

CHI CAGO PUBLI C SCHOOLS
PUBLI C HEARI NG
FY 25 PROPOSED BUDGET HEARI NG
(Zoom)
hel d on
Jul y 17, 2024

STENOGRAPHI C REPORT OF PROCEEDI NG S
had i n the above-entit led matter hel d vi a Zoom,
Chi cago, Ill i nois, commenci ng at 6:02 p. m.
MR. JI ANAN SHI , presi di ng.

BOARD MEMBERS PRESENT:

MR. JI ANAN SHI , Presi dent
MS. ELI ZABETH TODD-BRELAND, Vi ce Presi dent
MS. MARI ELA ESTRADA
MS. MARY FAHEY HUGHES
MS. MI CHELE MORALES
MS. TANYA WOODS

MEMBERS ABSENT:

MR. RUDY LOZANO, JR.

Reported By: Karen Fatigato, CSR



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

APPEARANCES:

MS. RUCHI VERMA, General Counsel

MS. SUSAN NARRAJOS, Secretary to the
Board



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

(Whereupon, the following
proceedings commenced at
6:02 p.m.)

SECRETARY NARRAJOS: President Shi,
before you begin tonight's hearing, I would like
to read a brief safety announcement.

Good evening, welcome to the July 17th
2024 Budget Hearing. Before we start the
hearing, I would like to share a few safety
points and notes.

Please note that the primary exit and
entrance to the auditorium is the door which you
used to enter this evening. If you are leaving
the room, please use this door. The restrooms
are just outside the auditorium doors to your
right just past the elevator bank. During the
hearing we ask that you keep all aisles and
exits clear. If you need any assistance during
the hearing, please wave the attention of one of
our security officers. Thank you for joining us
tonight.

President Shi, we are now ready for you
to begin the hearing.

PRESIDENT SHI: Good evening, everyone,

18:02:17
18:02:18
18:02:20
18:02:22
18:02:24
18:02:27
18:02:30
18:02:31
18:02:33
18:02:35
18:02:37
18:02:39
18:02:42
18:02:45
18:02:47
18:02:50
18:02:52
18:02:55
18:02:56
18:02:58
18:02:59



1 my name is Jianan Shi , on behalf of our fellow 18:03:02
2 Board Members, welcome to the second FY 25 18:03:05
3 Budget Hearing. Today is July 17th. We're 18:03:08
4 holding the second FY 25 Budget Hearing in the 18:03:11
5 auditorium at Jones High School , 700 South State 18:03:14
6 Street. I would like to note that the Board 18:03:17
7 Members and senior leadership are physically 18:03:19
8 present in the auditorium. Registered speakers 18:03:21
9 may join us in person or virtually if they opted 18:03:23
10 to do so. 18:03:26

11 The purpose of this hearing is to 18:03:27
12 comply with the School Code Provisions regarding 18:03:28
13 the FY 25 Budget. Board Secretary, please state 18:03:30
14 for the record the notice procedure for this 18:03:34
15 hearing. 18:03:37

16 SECRETARY NARRAJOS: Thank you, 18:03:37
17 President Shi . 18:03:38

18 Notice of this public hearing was 18:03:39
19 published in the Chicago Sun-Times, a newspaper 18:03:40
20 of general circulation in the City of Chicago 18:03:44
21 and posted at Jones High School , 700 South State 18:03:46
22 Street, and Principal Office, 42 West Madison 18:03:49
23 Street Lobby on July 10th, 2024. Notice was 18:03:53
24 also posted on CPSBOE.ORG and CPS.EDU websites 18:03:56



1 on July 10th, 2024. I will now read into the 18:04:02
2 record the public notice as published. 18:04:05

3 Notice: Public Hearings: FY 25 Budget 18:04:07
4 for the 2024-2025 Fiscal Year, Chicago Board of 18:04:09
5 Education, commonly known as Chicago Public 18:04:13
6 Schools. 18:04:13

