CHICAGO BOARD OF EDUCATION
FY 22 PROPOSED BUDGET HEARING
(Zoom)
held on
July 21, 2021

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled matter held via Zoom, Chicago, Illinois, commencing at 4:05 p.m. and concluding at 5:14 p.m.

BOARD MEMBERS PRESENT:
MR. MIGUEL del VALLE, President
MR. SENDHIL REVULURI, Vice President
MS. AMY ROME
MR. LUCINO SOTELO
MS. ELIZABETH TODD-BRELAND
MR. DWAYNE TRUSS

MEMBERS ABSENT:
MS. LUISIANA MELEND EZ

Reported By: Karen Fatigato, CSR
APPEARANCES:

MR. JOSEPH MORIARTY, General Counsel

DR. MAURICE SWINNEY, Interim Chief Education Officer

MS. LINDY McGUIRE, Interim Chief Operating Officer

MS. ESTELA BELTRAN, Secretary to the Board
(Whereupon, the following proceedings commenced at 4:05 p.m.)

PRESIDENT del VALLE: Good evening, ladies and gentlemen, I am Miguel del Valle, on behalf of my fellow Board Members, welcome to the second Fiscal Year 22 Budget Hearing. Today is July 21st, 2021. We are holding the second Fiscal Year 22 Budget Hearing electronically via Zoom. The purpose of this second hearing is to comply with the School Code provisions regarding the Fiscal Year 22 Budget.

Madam Secretary, please state for the record the notice procedure for this hearing.

SECRETARY BELTRAN: Thank you, Mr. President.

Notice of this public hearing was published in the Chicago Sun-Times, a newspaper of general circulation in the City of Chicago and posted at Principal Office and 42 West Madison Street Lobby on July 15th, 2021. Notice was also posted on the CPSBOE.ORG and CPS.EDU websites on July 15th, 2021. I will now read into the record the public notice as published.
NOTICE: Public Hearings FY 22 Budget
for the 2021-2022 Fiscal Year. Chicago Board of
Education, commonly known as Chicago Public
Schools.

To Whom It May Concern: Public notice
is hereby given by the Chicago Board of
Education that it has prepared an FY 22 Budget
for the 2021-2022 Fiscal Year in tentative form
and that five copies thereof, available for
public inspection, have been filed and are now
on file in the Office of the Board of Education
of the City of Chicago, commonly known as
Chicago Public Schools, One North Dearborn,
Suite 950, Chicago, Illinois, 60602 and
available at WWW.CPS.EDU/BUDGET. And that said
Board of Education will hold two public hearings
upon said budget.

Date: Tuesday, July 20th, 2021.
Hearing Time: 6:00 p.m. to 8:00 p.m.

Date: Wednesday, July 21st, 2021.
Hearing Time: 4:00 p.m. to 6:00 p.m.

Pursuant to the Gubernatorial Disaster
Proclamation dated June 25th, 2021 and to
protect the public's health in response to the
COVID-19 pandemic, the public will have access to the meeting via livestream at CPSBOE.ORG and public participation will be held via an electronic platform.

For these two public hearings advance registration to speak will begin on July 15th, 2021 at 10:30 a.m. and will close on Monday, July 19th, 2021 at 5:00 p.m. or until 30 slots have filled for each hearing, whichever occurs first. Advance registration during this period is available by the following methods: Online at WWW.CPSBOE.ORG or by phone (312) 989-7313.

The public participation segment of the public hearings will conclude after the last person who has registered to speak has spoken or at 8:00 p.m. on July 20th and 6:00 p.m. on July 21st, whichever occurs first.

Members of the public may submit written comments related to the FY 22 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mail to One North Dearborn, Suite 950, by 5:00 p.m. July 22nd, 2021.

Dated at Chicago, Illinois, July 13th,
2021, Chicago Board of Education, by Miguel Delaware, President, and attest by Estela G. Beltran, Secretary.

Mr. President, I would also like to note the Board Members that are present here today.

Member Rome?

MEMBER ROME: Here.

SECRETARY BELTRAN: Vice President Revuluri?

VICE PRESIDENT REVULURI: Here.

SECRETARY BELTRAN: Member Todd-Breland?

MEMBER TODD-BRELAND: Here.

SECRETARY BELTRAN: Member Truss?

MEMBER TRUSS: Here.

SECRETARY BELTRAN: And President del Valle?

PRESIDENT del VALLE: Here.

SECRETARY BELTRAN: We have five members present. There is a quorum.

And I would also like to recognize Joseph Moriarty, our General Counsel, and note for the record that he is on the premises. And
Dr. Maurice Swinney, our Interim Chief Education Officer, and Lindy McGuire, our Interim Chief Operating Officer.

And I would also like to note for the record that Board Member Sotelo has joined the meeting, so we have six members present, and there is a quorum.

Thank you, Mr. President.

PRESIDENT del VALLE: Thank you, Madam Secretary.

Let's begin with the Fiscal Year 22 Budget presentation. I want to introduce Heather Wendell, who is our Budget Director, and she will introduce co-presenters after she's done with her presentation. So let's proceed, Heather.

MS. WENDELL: Thank you, President del Valle.

And good evening, Members of the Board. I'm pleased to present an overview of our proposed FY 22 Budget.

Next slide, please.

CPS's proposed FY 22 Budget totals $9.3 billion. This proposed budget includes $1
billion in Federal relief funding and is a record-high investment in CPS students that promotes equity and prioritizes resources for the schools and students who need them most.

Key investments within this proposed budget include $225 million in additional funding for school budgets. This includes flexible spending for schools, equity grants, some enrollment-based funding, special education teacher and paraprofessional allocations, support for case managers, early childhood programming, charter schools, supplemental aid and title funds along with SBB.

Additionally, the budget reflects a $672 million in guaranteed capital funding to address equitable facility investments throughout the city. And another 267 million to support year one of the district’s Moving Forward Together framework, which is a two-year $525 million plan to address students’ social and emotional needs, accelerate student learning and prepare students for success beyond the pandemic using a holistic equity-based approach.

The $9.3 billion budget includes three
primary components, the Operating, Capital and Debt Service Funds.

The Operating Budget as proposed includes $7.8 billion. This reflects CPS's day-to-day expenses, including staff costs and benefits, contractual services like transportation, supplies and equipment. The Operating Budget is funded by a variety of State, local and Federal sources. And roughly half of the operating expenses are funded by property taxes.

