.

5 And will you lobby in Springfield for
6 tax on millionaires, for a fair tax, so that our
7 students can get the education that they deserve?

8 MR. MOSS: well I think what we will do
9 is, because that's a whole bunch of questions. I
10 think what we will do is answer them as
11 specifically as possible on the website.

12 I am not the expert on the swaps.
13 But do I know that we are retiring the swaps this
14 year. So that we don't have that exposure again.
15 So -- but we will followup with more specifics.

16 MS. GOODHUNTZ: Can I ask a followup about
17 that.

18 So by retiring the swaps, does that
19 mean paying them hundreds and millions of dollars
20 to retire them while the students lose those
21 hundreds of millions of dollars instructional
22 funding.

23 MR. MOSS: I understand the question. I
24 think we're going to have to answer that on the



1 website. I want to get you the accurate
2 information on it.

3 MODERATOR SHANNON: That is a complicated
4 system. And I know our treasurer can answer that.
5 so we'll certainly pass that along.

6 MS. JACKSON: And there was also a
7 question about the Board agenda. And that will be
8 posted --

9 MODERATOR SHANNON: Janice, hang on a
10 second.

11 MS. JACKSON: There was a question about
12 the board agenda. It'll be posted Monday. So
13 you'll be able to see what items we're going to
14 voting on at this time. It isn't complete just
15 yet.

16 MS. LOFTON: And if I just want to
17 reiterate again. If there are specific issues
18 around schools and students, you do not believe are
19 receiving services according to their IEP, please
20 contact us. We are the LEA, local educational
21 agency responsible for those IEPs and their
22 implementation. So please make sure that you
23 contact us.

24 we've asked a couple times of any



1 kinds of specific things. And we'll bring that up
2 again. Please continue to funnel those questions
3 through us, and we'll make sure that we address
4 them.

5 MODERATOR SHANNON: Thank you very much.

6 Mr. Vance is next, David Vance. And
7 then after Mr. Vance, it's Ms. Norwood.

8 MR. VANCE: My name is Dave Vance. Yeah.
9 Speaking is always hard. I prefer taking photos.

10 I do report with Labor Beat.

11 But I go to the Board meetings. I
12 see what happens at every meeting. And here is the
13 office of Innovation and Incubation. Okay. So
14 this is nice. Charter school renewals.

15 Oh, but then we find it's in your
16 budget. You really didn't cut anything. Page 38.
17 \$12.8 million. A staffer 69.

18 What's going on behind closed doors
19 that you're not telling us? You are spending big
20 money to promote more charters every year.

21 I'm on the LSC at Bowen. We are
22 surrounded by two charter schools. We got Noble in
23 our school. We got Epic. We don't need three high
24 schools in south Chicago.



1 So we need to get Epic -- Epic is the
2 other school. But we need to get Baker out of
3 Bowen. And so we can have -- we have a historic
4 school. And CPS is going to cause us to rebel.
5 We're going to be like Coco. We're going to be
6 like Dyett High School, if you don't slow these
7 charters down.

8 MODERATOR SHANNON: All right. Thank you.
9 Mr. Vance.

10 All right, Ms. Norwood?

11 MS. NORWOOD: I don't, I don't want to do
12 the repetition. It's already been asked.

13 MODERATOR SHANNON: All right. Thank you
14 very much. Thank you.

15 Ms. -- well, Deshawn McDuffy? Do I
16 have that right? Ms. McDuffy, please step up.
17 Thank you.

18 MS. MCDUFFY: I just want to ask a couple
19 of questions, because I am from Percy L. Julian.
20 I'm a parent there. And we have lost over \$1.7
21 million. And I have seen the good, the bad, and
22 ugly at the school.

23 My concern is that because you have
24 cut so much from our school, and you said that is



1 based on enrollment. Okay. And I understand that
2 in the beginning of the school year that the
3 schools are funded.

4 when all of the money is going to the
5 charter schools, these kids are there. After the
6 money is allocated, and they're kicked out of the
7 charter schools, where do they run?

8 They run to our schools, which is
9 Julian High School. We take them in. And we have
10 to fund them based on the budget that you have
11 given us.

12 We need to have some additional
13 funding to help all of the students that's coming
14 in the school.

15 In addition to that, we have -- we
16 just need some funding for our schools.

17 These charter schools need to be
18 taxed for what they're doing. Why are we allowing
19 them to get away with what they're doing to our
20 children? You're upholding CPS to a higher
21 standard. We need to uphold these charter schools
22 to a higher standard for what they're doing to our
23 children.

24 MS. JACKSON: I just want you to know,



1 there's not a lot I can disclose today. But we are
2 working on school quality initiatives with
3 charters.

4 So that gets to your point, around
5 making sure they're held to the same standard. So
6 you'll hear more about school quality related to
7 charters.

8 The other thing that's important to
9 note is that we have started to look at the
10 behavior practices and discipline practices at
11 charter schools. And while we don't have the
12 authority to govern them and change their policy,
13 we are making more public some of those trends that
14 you mentioned when you were speaking.

15 So I just want you to know there's a
16 shift in just making sure that there's equity in
17 how we record how all schools are doing.

18 So more to come. And I'm sure you'll
19 be at subsequent meetings. I'm sure I'll see that
20 there's more information and more support around
21 just being more public about what's happening in
22 all of our schools.

23 MODERATOR SHANNON: All right. Very good.

24 And our last speaker tonight, that



1 has signed up is Ms. Stokes-Smith.

2 MS. STOKES-SMITH: Hi. I'm going to ditto
3 behind Ms. McDuffy. I'm from Percy L. Julian.

4 And my comment was, when the kids do
5 get kicked out of the charter, and they're put back
6 in the neighborhood, is there any way we could set
7 up a special funding to accommodate kids that we
8 weren't paid for in the first place that CPS -- I
9 mean, the charter schools are receiving the money
10 for?

11 I also wanted to make mention to the
12 young lady, I like all your comments that, we're in
13 the process, we're in the process of putting this
14 together at CPS, which is a good thing.