7 To Whom It May Concern: Public notice 18:04:16
8 is hereby given by the Chicago Board of 18:04:18
9 Education that it has prepared an FY 25 Budget 18:04:21
10 for the 2024-2025 Fiscal Year in tentative form 18:04:23
11 and that five copies thereof, available for 18:04:27
12 public inspection, have been filed and are now 18:04:30
13 on file in the Office of the Board of Education 18:04:32
14 of the City of Chicago, commonly known as 18:04:35
15 Chicago Public Schools, One North Dearborn, 18:04:37
16 suite 950, Chicago, Illinois 60602 and available 18:04:41
17 at CPS.EDU/BUDGET and that said Board of 18:04:44
18 Education will hold two public hearings upon 18:04:49
19 said budget on Tuesday, July 16th, 2024 and 18:04:53
20 Wednesday, July 17th, 2024. 18:04:55

21 Tuesday, July 16th, 4:00 to 5:30 p.m., 18:04:57
22 Jones College Preparatory High School, 700 South 18:05:02
23 State Street, Auditorium, Chicago, Illinois, 18:05:06
24 60605. 18:05:07



1	Wednesday, July 17th, 6:00 to 7:30	18:05:09
2	p.m., Jones College Preparatory High School, 700	18:05:14
3	South State Street, Auditorium, Chicago,	18:05:15
4	Illinois, 60605.	18:05:16
5	Registered speakers who wish to present	18:05:22
6	during public participation may have the option	18:05:22
7	to participate in person at the location of the	18:05:23
8	public hearing or virtually via an electronic	18:05:24
9	platform. The public will have access to the	18:05:27
10	meeting via a livestream at CPSBOE.ORG.	18:05:29
11	For these two public hearings advanced	18:05:34
12	registration to speak will begin on Wednesday,	18:05:36
13	July 10th, 2024 at 5:00 p.m. and will close on	18:05:38
14	Friday, July 12th, 2024 at 5:00 p.m. or until 30	18:05:41
15	slots have been filled for each hearing,	18:05:45
16	whichever occurs first. Advanced registration	18:05:47
17	during this period is available by the following	18:05:50
18	methods: Online, CPSBOE.ORG, and by phone,	18:05:52
19	(773) 553-1600. Advanced registration to	18:05:58
20	observe will also be available beginning	18:06:02
21	Wednesday, July 10th, at 5:00 p.m. and will	18:06:05
22	close Friday, July 12th, at 5:00 p.m. or until	18:06:07
23	all slots are filled. Advanced registration	18:06:07
24	during this period is available by the following	18:06:11



1 methods: Online, by phone. 18:06:12

2 The public participation segment of the 18:06:14
3 public hearings will conclude after the last 18:06:16
4 person who has registered to speak has spoken or 18:06:18
5 at 5:30 p.m. on July 16th and 7:30 on July 17th, 18:06:21
6 whichever occurs first. 18:06:26

7 Members of the public may submit 18:06:27
8 written comments related to the FY 25 tentative 18:06:29
9 budget via the Written Comments Form on the 18:06:32
10 Board's website at CPSBOE.ORG or mailed to One 18:06:35
11 North Dearborn, suite 950, by 5:00 p.m., July 18:06:41
12 18th, 2024. 18:06:45

13 Thank you. 18:06:46

14 I would like to note for the record the 18:06:47
15 members present here today are: 18:06:48

16 Member Fahey Hughes. 18:06:50

17 Vice President Todd-Breland. 18:06:53

18 Member Woods. 18:06:54

19 Member Estrada. 18:06:55

20 Member Morales. 18:06:57

21 And President Shi. 18:06:58

22 I would also like to recognize that 18:06:59
23 Ruchi Verma, General Counsel, is also present. 18:07:02

24 PRESIDENT SHI: Thank you. 18:07:06



1 So tonight again is the second of these 18:07:07
2 budget hearings that this Board is hosting on 18:07:09
3 the budget for our fiscal year. These hearings 18:07:12
4 are opportunities to build awareness on the 18:07:15
5 proposed plan. And as always with our public 18:07:17
6 meetings, it's an opportunity for public comment 18:07:20
7 on the budget. 18:07:22