The second component of the budget is the Capital Budget at $707 million. This provides funding for building repairs, technology investments and other long-term investments in our district's infrastructure. The Capital Budget is funded primarily through the issuance of long-term bonds.

The third component is the Debt Service Budget which totals 600 -- I'm sorry, $763 million in FY 22. The Debt Service Budget covers payments on long-term bonds issued by the district to fund capital projects. And this is funded primarily through State revenues.
Public feedback informed the investments that are reflected in our FY 22 proposed budget. For the second straight year the district engaged in city-wide public forums to solicit feedback on our approach to school funding. Feedback from the public included the following that informed some of the major investments reflected in CPS's FY 22 proposed budget:

Increase equity in school funding. A 50 percent increase to the school equity grants which now total 66 million and the use of the district's Opportunity Index to identify schools most in need of additional funding are included here in direct response to feedback around the need to continually increase equity in our approach to school resourcing.

The second piece of community feedback was around accounting for the impact of COVID-19 on school enrollments. We heard this from all facets of the city throughout our stakeholder engagement process, and in response the FY 22 Budget includes a $32 million investment in new funding to help mitigate the impact of COVID-19.
on enrollment-based allocations to support stability in operating and programmatic elements for schools as we return to school in fall.

The third element is the idea that we need to continue to support principals and LSCs and school communities to make best use of their dollars. The feedback included the notion of ensuring that we continuously support school leaders with training, resources and other information that allow them to make best choices and strategic use of all of the dollars allocated.

We've increased our support in these areas as well partnering with the Office of LSC Relations and working directly with principals and Network Chiefs.

The FY 22 Budget includes a record $4.4 billion in direct school funding. We increased the school funding in the FY 22 budget by $225 million in FY 22 compared to the prior years. New investments in school budgets include $85 million in flexible funding to begin to address needs caused by the pandemic. This is part of our overall historical investment of 525 million
as mentioned earlier in the Moving Forward Together framework.

$66 million, which is an increase of 22 million from FY 21, in our equity grants to support high-needs school and ensure all students are able to access a high-quality education.

A $30 million investment in additional special education funding to advance equity and meet student needs.

$32 million is the investment to mitigate the impact of COVID-19 on enrollment-based allocations as mentioned prior as it relates to stakeholder engagement.

$16 million to expand the access to free full-day pre-K programming.

And a $17 million investment to add additional positions under nursing, social worker and case manager to bring our staffing levels to an all-time high within the district.

As mentioned, the district’s Moving Forward Together plan makes an unprecedented investment to address the impact of COVID-19.

The Moving Forward Together plan was informed
heavily by feedback from school leaders, teachers, students, parents and community partners and reflects a two-year $525 million investment to address the pandemic's impact on student learning and social/emotional needs. The initiative includes $160 million in flexible school funds. These resources provide all school communities with additional dollars to program at the local level to best meet the needs of their schools and students. There's a focus on communities hardest hit by the pandemic with a -- utilizing an Opportunity Index in the formula for those funds.

An additional $165 million in priority resources for all students and schools. This supports evidence-based academic and social/emotional resources that will be administered by the district.

And finally, 201 million in targeted student supports. These are resources that are targeted to specific needs based on student priority and school needs.

In total the FY 22 Budget reflects 267 million of the total investment.
Federal funding provides vital resources to address student needs. And in addition to supporting the Moving Forward Together framework, there are other investments of ESSER I -- I'm sorry, II and III that are reflected in our FY 22 Budget. Like all districts throughout the country, COVID-19 impacted student learning and social/emotional needs, which really drives the need for new investments in this environment with limited revenue growth. To meet the student needs and align to the outcomes of the ESSER II and ESSER III, the FY 22 Budget includes $1.06 billion of Federal resources aligned to three ESSER priority areas:

One, emerging stronger post-pandemic with a focus on a safe return to in-person instruction in fall.

Point two, maintaining the continuity of services, including maintaining staffing and adding additional resources in schools.

And three, a continued focus on the resource equity, addressing the disproportionate impact of COVID-19 on communities of color and
communities experiencing poverty.

The $1.06 billion of ESSER funding in the FY 22 Budget is invested as follows:

267 million for the first year of the two-year $525 million Moving Forward Together plan.

$132 million investment to support student reengagement and school reopening costs for the fall covering onetime costs related to technology, PPE, cleaning and maintenance, vaccination efforts and other transition costs.

There's $100 million allocated ESSER III dollars for capital improvements related to air quality projects.

288 million for school-based programmatic investments. This includes the increases in the equity grants, additional funding for special education, continued support for the early childhood expansion and new academic programs.

There's $178 million for school-based instructional positions. And a $95 million commitment for the proportionate share of ESSER funding to support charter and contract schools.
I'd like to introduce now Deputy Chief of the Office of Budget and Grants Management, Mike Sitkowski, who is going to provide additional details on the Operating Budget and the Capital Budget.

Mike.

MR. SITKOWSKI: Thank you, Heather.

Good afternoon, Members of the Board.

This next part of the presentation, as Heather mentioned, will focus on an overview of what we are spending our money on in our Operating and Capital Budget and how those items are funded.

So the first thing to highlight here are our revenues in our Operating Budget and that Chicago taxpayers fund 50 percent of CPS's total Operating Budget. This 50 percent, about $3.9 billion of operating revenues, comes from local sources, primarily property taxes, with additional funding coming from the Personal Property Replacement Tax, TIF surplus and other smaller local revenue sources.

The second component of our operating revenues are State revenues, which comprise 23 percent or $1.8 billion of our total Operating
This is funded primarily through the State’s evidence-based funding formula in addition to teacher pension normal costs and categorical grants from the State.

The third component of our operating budget is funded by Federal revenues, which in FY 22 comprised of 27 percent or $2.1 billion of our total Operating Budget. These include both recurring sources, which include title funding and lunchroom funding and primarily support low-income students, and also Federal relief funding, ESSER II and ESSER III that were discussed on previous slides and add significant one time revenues to the FY 22 Budget in response to the pandemic.