15 Hopefully, you'll come to the point
16 where it is together; because we -- the parents,
17 the students, the staff -- we're paying that
18 superhero price that you say that nobody is getting
19 paid.

20 We are paid in our education, the
21 cutbacks, the budget. And we need the help. We
22 need for that money to come back into the
23 neighborhood schools to help make a way for the
24 kids, for the students.



1 Because I was told it was about them.
2 children first.

3 Thank you.

4 MODERATOR SHANNON: Well, ladies and
5 gentlemen, that was our last speaker who signed up
6 tonight.

7 Let me just take a look around here.
8 Does anyone else have any questions,
9 comments?

10 Okay. You were Ms. Norwood.

11 MS. NORWOOD: Dr. Jackson,
12 congratulations. We love you appreciate you. And
13 so we're looking forward to good things.

14 MS. JACKSON: Thank you.

15 MS. NORWOOD: You have a vote of
16 confidence.

17 MS. JACKSON: I want to keep that. So
18 thank you for saying that.

19 MODERATOR SHANNON: Yes.

20 MS. GRAVES: Sara Graves (phonetic). I'm
21 a teacher and a parent of a Chicago public school
22 student.

23 And you made mention that we're
24 having providing wraparound supports and that won't



1 be cut. But with the number of paraprofessionals
2 that have been cut this year, I'm wonder how we're
3 going to continue to be able to support those
4 programs if we don't have a full staff to be able
5 to make the programs work in our schools?

6 MS. JACKSON: Both Eboney and I can
7 answer, but we can start --

8 MODERATOR SHANNON: Start with Eboney.

9 MS. LOFTON: Sure.

10 So we actually have a couple of arms
11 that support social/emotional learning in schools.
12 Our service providers, social workers and
13 psychologists were also looked at differently to
14 make sure that we're actually pushing supports into
15 those schools who need them the most. That's one
16 piece.

17 Paraprofessionals. Again, if they're
18 in the IEP to support social/emotional learning, to
19 support student surrounds for behavior and those
20 types of things, they will remain.

21 The other piece, if they're also
22 classroom-based paraprofessionals to offset class
23 size, those will remain.

24 So there should be no cuts that would



1 impact the movement of special education programs.

2 But if there are any specific things
3 that you're talking through, around IEP-based
4 supports and then in our special education
5 classrooms, our classroom-based supports, again,
6 please let us know.

7 MS. JACKSON: The only other point I'll
8 make around that is, we're trying to right-size
9 what's happening. And as a teacher, you probably
10 can appreciate this comment, that we know that
11 there are a lot of paraprofessional in the schools
12 who are not serving children.

13 So while we recognize that that was a
14 shift for some schools. We worked with every
15 school that was impacted. And we made adjustments
16 to 42 schools, I believe, was the last number where
17 we made an adjustment and the principal or the case
18 manager made a case where that wasn't right.

19 And we made those adjustments.

20 But as teachers, we all know there
21 are people who are there being paid out of funds
22 for specialized services. And those people are
23 working in the main office, covering recess,
24 covering lunchroom duty.



1 And as a principal, I know what
2 that's like. You have to use all the bodies in the
3 building to make it work. But at the end of the
4 day, if those people are being paid to support
5 children, that's our goal.

6 So anybody that is working in a
7 building on a special ed number, they should be in
8 front of students with diverse learning needs and
9 supporting those students. So that's really our
10 goal, not to take away supports from the children.

11 But we can't subsidize some of the
12 other roles and responsibilities in the schools.

13 So I just wanted you to know that we
14 had 42 schools that said, this isn't right. And we
15 did respond to their needs.

16 MODERATOR SHANNON: All right. I think
17 that wraps up our questions tonight.

18 Again, on behalf of CPS, I thank you
19 for being here to ask the questions. And more
20 importantly, I want to thank all of you for coming
21 out tonight and sharing your concerns and comments
22 with us.

23 we definitely want to hear them.

24 we certainly appreciate you sharing



1 your thoughts and your concerns.

2 Janice, do you want to say anything
3 else before we close?

4 MS. JACKSON: I feel like I've said
5 enough.

6 I thank you again for participating
7 in the process. And I look forward to working with
8 you.

9 And thanks for those of you who
10 expressed a vote of confidence. I take that
11 seriously. And I want to meet your expectations.

12 Thank you.

13 (which were all the proceedings
14 had in the above-entitled
15 matter ending at 6:57 p.m.)