8 In general this Board will be reserving 18:07:23
9 its comment on the budget until the official 18:07:25
10 vote at its next week's Board Meeting on July 18:07:28
11 25th. So aside from perhaps providing 18:07:31
12 clarifying questions or commentary, we'll be 18:07:34
13 mostly listening tonight. 18:07:36

14 With that said, we do want to share a 18:07:37
15 brief message before we begin. And this is 18:07:39
16 again a message we also read yesterday. 18:07:41

17 We are aligned with Mayor Johnson's 18:07:44
18 vision for ensuring that every student in 18:07:46
19 Chicago, regardless of their race, income or zip 18:07:48
20 code receives a fully resourced, equitable, safe 18:07:51
21 and healthy learning environment. This isn't 18:07:56
22 just Mayor Johnson's north star, but it is all 18:07:59
23 of our north stars and what we are resoundingly 18:08:02
24 hearing from our students, our parents, staff 18:08:05



1 and communities. We are united around this. 18:08:07

2 We have been ringing the bell for a 18:08:11

3 long time about our financial challenges. It's 18:08:13

4 a problem we inherited. The District will 18:08:15

5 provide more detail about that budget gap and 18:08:18

6 some of the major budget pressures we're facing 18:08:22

7 now and will continue in the near future. For 18:08:25

8 now I will say that our fiscal challenges are a 18:08:27

9 result of longstanding structural racism, 18:08:30

10 inequality and historical disinvestment. 18:08:33

11 We also want to acknowledge that our 18:08:36

12 school district sits within a larger ecosystem 18:08:38

13 within this city, which has also inherited 18:08:42

14 decades of financial inequities and faces 18:08:45

15 challenges from finding solutions and resources 18:08:47

16 for the unhoused and more affordable housing to 18:08:50

17 more support needed for mental health and public 18:08:53

18 safety. 18:08:56

19 Like us, we recognize the city and the 18:08:57

20 state are also facing budget pressures. So we'd 18:08:59

21 like to take this moment from this hearing 18:09:03

22 tonight and beyond to welcome folks into this 18:09:04

23 budget discussion, to come together to find 18:09:07

24 long-term sustainable solutions. We have been 18:09:11



1 working together with our state and city 18:09:15
2 partners, and I know elected officials at all 18:09:17
3 levels are eager to help us find solutions. We 18:09:20
4 heard them firsthand when CEO Martinez and I 18:09:23
5 were in Springfield a few months ago. We also 18:09:26
6 acknowledge that these structural inequities 18:09:30
7 impact many districts that serve low income 18:09:31
8 students across the state. Districts across the 18:09:32
9 state are facing ESSER cliffs, and we all need 18:09:35
10 more resources to support our students. 18:09:38

11 We have to find sustainable solutions 18:09:41
12 together and we welcome that dialogue. The only 18:09:44
13 way forward is together -- the only way forward 18:09:47
14 is together to ensure our students, staff and 18:09:50
15 families get the resources and support they need 18:09:54
16 and thrive. 18:09:58

17 So with that, I'll now proceed with 18:10:00
18 public comment. So let's begin with today's 18:10:01
19 public comment segment. 18:10:05

20 Thank you for joining us to share your 18:10:07
21 comments with the Board. In compliance with the 18:10:09
22 Illinois Open Meetings Act, public 18:10:11
23 participation, sometimes referred to as public 18:10:12
24 comment, is the portion of the Board Meeting or 18:10:14



1 hearing that grants District stakeholders the 18:10:17
2 opportunity to address the Board with their 18:10:19
3 comments and concerns. Note that public 18:10:22
4 participation is a time for the Board and CPS 18:10:24
5 senior leadership to listen and hear from you 18:10:26
6 rather than a time for dialogue with Board 18:10:28
7 Members during or after your remarks. 18:10:31

8 While we can't discuss personnel 18:10:33
9 matters, public participation is a key component 18:10:35
10 of transparent governance and it provides us as 18:10:37
11 Board Members as well as senior leadership an 18:10:40
12 opportunity to listen to everyone who has signed 18:10:42
13 up to speak. This Board takes equity of voice 18:10:44
14 seriously. While we may not address your 18:10:48
15 comments directly during public participation, 18:10:50
16 CPS leadership is always present at our meetings 18:10:53
17 and are able to address concerns as follow-ups 18:10:55
18 after the meeting. 18:10:58