Now, let’s look at what CPS spends its money on in the FY 22 Budget. So salaries and benefits comprise 77 percent of total Operating Budget expenses. This includes the teacher salaries, salaries for support personnel, benefits, pension costs and also charter tuition, which primarily funds salaries and benefits at charter schools within the 77 percent.
The remaining 23 percent of our budget is used to pay non-personnel expenses, including commodities, such as, food and utilities, instructional supplies, equipment and software, student transportation and building repair, contractual services, such as, Facilities Management and Safe Passage.

When we think about our 77 percent of our total budget that supports personnel costs, these are the positions included in our FY 22 Budget. I want to highlight here that the FY 22 Budget includes over 41,000 full-time employees, over 96 percent of which directly support schools. Those employees supporting schools include teachers, school support staff and school administrators which make up 81 percent of CPS employees, while another 15 percent provide city-wide support to schools. These city-wide employees are managed centrally but are providing services to our school buildings on a daily basis. Less than 4 percent of CPS positions are Central Office administrative positions.

Lastly, I want to highlight a large
portion of our Operating Budget around teacher pensions and the fact that teacher pension liabilities remain a source of funding and equity between CPS and other districts throughout the State of Illinois.

Despite actions in recent years to improve funding for teacher pensions, I referenced on a prior slide that the State is now providing funding for the normal cost of teacher pensions or the costs that we incur each year in terms of new pension costs. CPS remains the only district in the State required to fund its own teacher pensions and cover the liability that exists in our pension fund.

The portion the State covers includes 277 million, only 277 million of the district's required $945 million pension payment in FY 22. What this means is that CPS is responsible for covering the remaining $668 million that's funded by Chicago taxpayers with dollars that could be otherwise invested in classrooms. Again, CPS is the only district in the State that incurs this cost on behalf of its teacher pensions.
Next we'll take a look at the Capital Budget. As Heather mentioned previously, CPS's capital budget provides $672 million of guaranteed funding in equitable capital investments to ensure schools are ready to welcome students back full time in the fall and support 21st Century learning environments. These investments include $100 million in Federal funding to support significant capital mechanical renovations to address air quality at 17 campuses. And this is in addition to the vast amount of air quality work that we are doing throughout our campuses throughout the city.

Another $328 million in funding is for critical maintenance and interior improvements, including roof and envelope repairs, modular refurbishments and other building improvements. $20.5 million is in the FY 22 Capital Budget to increase ADA accessibility at 33 schools. And this represents part of CPS's five-year $100 million commitment to improve accessibility at all of our schools. $80 million of FY 22 funding is
allocated to complete the remaining pre-K
expansions and conversions for the 21-22 and
22-23 school years.

30.5 million in building modernization
to ensure all schools are able to support 21st
Century learning environments.

Another $37.6 million is allocated to
design and build new playgrounds, play lots and
school yards at over 30 schools across the city.

And finally, $48.4 million is allocated
to upgrade school network infrastructure to
address equitable connectivity, replace aging
technology and provide new security equipment to
our schools.

Again, as Heather mentioned previously,
CPS's capital investments are funded primarily
through bond proceeds.

When we look at the funding behind our
$707 million Capital Budget, $554 million will
be funded by anticipated bond offerings and
other capital funds.

There's $100 million in Federal ESSER
III funding supporting the improvements to air
quality at our schools.
Another $17 million is allocated -- or is in confirmed external funding for Space to Grow and ITS projects.

And the Capital Budget also includes $35 million in other potential external funding to allow the district to undertake projects as additional external funds materialize throughout the fiscal year.

And with that, I am going to turn it over to our Treasurer and Deputy Chief Financial Officer Wally Stock.

MR. STOCK: Thank you, Mike.

Good afternoon, Members of the Board and everyone. On this slide we have a historical snapshot of our liquidity positions over time. Our financial condition has been improving in recent years, and we've maintained stability during COVID. Our FY 22 proposed budget is also very solid.

That said, there's still more improvement that CPS desires and needs to achieve on the financial front. This is not going to be something that we complete in a single year, it's a work-in-progress that will
happen over time, a little each year, if you will.

One financial consideration in particular that we need to improve upon is our operating fund balance at year end. We currently have an operating fund balance that is approximately 7-and-a-half percent of our annual expenses, and we have been increasing this balance slowly each year. However, our goal is to take this up to 15 percent, and we are really only halfway there. What this will achieve is greater financial stability and less reliance on short-term borrowing within each fiscal year that is depicted on this slide.

In our recent fiscal years and within the upcoming FY 22 fiscal year, short-term borrowing, structured as Tax Anticipation Notes, which we also refer to as TANs, will be used to support liquidity for all operations across the district because the timing of the receipt of budgeted revenues lags behind the pace of budgeted expenses and our fund balance is still not large enough to bridge this timing gap.

Specifically what this chart shows is a
ground zero cash position in green for the last five years verse the actual liquidity position in orange ranging from highs of 600 million to lows of negative $1.5 billion.

Whenever the liquidity position is less than zero, we use TANs depicted by the blue line to bridge that gap. For FY 21 our maximum TANs outstanding was $950 million. And we ended fiscal year with $244 million of TANs outstanding. And this was an improvement over FY 20 when we had $500 million in TANs outstanding.

But in FY 22, as I indicated, TANs will still be required. Our budget contemplates $12 million in interest expense for their use again despite the receipt of additional Federal stimulus revenues. The receipt of additional Federal stimulus revenues is, of course, an unprecedented benefit to CPS, but the Federal revenue is temporary, non-reoccurring. And in addition, all Federal revenue is structured as reimbursements, therefore, we need to spend on expenses before receiving the moneys. And so this will be another financial issue in the
expense verse revenue timing that we need to
manage from a liquidity standpoint and will
require the use of TANs to bridge that gap
because that fund balance still is less than
optimal.

Moving to the next page.

Another major aspect of the FY 22
Budget that we want to touch upon that you've
heard on is long-term debt outstanding. CPS
uses debt in the form of municipal bonds to fund
capital improvement projects. A majority of the
funding for capital improvement comes from the
sale of bonds. Currently CPS has $8.4 billion
of long-term bonded debt outstanding being
repaid out to the year 2046.

This chart illustrates the repayment.

The colors represent the types of revenue
pledged. The largest source of pledged revenue
towards the debt repayment is general State aid
shown in green. Above the green is blue and
that is Personal Property Replacement Tax
revenues. Those two sources of revenue together
come to the total shown by the black line. That
black line in turn represents moneys that could
flow to the operating account had they not been needed for debt service.