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\$				B	
\$1 16:22	6:00 5:16 6:1,3	affecting 29:9		back 6:21 34:20 45:5,22	31:23 33:12 35:3
\$1.7 22:21 42:20	7	afford 29:23		background 34:13,14	37:23 39:4 41:16
\$10 29:13	7.4 17:5,8	afforded 30:5		bad 42:21	43:10 45:21
\$12 11:17	773-553-1800 30:13,21	agency 40:21		Baker 19:22,23 20:4,5,21, 24 42:2	budgetary 29:11
\$12.8 41:17	8	agenda 40:7,12		Budgeting 9:12	build 27:7
\$1700 11:22	8:00 5:17	agree 27:17		building 22:12 23:4,5	buildings 23:3
\$2200 12:6	9	agreed 10:13		bulk 11:13	bunch 39:9
\$25 39:1	97 14:4	Agreement 21:21		business 16:14	
\$31 11:24	A	ahead 32:3			
\$500 11:8	absorb 19:15	aid 10:19		C	
\$676 11:16	academic 23:3	alike 33:8		call 15:15 19:21 30:13	called 16:11 33:22
\$8,000 16:24	accommodate 45:7	allocated 43:6		capacity 27:7	capital 6:7 7:2 13:6,9,15
\$9 16:19	accountability 16:14 17:5,12	allowed 15:3		card 5:4 6:15	case 22:2
1	accurate 40:1	allowing 43:18		cases 19:12	cash-strapped 8:4
117 17:11	achievement 20:16 27:5	amount 10:23 11:5 18:19 25:21 28:24 29:11 31:5		Center 4:6	Central 14:6
120 16:23	acknowledge 7:21 28:8	amounts 12:5		CEO 34:10 35:15	challenges 22:22 24:4,6
13 15:11 17:9	acknowledged 14:11	announced 34:10 38:24		change 21:16,17 30:6 34:11 44:12	charged 27:11
16 13:7	active 25:7	announcement 31:15		chart 25:14,15	charter 16:3 17:21,22 18:11 19:14 25:16,19 41:14,22 43:5,7,17, 21 44:11 45:5,9
18 36:14	activist 24:19	answers 5:11		charters 19:9 41:20 42:7 44:3,7	Chicago 4:7,16 7:11 8:15 15:24 17:21 22:21 37:4,5 38:10 41:24
19 17:6	actors 14:9	apologize 20:2		chief 6:24 16:15,21	chiefs 7:4 26:22 27:3 33:24 34:6
2	actual 10:22 14:5 22:11	appropriately 30:17		child 25:17	children 9:23 20:8 24:22 25:6 27:8 29:2 37:17 43:20,23
20 29:15	added 16:23	area 33:23 34:1		choice 13:24	Chuck 7:2
2016 4:7 11:14	addition 34:9,18 43:15	areas 13:12			
23-year 37:3	additional 28:3,6 37:10 43:12	arts 23:4			
26th 4:19	address 6:20 14:18 24:5,16 26:13 31:2 41:3	Assembly 14:11			
3	addressed 35:11	assessment 16:14 35:12			
30 15:6 27:2	addressing 6:6	assigned 21:10			
35 32:4	adjoined 5:20	assumption 12:17			
38 41:16	administer 31:10	atmosphere 37:9			
5	administered 31:11	attend 29:4			
5 17:11	administration 34:4	attendance 10:1			
5:00 6:1	administrative 16:15,21	attended 29:3			
6	advocate 22:19 23:17	attorney 35:24			
600,000 23:20	advocates 24:1	audience 4:22 8:6			
69 41:17	advocating 23:9	August 4:19			
	affect 33:3	authority 44:12			
	affected 11:2 27:9 29:11	avoided 38:1			
		awesome 8:1			



<p>consolidations 18:1</p> <p>contact 40:20,23</p> <p>continuation 33:19</p> <p>continue 30:9,18 41:2</p> <p>continuing 14:13 30:16 38:20</p> <p>contract 37:6</p> <p>contrast 25:8</p> <p>contribution 11:23</p> <p>Corliss 29:4</p> <p>correct 33:18</p> <p>correctly 18:18 28:14</p> <p>costs 10:5 13:23</p> <p>couple 40:24 42:18</p> <p>cover 23:3 34:21</p> <p>covered 21:13</p> <p>CPS 4:6,12 6:14,17,18,21 8:21 9:16 11:11,12, 23 16:4 17:12 20:14, 15 24:22 25:13 26:6 29:13 30:22 31:3 32:4,6 38:13 42:4 43:20 45:8,14</p> <p>CPS' 25:15</p> <p>creating 11:19</p> <p>credit 23:12</p> <p>crises 37:15</p> <p>crisis 22:9 35:4 36:5</p> <p>critical 34:8</p> <p>CTU 37:7</p> <p>current 31:13</p> <p>cut 21:8 41:16 42:24</p> <p>cutbacks 45:21</p> <p>cuts 12:21 25:2 27:10 28:23 29:11 38:8</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>daughters 25:10</p> <p>Dave 41:8</p> <p>David 41:6</p> <p>day 34:9</p> <p>days 34:22 35:8</p> <p>Debbie 24:9</p> <p>decisions 36:15</p> <p>declare 38:24</p>	<p>declining 10:4 11:3 13:22</p> <p>deep 20:11</p> <p>defense 35:15</p> <p>deficit 22:22 23:22 39:4</p> <p>deficits 22:21</p> <p>delegate 16:1</p> <p>deliberate 25:14</p> <p>demand 38:23</p> <p>department 16:24 17:10 21:11</p> <p>Deputy 26:22</p> <p>deserve 38:3 39:7</p> <p>Deshawn 42:15</p> <p>detail 18:20 19:6</p> <p>detailed 5:8,9</p> <p>direction 28:2,9 36:18</p> <p>director 7:1 9:12,16</p> <p>disabilities 30:4</p> <p>discipline 44:10</p> <p>disclose 44:1</p> <p>discuss 13:10</p> <p>disheartening 21:24</p> <p>disproportionate 25:1</p> <p>disrespect 34:2</p> <p>distinction 19:18</p> <p>distributes 10:22</p> <p>district 4:10 8:4 9:2 10:5 11:2 12:4 35:17,20 36:1,13</p> <p>ditto 45:2</p> <p>diverse 4:13 7:2</p> <p>diversity 16:14</p> <p>division 18:24 19:3</p> <p>dollars 22:7 29:21 38:21 39:19,21</p> <p>Donel 7:3</p> <p>doors 41:18</p> <p>dot 6:21 30:22 31:3</p> <p>dozens 34:3</p> <p>drain 33:18</p> <p>due 22:9 23:12 28:22</p> <p>Dunbar 22:4,5 37:11</p>	<p>Dupan 15:20,23 18:6</p> <p>Dyett 42:6</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>E-I-I-o-f-t-o-n 31:2</p> <p>e-mail 30:22 31:1</p> <p>early 25:17</p> <p>ears 8:19</p> <p>Eboney 7:1 31:1</p> <p>education 4:12 6:24 9:23 10:11 20:13 33:16 34:13, 15,17 37:8,20 38:8 39:7 45:20</p> <p>educational 36:6 40:20</p> <p>educator 36:14</p> <p>efforts 31:7</p> <p>Ellinger 7:3</p> <p>emergency 13:14</p> <p>emotional 21:9</p> <p>employer-side 12:3</p> <p>encouraged 14:8</p> <p>end 5:17</p> <p>engaging 7:13</p> <p>engineering 27:23</p> <p>enrolling 10:2</p> <p>enrollment 22:7 28:3 43:1</p> <p>Epic 41:23 42:1</p> <p>equity 12:18 44:16</p> <p>evaluation 31:10</p> <p>evening 4:4 7:9 9:15 20:4 22:16 26:12 28:18</p> <p>event 8:23</p> <p>examples 17:15</p> <p>exception 17:18</p> <p>excited 7:17</p> <p>Excuse 20:3</p> <p>expect 20:15</p> <p>experience 25:5 36:15</p> <p>expert 34:17 39:12</p> <p>expertise 36:2</p> <p>experts 4:13</p> <p>exposure 39:14</p>	<p>extremely 8:22</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>facilities 4:13</p> <p>facing 10:5</p> <p>fact 12:24 14:3,4 29:13 35:5</p> <p>factors 10:7</p> <p>fair 39:6</p> <p>feedback 6:17</p> <p>feel 7:18 17:13</p> <p>fees 38:15,17</p> <p>felt 25:24</p> <p>fight 26:6</p> <p>fill 5:3 6:15</p> <p>Finally 13:6</p> <p>financially 10:18</p> <p>find 14:20 16:10,11,13, 16,23 17:4,17 20:12 38:11 41:15</p> <p>finding 23:23 30:10</p> <p>fine 23:4 34:1</p> <p>fiscal 4:7 10:6 13:17,21 36:5</p> <p>five-second 15:8</p> <p>floor 5:4</p> <p>focus 23:24</p> <p>folks 6:4 15:11</p> <p>follow 9:4</p> <p>follow-up 6:12</p> <p>followup 5:5 6:15 39:15,16</p> <p>forced 29:19</p> <p>Forgive 24:13</p> <p>Forrest 34:10,14</p> <p>framework 23:7</p> <p>free 16:6</p> <p>full 5:3 6:16 11:17</p> <p>fully 10:10</p> <p>function 27:3 34:8</p> <p>fund 10:11 12:7 43:10</p> <p>funded 11:4 43:3</p> <p>funding 10:4,10 11:8 12:13, 18 13:22 14:5 22:11,</p>	<p>24 39:22 43:13,16 45:7</p> <p>funnel 41:2</p> <p>FY 13:7</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>Gage 24:19 25:1,6,9 27:17,21</p> <p>gaining 19:1</p> <p>gains 17:6,15,17</p> <p>general 10:18 14:11</p> <p>give 5:15 9:19 16:8 17:20 31:2</p> <p>giving 20:12</p> <p>glad 33:11</p> <p>glance 17:23</p> <p>God 32:9</p> <p>good 4:3 7:9 9:15 20:4 22:16 26:12 28:18 42:21 44:23 45:14</p> <p>Goodhuntz 32:16 36:21,23 37:2, 3 39:16</p> <p>govern 44:12</p> <p>government 12:4</p> <p>Governor 10:11 14:9</p> <p>grandchildren 29:3</p> <p>grant 27:23</p> <p>graph 10:16 11:10 12:11</p> <p>great 4:3 9:23 11:10,18 18:19 24:23</p> <p>greatest 13:12</p> <p>greatly 10:1 27:10</p> <p>Greg 31:20</p> <p>group 24:16</p> <p>growing 10:4</p> <p>guess 7:10 17:14</p> <p>guidelines 5:14 9:4</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>handed 25:13</p> <p>handle 37:17</p> <p>handouts 14:3</p> <p>hang 40:9</p> <p>happen 18:21</p> <p>happening 29:5,8 44:21</p>	<p>happy 27:19</p> <p>hard 8:23 41:9</p> <p>harmless 22:6 23:19</p> <p>Harper 28:21</p> <p>hat 20:6</p> <p>hats 20:6</p> <p>he'll 15:6</p> <p>hear 4:16 7:19 8:19 35:13 44:6</p> <p>heard 9:7 24:17</p> <p>hearing 5:16</p> <p>Hearings 4:8</p> <p>heart 20:9,12</p> <p>hearts 8:19</p> <p>held 22:6 23:19 44:5</p> <p>Hester 20:1,2 22:15,16,17 24:8</p> <p>high 22:18 23:18 24:19 27:21,24 28:5,20,21, 24 29:4 32:18 41:23 42:6 43:9</p> <p>higher 20:16 43:20,22</p> <p>hinder 27:13</p> <p>historic 42:3</p> <p>history 33:16</p> <p>hit 23:22</p> <p>hope 9:4 28:13</p> <p>Horton 28:16 31:16,17,19 32:2,4,11</p> <p>House 10:12 14:10</p> <p>human 36:9</p> <p>hundreds 22:6 38:20 39:19,21</p> <p>hurts 20:9</p> <p>Hyde 32:22</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>id 38:23</p> <p>idea 38:2</p> <p>ideas 4:16</p> <p>IEP 30:8,13 38:5 40:19</p> <p>IEPS 40:21</p> <p>ill-equipped 37:16</p> <p>Illinois 12:5</p>
--	---	---	--	--	--