Said another way, while CPS long-term debt funds capital plans and building improvements throughout the district, the debt is primarily repaid by operating revenues and a balance exists between funding classroom bricks and mortar versus funding for classroom instructional needs.

Overall the FY 22 budget includes appropriations of $763 million for debt service payments on this long-term debt, 519 million of the 763 million or 68 percent is paid by State aid and Personal Property Replacement Tax revenues, which could be considered operating revenues had they not been budgeted for debt service.

That ends my part of the presentation, and I'd like to turn the discussion over to Miroslava Mejia Krug, our CPS Financial Officer.

SECRETARY BELTRAN: Miroslava, please unmute. Thank you.

CHIEF KRUG: Good afternoon, Board Members and everybody, my apologies.
In summary, across the three rounds of Federal ESSER relief funding, CPS will receive 2.8 billion in short-term stabilization dollars over five years that will allow CPS to:

1: Meet new needs of students and schools resulting from the pandemic.

And 2: Fulfill existing commitments to district priorities and contractual obligations and continue to invest in areas that have driven student growth.

Despite Federal relief, CPS remains greatly underfunded. CPS State revenues provide only 66 percent of what the district needs to be adequately funded, a funding gap that translates to $2 billion per year.

I want to highlight that Federal ESSER funds are a onetime resource that can be critically used to support student needs over the next three years, but the challenges identified necessitate structural revenue funding. CPS will continue to advocate for meaningful long-term revenue solutions.

President del Valle, this is the end of the presentation. I will turn it over to you.
now.

PRESIDENT del VALLE: Thank you, Miroslava. And I want to thank Walter and Mike for their presentations and, of course, Heather, our Budget Director. It's -- it was an excellent presentation, very clear. And I appreciate you making sure that key points are highlighted in a way that the public can absorb exactly what it is that we're talking about when it comes to the FY 22 Budget. So I really appreciate all the work that has gone into this, and again thank Heather, Mike, Walter, Miroslava.

What we'll do is rather than opening it up to questions at this point from Board Members, I'd like to just proceed to the public comment segment and then after the public comment segment we'll open it up for questions and comments from Board Members.

Madam Secretary, please share the rules for public comment.

SECRETARY BELTRAN: Thank you, Mr. President.

For the record I would like to note
that registration for the public hearing began on Thursday, July 15th, 2021 at 10:30 a.m. and closed on Monday, July 19th, 2021 at 5:00 p.m. or until all 30 slots filled or whichever occurred first. Individuals who registered to speak will have two minutes to comment. Members of the public may submit written comments related to the FY 22 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mail to One North Dearborn, Suite 950, by 5:00 p.m., Thursday, July 22nd, 2021. This hearing will conclude after the last person who has registered to speak has spoken or at 6:00 p.m., whichever occurs first. When called, please state your name for the record.

And, Mr. President, I will proceed by calling the first speaker. Our first speaker is Ambria Taylor, followed by speaker number 2, Mike Smith.

Speaker number 1, please unmute, star 6. Thank you. Please proceed.

MS. TAYLOR: My name is Ambria, and I teach at Holden in Bridgeport. This budget is empty. When I look at it I see bullet point
after bullet point about how money will be spent to train and develop current staff to roll out new programming. For two years I've been hearing all these promises about new people getting hired, nurses, counselors, all kinds of stuff. I have yet to see it. No other teachers I talk to in the city have seen it. And once again I see no actual concrete plan here for how and when they are going to hire and at what schools. I really think that's because they don't intend to do it.

There's no way anything new is happening without more people to do it and that really scares me. There is one counselor in my building. The counselor in my building runs sex ed, develops social/emotional curriculums for teachers, helps students choose and apply for high schools, collect student data school-wide, you know, counsels. You get the point, she has a few full-time jobs already. I worry about what is getting added to her plate with this plan, our two clerks' plates, our one security guard who apparently be doing home visits under this plan.
CPS claims they got lots of feedback on this budget, but it's a fact that many CPS families have no idea what's going on and they don't even know their won't be remote learning anymore, yet the applications for the Virtual Academy are due in two days. How on earth is CPS claiming they did all this outreach and got feedback on this plan when families don't even know the basics of what's coming in the fall?

And once again all I can think about is how are we going to deal with this without extra hands on deck? What am I going to do --

SECRETARY BELTRAN: You have 30 seconds.

MS. TAYLOR: -- if half my students don't come to school?

Yesterday the Board said $2 billion is replacement funds to pay back debt so we shouldn't expect much extra. That is not how relief money is supposed to be spent. Hire more people and if you don't have the money for them in three years, at least we were fully staffed for three years, which you shouldn't -- you should already have room for anyway in the other
$7 billion in your budget for the year. People shouldn't have to come here and beg you to actually spend the money you have.

PRESIDENT del VALLE: Please conclude your comments.

MS. TAYLOR: This money is a huge opportunity and it's about to be wasted. Thank you.

SECRETARY BELTRAN: Thank you, speaker number.

Our next speaker please is speaker number 2, Mike Smith, followed by speaker number 3, Madeleine Green.

Please unmute, speaker number 2.

MR. SMITH: Hello. Can you hear me?

SECRETARY BELTRAN: Yes. Please proceed.

MR. SMITH: Can you hear me?

SECRETARY BELTRAN: Yes. Please proceed.

MR. SMITH: My name is Mike Smith, I'm from Englewood, and the annual budget is the district's main statement of its priority. CPS has an unprecedented $2 billion in Federal money
to recover from the pandemic. Now is the time
not only to make funding transparent but to lay
out a plan that addresses the needs of our
community to recover from the pandemic and not
simply return us to normal. Normal is not a
standard I set for my students, and it should
not be a goal of a Board whose intent is to
improve the quality of education. Yet, this
Board clearly says CPS won't do what's needed.
The district won't hire key workers, make key
improvements to the demonstrator's commitment to
making schools better than they were before the
pandemic.

It's clear that the Board is simply
managing a broken system and lacks the vision to
make meaningful structural change. This is sad
and unfortunate that this stance the Board has
taken only exacerbates the harm the pandemic has
done in light of an opportunity to address all
the inequities that have persisted over the past
years.