<p>impacted 21:19</p> <p>impacting 10:7</p> <p>implementation 40:22</p> <p>important 7:18 8:8 19:13,17 21:5 31:8 35:14,16, 21,22 44:8</p> <p>impoverished 25:4</p> <p>improve 27:12 37:8</p> <p>improved 10:1</p> <p>including 6:19</p> <p>increase 17:6,10</p> <p>increasing 13:22</p> <p>Incubation 41:13</p> <p>indulge 5:13</p> <p>inequitable 10:14</p> <p>inequity 12:7</p> <p>information 19:10 40:2 44:20</p> <p>infrastructure 13:13</p> <p>initiatives 44:2</p> <p>Innovation 41:13</p> <p>input 4:10</p> <p>insist 38:18</p> <p>instance 30:10</p> <p>instruction 35:8</p> <p>instructional 33:23 34:2 37:8 39:21</p> <p>intended 34:3</p> <p>interest 38:19</p> <p>International 17:21</p> <p>interpreters 4:23</p> <p>introduce 6:23</p> <p>investment 21:6 27:21</p> <p>investments 21:11</p> <p>ISLS 26:22</p> <p>issue 6:11 28:19</p> <p>issues 40:17</p> <p>items 40:13</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jackson 6:24 7:7,9 19:8 20:20,22 21:4 27:16 31:4 32:17,22,24 33:7 35:10 40:6,11 43:24</p>	<p>Janice 6:24 7:7,8 9:10 13:19 21:3 40:9</p> <p>Jerrold 7:4</p> <p>job 33:22</p> <p>joined 4:11</p> <p>Julian 22:18,19,20 23:18 24:3 28:21 42:19 43:9 45:3</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>kicked 43:6 45:5</p> <p>kids 20:12 29:22 43:5 45:4,7,24</p> <p>Kimberly 4:5</p> <p>kind 18:11 34:13</p> <p>kinds 41:1</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>Labor 41:10</p> <p>lady 45:12</p> <p>laid 30:12</p> <p>larger 21:21</p> <p>largest 22:20</p> <p>laughable 38:3</p> <p>law 17:10 30:7</p> <p>lawyers 17:11</p> <p>LEA 40:20</p> <p>leaders 32:6</p> <p>leadership 4:12 7:11 8:6</p> <p>learners 4:14 7:2</p> <p>left 15:7,8 31:21</p> <p>legislative 13:1</p> <p>level 11:4 20:16 36:2</p> <p>levels 10:11</p> <p>limit 5:21</p> <p>limited 6:5</p> <p>listed 6:9 16:13,16,20</p> <p>listen 9:3</p> <p>listening 8:10</p> <p>lobby 39:5</p> <p>local 17:13 40:20</p> <p>Lofton 7:1 30:3 31:1 40:16</p> <p>lose 39:20</p>	<p>losing 17:23 23:13</p> <p>loss 17:16 26:16</p> <p>losses 23:13</p> <p>lost 23:11,24 26:17,18 28:22 35:8 42:20</p> <p>lot 18:20,22 19:1,15 20:5 24:1 44:1</p> <p>lots 34:22</p> <p>lower 37:1 38:18</p> <p>LSC 41:21</p> <p>lucky 35:5</p> <p>lumps 25:16</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>Macowski 32:13,15,17,20,23 33:1,9 35:10</p> <p>made 8:3 9:21,22 21:6,10, 18 33:13 37:7</p> <p>Magnet 25:7</p> <p>mailbox 30:23</p> <p>maintaining 22:2</p> <p>major 30:15</p> <p>make 5:18 9:6 15:21 18:17 19:11,17 23:8 24:5 27:16 30:16 35:16 36:10,12,16,17 40:22 41:3 45:11,23</p> <p>making 8:12 22:2 28:8 29:21 31:6,14 36:15 44:5, 13,16</p> <p>mark 15:8</p> <p>market 16:6,7 19:13</p> <p>Martin 7:3 22:17</p> <p>matter 4:12</p> <p>Mayor 38:23</p> <p>Mcduffy 42:15,16,18 45:3</p> <p>means 21:17</p> <p>meet 22:7 30:17</p> <p>meeting 4:15 5:14,19 6:20 7:16 9:11 15:2 38:17 41:12</p> <p>meetings 41:11 44:19</p> <p>member 6:10,14 16:1 35:18</p> <p>members 4:11 6:23 33:15</p> <p>mention 45:11</p> <p>mentioned 44:14</p>	<p>mentoring 24:1</p> <p>met 23:6 38:6</p> <p>Michael 9:12,16 14:24</p> <p>microphone 15:14</p> <p>mike 7:1 18:13 32:2</p> <p>mike's 15:21</p> <p>million 11:8,16,17 16:19,22 17:6,8,11 22:21 29:14 39:1 41:17 42:21</p> <p>millionaires 39:6</p> <p>millions 29:21 38:20 39:19, 21</p> <p>mini- superintendent 26:23</p> <p>minimum 17:18,19</p> <p>minutes 5:13,19,22 15:4 20:23</p> <p>misrepresented 38:13</p> <p>missed 37:21</p> <p>mistakes 33:18</p> <p>model 36:4,9</p> <p>MODERATOR 4:1 9:9 14:23 18:6 19:20 21:2 22:13 24:8 28:12 30:1 31:16 32:1,3,11 33:5 36:20,24 40:3,9 41:5 42:8,13 44:23</p> <p>Monday 40:12</p> <p>money 13:15 14:1 17:16,23 25:21,24 29:19,22 41:20 43:4,6 45:9,22</p> <p>monitor 30:22</p> <p>monitors 5:4</p> <p>Moss 7:1 9:12,15,16 18:14 39:8,23</p> <p>move 15:19</p> <p>moved 19:2</p> <p>movement 18:22</p> <p>multiple 6:8</p> <p>Myron 20:1,2</p> <hr/> <p style="text-align: center;">N</p> <hr/> <p>nature 11:1</p> <p>necessarily 34:7</p> <p>needed 37:14</p> <p>negatively 29:9,10</p>	<p>negotiation 37:6</p> <p>neighborhood 27:18 28:5 45:6,23</p> <p>network 7:4 21:8 26:2,16,20, 22 27:1,3 33:24 34:6</p> <p>networks 25:21,22 26:14,15 27:4,9,13 33:24</p> <p>nice 41:14</p> <p>Noble 41:22</p> <p>Noreen 32:15 36:21 37:2</p> <p>Norwood 41:7 42:10,11</p> <p>note 19:13 21:5 31:8 35:14,21,22 44:9</p> <p>notes 18:16</p> <p>noticed 28:19</p> <p>notify 15:6</p> <p>number 6:2 19:21 22:11 24:9 25:2 26:24 29:18 30:20 37:7</p> <p>numbers 17:20 24:24</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>O-e-l-s-s 30:22</p> <p>obfuscates 25:15</p> <p>obligations 30:7,16</p> <p>odd 29:15</p> <p>office 14:6 16:15,21 27:1 30:13 41:13</p> <p>officer 6:24 33:23</p> <p>officers 34:2</p> <p>offices 26:3</p> <p>Olive-harvey 23:16</p> <p>one-man 35:19</p> <p>onsite 6:14</p> <p>open 8:2,19</p> <p>opening 33:11</p> <p>opportunities 37:21</p> <p>opportunity 4:15 5:18,23 7:17 8:9 9:6 24:16</p> <p>opposed 35:1</p> <p>orange 10:24 11:6</p> <p>order 8:23 29:19 31:9</p> <p>organization 6:9,10</p> <p>over-testing 34:19</p> <p>overnight 33:13</p>	<p style="text-align: center;">P</p> <hr/> <p>p.m. 5:17 6:3</p> <p>paid 45:8,19,20</p> <p>painful 12:20 25:5,10</p> <p>panel 6:23</p> <p>parent 20:7 24:20,21 37:11 42:20</p> <p>parents 45:16</p> <p>parity 10:10 12:14</p> <p>Park 24:19 25:1,6,9 27:17,21 31:11,13 32:22</p> <p>Parker 15:16,18</p> <p>part 7:13 33:11</p> <p>participation 7:14</p> <p>parting 33:14</p> <p>partner 38:10</p> <p>partners 10:9 14:14</p> <p>partnership 13:4 23:16</p> <p>parts 18:16</p> <p>pass 31:19 40:5</p> <p>past 21:6</p> <p>Patricia 24:11</p> <p>pay 11:12,15 16:6 38:14, 17</p> <p>paying 11:17 16:4,24 19:9, 13 38:19 39:19 45:17</p> <p>pays 12:2,5,6</p> <p>PE 23:4</p> <p>pension 10:4,10 11:12,13,18, 22 12:3,7,13,18 13:23</p> <p>pensions 26:9</p> <p>people 8:6,22 17:12,13 36:2</p> <p>percent 14:5</p> <p>Percy 42:19 45:3</p> <p>performance 9:24</p> <p>period 5:24</p> <p>personally 7:17</p> <p>personnel 25:22</p> <p>peso 35:5</p> <p>phase 31:12</p>
--	--	--	---	--	---



<p>phone 30:20</p> <p>phonetic 15:20 24:10,12 32:13,16</p> <p>photos 41:9</p> <p>picking 32:6</p> <p>pie 12:12 25:13,15</p> <p>place 18:22 28:6 45:8</p> <p>plan 6:7 31:12</p> <p>plans 29:17</p> <p>pleased 7:23 10:14</p> <p>point 44:4 45:15</p> <p>pointed 21:16</p> <p>pointer 16:18</p> <p>points 26:5</p> <p>policy 44:12</p> <p>politician 34:16 35:24</p> <p>Pope 24:10,11,15 27:17</p> <p>portion 15:2</p> <p>position 17:1,6,17 26:18 27:10 34:5</p> <p>positions 16:20,23 17:9,16 18:20,22 19:1 22:24 23:1,10 26:16,17 28:22</p> <p>post 5:10</p> <p>posted 40:8,12</p> <p>practice 27:12 30:8</p> <p>practices 21:12 44:10</p> <p>prefer 41:9</p> <p>prepare 8:23</p> <p>present 7:22 22:12</p> <p>presentation 5:15 9:13,19 10:17 14:21 25:13</p> <p>presented 9:5</p> <p>presenting 4:20 11:20 13:20 37:24</p> <p>President 10:12 14:10</p> <p>pressure 11:11,19</p> <p>pretty 31:6 36:23</p> <p>previous 11:21 33:17</p> <p>price 45:18</p> <p>principal 22:18 32:5</p> <p>principals 27:6,11</p>	<p>priorities 4:17 13:10 33:12</p> <p>prioritize 13:12,18</p> <p>privatize 16:5</p> <p>problems 37:18</p> <p>process 7:13 45:13</p> <p>programming 23:14 28:4</p> <p>programs 23:12 25:17</p> <p>progress 10:3</p> <p>projections 22:8</p> <p>promote 41:20</p> <p>promptly 5:17</p> <p>pronounced 24:13</p> <p>pronouncing 28:14 32:14</p> <p>proper 10:11 11:4</p> <p>proposal 4:19 6:16</p> <p>proposals 37:7</p> <p>proposed 8:11</p> <p>provide 4:10 6:13,17 7:7 11:22,24 30:8</p> <p>provided 5:8</p> <p>providing 14:18</p> <p>public 4:7,16 7:11,14 15:1 19:10,11,14 31:6,14 35:16 36:3,8 37:4 38:10 44:13,21</p> <p>publicly 8:24 28:9 36:17</p> <p>pure-bred 34:15</p> <p>pushing 23:2</p> <p>put 12:16,23 13:15,24 14:2 19:4 21:22 29:19 45:5</p> <p>putting 45:13</p> <hr/> <p>Q</p> <hr/> <p>quality 37:8 44:2,6</p> <p>question 16:3,11 19:8 20:14, 20 21:4 30:4 31:20, 22,24 35:12 39:23 40:7,11</p> <p>questions 5:1,6,8,9,11 6:13,18, 19 9:18 14:19 15:12 18:9 19:6 39:9 41:2 42:19</p> <p>quick 17:22</p> <p>quickly 5:2 9:17</p>	<hr/> <p>R</p> <hr/> <p>raise 27:5 33:5</p> <p>rank-and-file 35:18</p> <p>rate 11:3 16:6</p> <p>rates 10:2 16:7 38:19</p> <p>reach 20:15 30:21</p> <p>ready 20:1</p> <p>real 22:22 35:12</p> <p>reality 10:7 13:21</p> <p>rebel 42:4</p> <p>receive 10:23 23:18</p> <p>received 23:1 26:15 28:20</p> <p>receiving 25:10 40:19 45:9</p> <p>recent 27:20</p> <p>recently 14:8 27:20</p> <p>recipients 27:23</p> <p>recognize 28:5</p> <p>record 44:17</p> <p>reduce 29:18</p> <p>reducing 31:5</p> <p>reduction 28:3</p> <p>reductions 21:18 22:1</p> <p>reflect 10:6</p> <p>reflects 13:21</p> <p>refuse 38:14</p> <p>regularly 30:23</p> <p>rehab 13:14</p> <p>reiterate 40:17</p> <p>related 6:6 44:6</p> <p>relevant 25:19</p> <p>relief 12:18</p> <p>remarks 9:10 33:12</p> <p>remember 33:21</p> <p>remind 15:3</p> <p>renewals 41:14</p> <p>rent 16:4 19:9</p> <p>repetition 42:12</p> <p>report 41:10</p> <p>reporter 16:1</p>	<p>represent 26:16</p> <p>requested 37:12</p> <p>requirement 11:18</p> <p>requirements 21:20</p> <p>resident 