It's fair to say that as a Board you
inherited the issues that our community faces,
yet your lackluster approach only illustrates
your willingness to accept an unjust and oppressive system and have become complacent in your success at the expense of my students. We deserve better.

I had a student that was shot six times over the school year, a sophomore, no more than 15 years old doesn't even have a driver's license. Maybe we can't stop the flow of guns, but we have the means to support our community. We can have a nurse, counselor and librarian in every school for a mere $70 million to help support those students who deal with trauma and other health concerns, but CPS is not doing that. You choose to spend $17 million, which is only a fraction of what is needed. The Board is choosing to ignore our students. There are concrete ways to improve the lives of our students and families and it starts with all of us.

SECRETARY BELTRAN: You have 30 seconds.

MR. SMITH: We need to work together in this moment to provide not simply a way to recover from the pandemic but transform...
education to find ways of sustaining our investment. You have the power to make these changes. You have the ability to work with all stakeholders to get new ideas. A failure to do so only solidifies your legacy of acceptance of an inequitable oppressive system and labels you as nothing more than a simulation Uncle Tom who don't care about the people whose necks you kneel on kneel on. We can move forward together if you allow the people to move with you. Thank you for your time.

SECRETARY BELTRAN: Thank you for your comments.

Our next speaker, Mr. President, is speaker number 3, Madeleine Green, followed by speaker number 4, Stuart Abram.

Please unmute. Thank you. Please proceed.

MS. GREEN: My name is Madeleine Green, and I'm a teacher at Tarkington on the southwest side of Chicago.

For much of 2020 our school zip code, 60629, saw the highest COVID rates in the State of Illinois. Our school is home to 80 percent
Latinx and 20 percent black students. Though we serve 1,000 students, we do not have a full-time nurse, social worker or librarian. Did you know that there is only one school librarian on the entire west side of the city? If the budget is a statement of our values and vision for our future, this Board’s budget shows you do not believe in an equitable future for black and brown students in Chicago, full stop.

This spring just 25 percent of students attended in-person classes, yet this fall you are expecting 100 percent in-person attendance five days a week. This cannot happen by magic. There needs to be trust rebuilt, and your budget provides nothing to rebuild students’ and families’ trust in CPS. What will happen when a student has COVID symptoms at school but there isn’t a nurse? What about when a student is struggling with the loss of a loved one and their social worker has over 1,000 students on their case load? Less than 1 percent of CPS’s budget or $70 million could provide a social worker, nurse and librarian for every school in CPS.
In yesterday's hearing we heard you, the Board, give excuses for why we cannot use President Biden's $2 billion ESSER funding to solve long-term structural inequities across CPS. This is wrong. The structural inequities compounded into pure crises by the pandemic are exactly what these funds are for. We know that decades of disinvestment, closing 50 schools in black and brown communities, shutting down half the city's mental health clinics will take structural systemic action to solve. But you, the Board of Education, appointed by the Mayor no less --

SECRETARY BELTRAN: You have 30 seconds.

MS. GREEN: -- have the power and responsibility to move the needle. Are you lobbying in Springfield? Are you using your access to research institutions to assess and target funding gaps? This CPS Board must continue to advocate for revenue at every level of government. When will you stop passing the buck and take ownership of the schools our students deserve? If not now, in
the midst of a global pandemic, when?

SECRETARY BELTRAN: Thank you for your comments, speaker number 3.

We'll proceed, Mr. President, with speaker number 4, Stuart Abram, followed by speaker number 5, Russell Dahlman.

Please unmute, speaker number 4, star 6. Stuart Abram, speaker number 4, please unmute. We'll continue --

MR. ABRAM: Can you hear me?

SECRETARY BELTRAN: There he goes. Thank you. I can hear you. Please proceed.

MR. ABRAM: Hello again, my name is Stuart Abram, and I'm lucky to work in one of the few well-resourced CPS schools on the Near West Side, Whitney Young. I'm commenting again today because I must stress budgets are moral documents. And hearing the Board's inadequate defense of how they would misuse the recovery funds yesterday was incredibly disappointing.

Roughly 2 billion in recovery funds is a 20 percent increase in funding over your over $9 billion yearly budget, yet you tell us you're unable to fund staffing increases. This money
was for recovery, not debt obligations. You have a responsibility to our students, do not just be a rubber stamp to the Mayor. Like the unelected President mentioned yesterday, addressing ventilation repairs is expensive. Ignoring smaller problems allows them to become larger more expensive problems, which is why the Board should listen to parents and teachers. It is not moving forward together when 17 of 300 schools get new ventilation and repairs in a pandemic. Less than 6 percent is a failure, Mr. President.

Like I mentioned yesterday, it's your choice not to fund a nurse, social worker, counselor and librarian at every school five days per week for a mere 3 percent of these recovery funds. This could be an ongoing program funded for years just from the recovery fund. You are making the choice to allocate 17 million, not the 76 million that our children are worth. Why are you denying our children recovery when you have the funds? Budgets are moral documents.

A three-year increase is well within
your capability, and if you had any heart you'd feel an obligation to families to help them recover in a pandemic. Let principals use recovery funds to hire new staff. How are you against that?

Again, you're making the choice to allocate 85 million --

SECRETARY BELTRAN: You have 30 seconds.

MR. ABRAM: -- not the 300 million needed to guarantee housing for all of our children. Even at my school, one of the best in the city, we have housing and secure students. Prioritizing debt over stable living conditions for our children is a choice that affects all of us.

Lastly, what happened to the other 1.3 billion not included in the plan you've shared? To move forward together you must make funding transparent. The proposal you make makes many funding decisions that are against the wishes of the families of Chicago. You can still make a --

SECRETARY BELTRAN: Thank you, speaker
MR. ABRAM: Equity is not just a buzz word.

SECRETARY BELTRAN: Thank you for your comments.

Our next speaker, speaker number 5, Russell Dahlman, followed by speaker number 6, Katy Schafer.

Please unmute, speaker number 5, star 6. Thank you. Please proceed.

MR. DAHLMAN: Hi, my name is Russell Dahlman, I'm a substitute teacher for CPS and I have the pleasure of working at Graham Elementary this year in Canaryville. Over half of our students at Graham come from Hispanic families and nearly a quarter of our student population are English-language learners. We're thankful to have a bilingual teacher who does necessary important works supporting our students, but how can we move forward together with equity across the district when our bilingual teacher, like so many other educators, are burden with finding their own materials to supply to their classrooms?
When schools reopen in fall, there is going to be a lot of work to do. We as educators aren't kidding ourselves, but we cannot do it alone. We're going to have to get students to reengage with reading and learning in person with books, physical books, after a year-and-a-half of online learning. How do we do that when our school doesn't even have a librarian? There are 400 schools across the district that do not have full-time librarians and that's not right.

We heard so much from the Board about the CPS and Biden Administration goals during last night's hearing to continue service and stabilize our communities. We can't just continue service like normal because like my comrades have said normal was never good enough. With the unprecedented amounts of Federal funding you are receiving this year, now is precisely the time to fully staff our schools, yet this budget won't do that. We need librarians. We need social workers, we need guidance counselors, we need nurses, not just in a few schools on the north side but in every
neighborhood, especially the black and brown neighborhoods on the south and west sides --

SECRETARY BELTRAN: You have 30 seconds.

MR. DAHLMAN: -- and systemically targeted and starved the resources for decades. If (inaudible) is a moral document, then I'm asking you to make a moral commitment in our young people by investing in them. We don't need an unelected rubber stamp for the Mayor, we need you to have courage and use this funding to make real change for the communities you are supposed to serve. Thank you.

SECRETARY BELTRAN: Thank you, speaker number 5.

We'll proceed, Mr. President, with speaker number 6, Katy Schafer, followed by speaker number 7, Sarah Howland.

MS. SCHAFER: Hello. Hi, my name is Katy, I am a parent of a kindergartner at Scammon Elementary. I am very concerned about the safety of the campus at Scammon Elementary. The modular units are deteriorated, waterlogged and moldy. The blacktop is cracking, uneven and
sinking in places. There is no playground at the school so children currently run and play on the broken blacktop. I am worried -- I am worried that my child will be injured while playing at the school during recess, and this is a liability for Chicago Public Schools. I want my child and all the children at Scammon to have a safe, warm and dry place to learn. It is shameful that they don't currently have these basic needs met.

I am surprised that CPS has allowed the campus to fall into such disrepair. Families and staff at Scammon have been asking CPS to invest in the Scammon campus for decades. This investment in Scammon is an equity issue. This school serves 92 percent low-income students and 88 percent Latino students. Scammon is the only CPS elementary school in the area that doesn't have a playground. If the parents, school staff and community members are the people responsible for speaking up when something is unsafe at a neighborhood school, why has it taken this long to get CPS administration to pay attention to Scammon Elementary School?
Scammon is a strong academic program, but the campus does not reflect that. The neglect of the campus is harming Scammon students, teachers and staff. I want the teachers who work at Scammon --

SECRETARY BELTRAN: You have 30 seconds.

MS. SCHAFTER: I want the teachers who work at Scammon and make the school what it is have a safe, warm and dry place to teach. I am worried that if they don't they will leave Scammon Elementary for a school that has been invested in by the district.

I am grateful that Chicago Public Schools has included a playground for Scammon in its FY 22 Capital Plan, but the safety concerns are more urgent than the lack of a playground.

SECRETARY BELTRAN: Thank you, speaker number 6.

We'll proceed, Mr. President, with speaker number 7, Sarah Howland, followed by speaker number 8, Marta Wray.

Please proceed.

MS. HOWLAND: Hello, my name is Sarah
Howland, and I'm here to speak on behalf of a
group of parents and neighbors of Scammon
Elementary. Our group, Scammon Campus
Improvement Project, has already collected over
330 signatures from residents in the Scammon
attendance area on a petition asking CPS to
build a fully-funded age-appropriate playground,
a new blacktop and permanent structures to
replace the dilapidated modular classrooms where
the school currently holds pre-K and music
classes.

Our petition follows years of
organizing by Scammon parents and teachers going
back to at least 2013 when Scammon took some of
the boundary from Barry Elementary and students
used to have a playground but came to Scammon
and had none.

Despite these parents' efforts, CPS has
neglected Scammon. Scammon students spend their
recess on a crumbling blacktop with no slides,
no swings, but plenty of gaping holes that
create a liability for the district. The
modular classrooms are 20 years old. According
to our pre-K teacher, the heat is incredibly
inconsistent. The exterior door don't close. The door locks don't work. The air conditioning and the Internet don't work. There are cracked floor tiles and the water quality and pressure in the bathroom is poor. It is the opposite of CPS's safe, warm and dry standard. The district's neglect of Scammon is deeply inequitable. 93 percent of Scammon students are low income and 88 percent are Latino.

So while I'm grateful that CPS included Scammon in a list of schools that will receive --

SECRETARY BELTRAN: You have 30 seconds.

MS. HOWLAND: -- some money for playgrounds in FY 22, the district has jumped to step three before doing step one, replacing the modulars, and step two, replacing the blacktop.

Further, it should not take pressure from higher income parents to convince CPS to maintain this campus where 585 students learn and play every school day. I urge the district to fully fund Scammon's playground.

Furthermore, I ask that the district
move immediately to give Scammon students a place to learn that is safe, warm and dry.

Thank you.

SECRETARY BELTRAN: Thank you for your comments, speaker number 7.

Mr. President, we'll continue again with speaker number 8, Marta Wray, followed by speaker number 10, Angel Alvarez.

Please unmute, speaker number 8. Thank you. Please proceed.

MS. WRAY: Hello, my name is Marta Wray, and I am a parent of 2nd grader at Scammon Elementary. Based on my research, Scammon has not been getting the same resources that the surrounding schools have gotten over the years. It is the only school in the area with no playground. I am aware that an unknown amount of money was allocated for a playground purpose, but I want to shed some light on other issues that are of a serious safety concern and are related to the playground project that but are not on the FY 2022 CPS Budget.

The campus is lacking a safe, warm and dry environment for our children. They are
deprived of safe pathway to and from class. Modular units that holds preschool children are literally falling apart. I hold the parent position on Scammon Local School Council and I was inside the modular units a few weeks ago when it was reported to LSC that CPS is not planning on replacing the units and deemed them safe. I strongly disagree with this recommendation. My 2-year-old is supposed to go to preschool at Scammon next year, and I sure would not like him inside the smelly, moldy, leaky interior.