29:2</p> <p>resources 25:8 26:1,7 30:5,17</p> <p>respond 6:18 20:23</p> <p>responsibility 8:2 19:15 36:7</p> <p>responsible 40:21</p> <p>restorative 21:12</p> <p>resulted 33:19</p> <p>retire 39:20</p> <p>retired 24:18 32:4</p> <p>retiring 39:13,18</p> <p>retrain 23:14</p> <p>revenue 16:4 37:22 38:11</p> <p>revenues 12:11</p> <p>rich 38:21</p> <p>risks 38:13</p> <p>role 7:10</p> <p>run 43:7,8</p> <p>running 34:16</p> <hr/> <p>S</p> <hr/> <p>safely 23:8</p> <p>safety 22:23 23:24</p> <p>savings 18:4</p> <p>scheduled 4:18</p> <p>school 4:5 6:9,10 11:2 12:3 14:5 16:1,10,12,13, 16 17:22 18:2 22:4, 18 23:3,8,18 24:19 25:1,3,8,16 27:21 28:6,21 29:4,16 30:19 31:23 32:18 34:8,17 35:7 38:4 41:14,23 42:2,4,6, 22,24 43:2,9,14 44:2,6</p> <p>schools 4:7,16 7:12 8:2 11:3 14:6 16:3,5,13 17:4, 13,17,22 18:11 19:14,16 21:10 24:4 25:16,19 26:1 27:1, 5,6,13,14,18,24 28:2,22,23 30:5,17 34:21 37:4,16,22 38:10 40:18 41:22, 24 43:3,5,7,8,16,17, 21 44:11,17,22 45:9, 23</p>	<p>science 23:15</p> <p>seconds 15:7</p> <p>section 17:7</p> <p>security 22:23,24 23:24</p> <p>self-assist 23:7</p> <p>semi-retired 34:20</p> <p>Senate 10:12 14:9</p> <p>served 30:12</p> <p>service 21:10,14 27:7</p> <p>serviced 27:1</p> <p>services 25:18 40:19</p> <p>servicing 8:14 19:19</p> <p>session 13:1</p> <p>set 10:14 34:23 45:6</p> <p>severely 25:3,4</p> <p>shaded 11:5</p> <p>Shannon 4:1,5 9:5,9 14:23 18:6 19:20 21:2 22:13 24:8 28:12 30:1 31:16 32:1,3,11 33:5 36:20,24 40:3,9 41:5 42:8,13 44:23</p> <p>Sharon 19:22 20:5</p> <p>sheet 14:4 28:20</p> <p>shift 44:16</p> <p>short 9:13,19 31:4</p> <p>shortly 31:15</p> <p>show 35:19</p> <p>shows 10:17 11:10</p> <p>side 7:16 8:16</p> <p>sign 6:2</p> <p>sign-language 4:23</p> <p>sign-up 5:24</p> <p>signed 4:24 5:17 15:11 45:1</p> <p>similar 19:15</p> <p>sincere 8:10</p> <p>situation 8:13 13:17 14:12</p> <p>size 21:18,20 22:3</p> <p>sizes 21:22</p> <p>slash 6:21</p> <p>slice 12:12</p> <p>slide 11:22</p>	<p>slots 5:3</p> <p>slow 42:6</p> <p>small 13:8 27:2</p> <p>social 21:9</p> <p>social/emotional 20:17 21:5,7</p> <p>solid 10:23</p> <p>solution 10:15 12:9 13:3,4 14:15</p> <p>sort 11:5</p> <p>sounded 39:2</p> <p>sounds 4:2</p> <p>source 16:4</p> <p>south 8:16 41:24</p> <p>Spanish-language 4:21</p> <p>speak 5:18,23,24 6:10,14 7:10</p> <p>speaker 6:1,12 10:12 14:10 15:3,16 19:21,24 24:9 44:24</p> <p>speakers 5:21 6:5,8</p> <p>speaking 41:9 44:14</p> <p>special 25:2 28:24 29:5 38:3,8 45:7</p> <p>specialist 21:9</p> <p>specific 40:17 41:1</p> <p>specifically 39:11</p> <p>specifics 39:15</p> <p>spend 10:8</p> <p>spending 25:15 33:20 41:19</p> <p>spent 25:21 29:13</p> <p>Springfield 12:8 26:7 39:5</p> <p>staff 6:14 8:22 20:17 34:7 45:17</p> <p>staffer 37:5 41:17</p> <p>staffing 21:15</p> <p>standard 43:21,22 44:5</p> <p>standardized 9:24 34:23 35:6</p> <p>start 15:1 18:13 23:8</p> <p>started 4:4 5:12 6:22 44:9</p> <p>state 10:4,10,18,19,22 11:9,17,24 12:2,4,6, 14,15,18 13:1,5,22 14:9 28:10</p> <p>statement 5:19 33:13 35:16 36:17</p>
---	---	---	---	---	---



<p>stayed 21:19</p> <p>step 15:15 19:23 28:1 31:18 42:16</p> <p>steps 28:8 33:17</p> <p>Stokes-smith 45:1,2</p> <p>strategizing 23:7</p> <p>strides 9:23</p> <p>structure 26:10</p> <p>student 11:22 12:1,6 24:1 27:5 30:11</p> <p>students 8:15,16 10:2 17:23 19:19 21:19 22:12 24:2,22 25:2,7,9 28:24 29:6,9,10,16, 18 30:4,11,18 38:2, 5,6,21 39:7,20 40:18 43:13 45:17,24</p> <p>students' 20:16</p> <p>style 8:7</p> <p>subject 4:12</p> <p>subsequent 44:19</p> <p>substance 16:2</p> <p>substitute 34:20</p> <p>suddenly 33:22</p> <p>sue 38:11</p> <p>suffering 27:19</p> <p>super 36:9</p> <p>superhero 45:18</p> <p>superhuman 36:5</p> <p>superintendent 34:12</p> <p>superintendents 27:4</p> <p>supplies 20:17</p> <p>support 4:5 9:1 20:18 23:9, 19 28:6 34:6 44:20</p> <p>supports 21:5,7,11 30:8 37:11</p> <p>surplus 38:24 39:1</p> <p>surrounded 41:22</p> <p>Susan 15:20,23</p> <p>SVB 21:16</p> <p>swaps 38:12 39:12,13,18</p> <p>system 10:13 11:12,13 32:7 33:18 34:8,17 40:4</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>tab 16:11</p>	<p>table 7:16</p> <p>taking 18:16 41:9</p> <p>talents 9:1</p> <p>talk 14:13 18:14 26:8,9, 19 38:1</p> <p>talking 12:7 13:2 18:17,21 39:4</p> <p>targeted 38:7</p> <p>tax 26:10 39:6</p> <p>taxed 43:18</p> <p>taxpayer 16:2</p> <p>teacher 15:24 23:10 24:18 32:18 34:21 35:2 37:3,13 38:4</p> <p>Teacher's 15:24</p> <p>teachers 20:15 21:15,18 23:11,15 25:23 27:12</p> <p>Teachers' 37:5 38:10</p> <p>teaches 38:4</p> <p>teaching 25:6</p> <p>team 23:6</p> <p>telecommunicatio ns 25:17</p> <p>telling 41:19</p> <p>ten 33:21</p> <p>termination 38:14,17</p> <p>terms 23:10 30:6</p> <p>test 4:1</p> <p>testing 29:14,20 31:5,13 34:24 35:1,2</p> <p>tests 10:1 29:15,18 31:10 35:7,9</p> <p>theme 18:11</p> <p>thing 16:7,18 25:11 44:8 45:14</p> <p>things 8:11 13:15 16:12,15 29:7,12 41:1</p> <p>thousands 22:6</p> <p>threatened 10:3</p> <p>TIFF 38:24</p> <p>tight 23:2</p> <p>time 31:10,12 37:6 39:2 40:14</p> <p>timekeeper 15:5</p> <p>times 40:24</p>	<p>title 33:22</p> <p>today 4:11 7:22 8:22 19:10 20:6 22:10 44:1</p> <p>tonight 4:20 5:10 6:1 7:10 15:5,12 33:12 44:24</p> <p>tonight's 5:14</p> <p>topics 6:6</p> <p>total 15:11</p> <p>toxic 38:12</p> <p>trade 35:24</p> <p>traditional 19:16</p> <p>tragic 37:20</p> <p>trained 23:12</p> <p>transition 31:9,13</p> <p>translators 4:21</p> <p>transparent 17:18,19</p> <p>transportation 4:13 7:3</p> <p>treasurer 40:4</p> <p>treatment 16:9</p> <p>trends 44:13</p> <p>Trina 15:16,18</p> <p>true 21:19</p> <p>trust 36:4,9</p> <p>turn 7:6 9:11</p> <p>typically 27:2 34:12</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>ugly 42:22</p> <p>unable 6:20</p> <p>Underdue 7:4</p> <p>understand 15:17 17:2 39:23 43:1</p> <p>understands 36:5</p> <p>unfair 14:12 26:9,10</p> <p>unhappy 16:2</p> <p>Union 15:24 24:19 26:6 37:5 38:11</p> <p>unit 16:19 17:7</p> <p>unnecessary 33:19 34:5</p> <p>unsustainable 12:21</p> <p>uphold 43:21</p> <p>upholding 43:20</p>	<p style="text-align: center;">V</p> <hr/> <p>vacancies 22:1</p> <p>Vance 41:6,7,8 42:9</p> <p>versus 25:9</p> <p>veteran 37:4</p> <p>view 25:3</p> <p>visit 6:21</p> <p>voice 9:7 30:24</p> <p>vote 4:18</p> <p>voting 38:16 40:14</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>wanted 7:22 26:4,5,13 28:9 29:12 36:16 45:11</p> <p>Washington 7:4 26:12</p> <p>wasted 25:24</p> <p>wearing 20:6</p> <p>website 5:6,11 6:17,19,21 10:17 14:18 18:12, 15,17 19:5 39:11 40:1</p> <p>weeks 8:3 34:22</p> <p>welcoming 18:1</p> <p>Whitney 25:7</p> <p>wished 26:5</p> <p>work 8:9 14:14 26:6,19,21 27:5,6 30:16 33:9 36:10</p> <p>worked 8:22</p> <p>working 10:9,15 12:8,14 18:18 27:11,12 36:11 44:2</p> <p>worse 38:7</p> <p>wraparound 21:14 37:11</p> <p>wrong 24:14 25:11</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>year 4:7 9:20 11:20 12:20 13:7,8 22:5 23:8,19, 21,22 24:5 29:16 30:19 31:12 34:23 35:7 39:14 41:20 43:2</p> <p>years 9:22 10:21 11:9 21:7 32:4 33:22 36:15 39:2</p> <p>yellow 12:12</p> <p>young 25:7 45:12</p>
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