Teachers voice their concerns as well about additional issues, such as, lack of heat, running water, no Internet, doors that do not close, et cetera. Placing a siding on the outside walls as it was recommended by CPS is not a solution to this problem. Another important issue is the blacktops. There are multiple holes all over the campus surface and the sewer drains are sinking. This needs to be addressed before kids are back on the school grounds.

SECRETARY BELTRAN: You have 30
MS. WRAY: There is no plan to replace the unsafe modular units, and I demand that funds are allocated to replace them with more permanent structures. Given that our student body is comprised of 92 low-income, I don't see how this budget allocation is reflecting equitable investment in Scammon Elementary. Please allocate funds and make a plan to fix the surface and the modular units by the end of the summer. At this time it is not safe --

SECRETARY BELTRAN: Thank you, speaker number 8. Thank you for your comments.

We'll proceed, Mr. President, with speaker number 10, Angel Alvarez, followed by the last speaker, speaker number 11, Deanna Myron.

Please unmute, speaker number 10. Thank you. Please proceed.

MR. ALVAREZ: Congratulations CEO Torres on your appointment. And I wish to thank the Board for the opportunity to speak. I am Dr. Angel Alvarez, a research assistant professor at Northwestern University. I want to
speak to issues of equity and accountability with respect to the allocation of our upcoming budget.

There are plenty of areas that need to be addressed, ranging from the impact of the pandemic on our students, investing in cybersecurity defenses and developing more equitable and sustainable funding models for our schools.

During my brief time I want to focus concerns based on results from my analysis, some of which I've already sent to the Board and additional data I will share. There is a significant achievement gap that exists with our low-income students, our students of color and children with disabilities. Achievement gaps that perpetuated themselves because of unintended consequences of CPS policies. Schools that serve primarily students of color have instructional outcomes that are significantly below schools that serve primarily white students and the disparities increase the longer students remain enrolled in CPS. I have shared my concerns with CPS
officials and my local neighborhood school Goudy Elementary for years. However, schools routinely fail to incorporate strategies that specifically address these disparities and their CIWP with schools serving marginalized students being rewarded for setting lower educational goals. That highlights the problems.

There are no incentives or reward schools that close the achievement gap and no real consequences for schools with longstanding disparities and achievements. There needs to be a mixture of universal scalable factors in combination with school --

SECRETARY BELTRAN: You have 30 seconds.

MR. ALVAREZ: -- developed plans to be for accountability. The investments that are being made need to include plans for accountability. I would like the Board to share what they will do with schools that maintain significant achievement gaps as you make this generation investment. I interpret your silence of not having fully developed solutions yet, so I hope we can work together to solve these
serious problems. Thank you.

SECRETARY BELTRAN: Thank you for your comments, speaker number 10.

Mr. President, we'll proceed with the last speaker, speaker number 11 please, Deanna Myron.

Please unmute, star 6. Thank you.

Please proceed.

MS. MYRON: Hi. Good afternoon, everyone, my name is Deanna Myron, and I have been a CPS clerk for over 22 years. I want to thank you for listening to me to highlight my concerns.

First, let me highlight that I am one of the 443 CPS educators laid off in this pandemic. Why does layoff even happened is beyond anything I will ever begin to understand and why when everyone knows our students need us, our community needs us, especially after being in the same community for 22 years. CPS has $2 billion in the bank, we know this. It's for the pandemic recovery. No one should have even ever lost their job. Students need the familiar educators that they have spoke to,
they've e-mail, they looked at through a 2-by-2-inch box on Google Meets every day. Now is the time to fully staff and keep our schools -- our school staff for our students. Students need us. And we need librarians, we need social workers, we need nurses. Everyone needs to come together across the district. There's over a hundred schools that will not have a full-time social worker this year. And about 180 schools they won't even have a full-time nurse. What is wrong with that picture?

Spend the money where it's needed and that is in the staffing for our schools the way they need to be for our kids, for our students. I just -- please make it make sense, please.

CPS should and could have a nurse and a school social worker --

SECRETARY BELTRAN: You have 30 seconds.

MS. MYRON: -- and a librarian in every school. Every educator that has been laid off should be reinstated, no questions asked with that recovery money, that's what it's for. No
one should have lost their job.

We are still in a pandemic, everyone.

Our students need CPS educators in their schools every day and at their reach education -- at their reach for their lives and education to make this more important. Sorry. Thank you.

SECRETARY BELTRAN: Thank you for your comments, speaker 11.

Mr. President, this concludes the public segment.

PRESIDENT del VALLE: Thank you, Madam Secretary. And we thank all those who participated in our public comment segment.

We will now open it up for questions and comments from the Board Members.

I'd like to again talk on the issue of the CPS debt, which is due primarily to capital spending over the years. It's an accumulation that is now at over $8 billion. When you borrow money, you have to pay to borrow that money, which is what debt service is all about. It's in our budget because we're obligated to cover that. But I want to again make it clear because I hear individuals from time to time saying that
we're prioritizing paying off debt over providing resources for operations. We are not and that has been said as people talk about the Federal funding that we're getting, the onetime Federal funding that we're getting over a period of -- that we will spend over a period of three or four years and money that comes to us essentially after it's spent. We're being reimbursed for expenses. So unlike one individual said, we don't have 2 billion in Federal dollars sitting in the bank. Those dollars do not come to us. And they come to us gradually as we submit for reimbursement for the cost of services.

But going back to the debt, there are no Federal recovery dollars being used to pay off debt. That is clear. But I think we need to repeat that. Miroslava, could you just explain that again?

CHIEF KRUG: Absolutely, President del Valle, you are absolutely correct. This budget doesn't include using Federal relief money to pay the -- as I think Heather in her remarks, she mentioned that the Federal money is going --
is used by 267 million will be for the first
year of the two-year 525 million in the Moving
Forward Together plan. 132 million is being
used to support student re-engagement and school
opening costs in the fall. All of the -- the
onetime related costs for technology, the PPE,
cleaning and maintenance, vaccination and other
transition costs. A hundred million is being
allocated to work on projects for equality in
the classroom. 288 million has been allocated
for school-based programmatic investments for --
also increases in equity grants in special
education, early childhood and academic
programs. And 178 million for school-based
instructional position. And 95 million that is
the proportionate share of the ESSER funding for
the contract and charter school.

So as you can see there there's no
money that has been allocated from this budget
from the ESSER funding to pay for debt service.

PRESIDENT del VALLE: Thank you.

And, Walter Stock, could you once again
repeat -- because you had an excellent
presentation, I thought it was very good and
very clear. But could you again repeat what is our long-term debt, where did it come from and how is it that we then pay for the annual debt service and the amount that we pay for that annual debt service and how we pay for that annual debt service, which we're obligated to pay, of course, could you just review that one more time?

MR. STOCK: Sure. Thank you.

Yes, currently we have $8.4 billion of long-term debt, and our oldest issues go back to 1998, 1999 and then they come up to the current 2021. So debt is issued on and off each year every other year. And it's used to fund capital. It's used for the bricks and mortars. So improvements all across the district. All our 500-plus schools at one time or another have capital projects and that is allocated towards them and each year as those projects become priorities for the district.

So the debt is -- it was not issued at one time, it took many years to get there. And we've made commitments to the bond holders to repay that debt. And the majority of the
revenue that we've pledged is State aid revenue. You know, this year, as I stated, the overall obligation, the authorization to pay debt is 763 million, and 519 million of that -- those dollars are from the combination primarily of State aid and Personal Property Replacement Tax. So we're obligated to repay that debt, especially if we want to continue on making capital improvements throughout the district and issue more debt. But it's done a lot of good things for the district, and we expect to do more good things as we issue debt. But it is a balance, so we're very conscientious of how much debt that we take on every year and we tread lightly with that. But we are very serious about making improvements and continuing to provide a good quality environment for all of our children.

PRESIDENT del VALLE: But there are no ESSER dollars being used by CPS to pay debt?

MR. STOCK: Absolutely not, just as Miroslava stated, that is not the intention of that money. Like we've clearly laid out in the presentation tonight, we've at a high level put
all those categories on the table, what those
dollars will be used for, and none of those
dollars are being used to repay debt.

PRESIDENT del VALLE: Thank you. Thank
you.

Any other questions or comments from
Board Members?

MEMBER TODD-BRELAND: Question in
relation to that. Will there--will this debt
be posted somewhere? There were questions about
transparency. I know we just showed it.
Certainly they'll be more conversation next
week, but I was curious where people can find it
who are interested in looking at the categories
for debt, particularly on what the ESSER funds
will be used for.

MS. WENDELL: Thank you for the
question. Yes, we will post and work with the
Board Office to post this debt publicly
following the meeting.

MEMBER TODD-BRELAND: And then I
just--kind of just as a flag. I know there
were lots of questions and concerns about
staffing issues. I know we don't have personnel
on to talk about that today, but could we just have I guess a plan to have a broader conversation with those who need to be there next week as we continue this discussion?

MS. WENDELL: Yes. Thank you.

MEMBER ROME: President del Valle, I have two --

PRESIDENT del VALLE: Member Rome.

MEMBER ROME: I have two questions. And building on this theme of transparency, I really appreciate that there will be funds to local schools to help with recovery and that schools will have the opportunity to really engage with their stakeholders to make decisions about how those funds are used. And I'm not sure if every school has already just given the timing of when funds were released been able to really message that out to their community, and I'm wondering if somebody can speak to how people can engage with principals and LSCs if they have ideas about how that money should be used or if they have questions about the opportunity that extra funds to schools present.

MS. WENDELL: You know, I certainly can
speak for the component that I -- you know, I am aware of have been involved with. And you're right in that we provided messaging to the schools around the allocation of these funds in spring. So the school-based allocations that they were going to be receiving they were made aware of those in April. And so I know some principals and school communities began discussion around local level needs at that point in time. The dollars were then provided to them as part of the July 1st FY 22 Operating Budget and know that schools have reengaged in some of those conversations.

Additionally, around one of the points that we had heard in the public feedback, was around support for school communities. And so my team in partnering with the Network Offices and the Talent Department have provided one-on-one consultations for principals related to these dollars and their overall budget to try and ensure that we are helping them make best use relevant to their student level data and needs. And principals are engaging a variety of people in those discussions, their school level
ILTs. I know that they have engaged -- some of the meetings may include LSC members. And so we're definitely starting to circle back on some of those support models as well.

And then I don't know if there are others on the line that can speak to some of your -- the broader question around just if folks want to get generally engaged, you know, where that point of entry would be at the schools.

Certainly the LSC is one and that local level leadership, but know that we have started from Central and from my office and the Networks really trying to partner with those school communities, those school leaders and really provide some support around making best use of the funds.

MEMBER ROME: Thank you.

My second question was about capital funds, and I know we're currently in a series of capital hearings, and we'll be talking about it at the Board meeting as well next week. But we did hear over the last two evenings lots of comments about modular, and so not expecting
addressing one particular school need over
another, but I'm wondering if someone can talk
high level about how those decisions are made so
people can understand?

MS. McGUIRE: Certainly. I'm happy --
thank you for the question, Board Member Rome.
And good afternoon, everyone. I'm happy to
answer the question.

It was referenced that there was not a
plan to address these modulars and quite to the
opposite. Embedded in the proposed FY 22
Capital Plan is a modular replacement program.
And so what we're proposing is a multi-year
program beginning with FY 22 in the tune of $20
million to either restore, ren -- I'm sorry,
restore, replace or remove those modulars
throughout the district that are beyond their
useful life. And so what we will do if the
program is approved next week, we will work with
the Office of Portfolio, the Office of Network
Supports and the local school communities to
address the needs district-wide of these
modulars that are beyond their useful life.

MEMBER ROME: Thank you.
PRESIDENT del VALLE: Are there any other questions or comments from the Board Members?

Okay. Hearing none, this concludes our second Fiscal Year 22 Budget Hearing. Thank you all for participating. Again, we appreciate the public comments and also as always appreciate the time that Board Members put into these hearings that are in addition to our monthly Board meetings and other -- many other meetings that take place throughout the months. So thank you. Thank you for your time. And staff, thank you for the presentations. And once again thank you all. The meeting is adjourned.

(Whereupon, the proceedings adjourned at 5:14 p.m.)
STATE OF ILLINOIS )
 ) SS:
COUNTY OF COOK )

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
hearing, and that the foregoing is a true and
correct transcript of her shorthand notes so
taken as aforesaid, and contains the proceedings
given at said hearing.

Karen Fatigato, CSR
LIC. NO. 084-004072
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