19 As a District and as a Board we also 18:10:59
20 have many other spaces for authentic dialogue. 18:11:01
21 For example, each and every one of our Board 18:11:04
22 Members hosts office hours so that we can have 18:11:06
23 this conversation. Thank you for your attention 18:11:09
24 and your consideration. 18:11:10



1 As a reminder, unions reps will be 18:11:12
2 allotted ten minutes to speak before public 18:11:14
3 participation. Any elected officials will speak 18:11:17
4 after the conclusion of public participation. 18:11:19
5 Board Secretary, please share the 18:11:21
6 rules. 18:11:25
7 SECRETARY NARRAJOS: Thank you 18:11:25
8 President Shi. 18:11:25
9 Members of the public who registered to 18:11:26
10 speak were given the option to attend in person 18:11:27
11 or via an electronic format. For those who 18:11:30
12 preferred to attend via an electronic format, 18:11:33
13 they were given information to access this 18:11:36
14 meeting by dialing a number and using their 18:11:38
15 phone. We did this so that speakers with 18:11:40
16 limited or no access to the Internet or who may 18:11:42
17 have weak Internet connection could still 18:11:45
18 participate using their phones. 18:11:48
19 Members of the public may submit 18:11:49
20 written comments related to the FY 25 tentative 18:11:51
21 budget via the Written Comments Form on the 18:11:54
22 Board's website at CPSBOE.ORG or mailed to One 18:11:56
23 North Dearborn, suite 950. Written comments 18:12:02
24 received between the day the public agenda was 18:12:03



1 posted through 5:00 p.m. the day after the 18:12:03
2 budget hearings will be submitted to the Board 18:12:06
3 and published within five business days on our 18:12:07
4 website at CPSBOE.ORG. 18:12:10

5 Speakers, please listen while I provide 18:12:13
6 directions for public participation. I will 18:12:16
7 call your name and number when it is your turn 18:12:17
8 to speak. For speakers joining us virtually, as 18:12:19
9 a reminder, to unmute, please enter star 6. 18:12:22
10 Once you hear your name, please state your name 18:12:26
11 for the record, I will then start the 2-minute 18:12:28
12 timer. When there are 30 seconds remaining, I 18:12:30
13 will inform you so that you can proceed to 18:12:32
14 conclude your remarks to allow for the next 18:12:34
15 speaker to begin. 18:12:36

16 For any observers wishing to stand with 18:12:36
17 speakers, please stand on either side of your 18:12:39
18 speaker to ensure aisles are clear. Thank you. 18:12:41

19 And, President Shi, we will begin 18:12:43
20 calling speakers from the speakers' list. We'll 18:12:45
21 begin with Sydney Finley, speaker number 2, to 18:12:48
22 be followed by Megan Pietz, speaker number 3. 18:12:51

23 MS. FINLEY: Hello, everyone, my name 18:12:55
24 is Sydney, and I am a member of the public 18:13:05



1 affairs team at the Chicago Public Education 18:13:08
2 Fund. I want to take some time today to 18:13:11
3 emphasize the importance of local 18:13:14
4 decision-making and highlight the benefits that 18:13:16
5 enabling local level budget decisions has 18:13:18
6 brought to CPS schools. 18:13:22

7 In our 2024 principal engagement 18:13:24
8 survey, an impressive 95 percent of principals 18:13:26
9 agreed and 77 percent strongly agreed that the 18:13:29
10 ability to allocate school resources is 18:13:32
11 impactful to their ability to be an effective 18:13:34
12 leader. We appreciate that the new school-based 18:13:38
13 budgeting system continues to recognize the 18:13:41
14 importance of local decision-making and 18:13:43
15 maintains principal's abilities to meet the 18:13:45
16 needs of their communities. Allowing principals 18:13:47
17 to take unused positions and convert them into 18:13:49
18 other resources represents trust in school 18:13:52
19 leaders' ability to address these specific 18:13:54
20 conditions. In data released in June, schools 18:13:57
21 converted 59 positions in this way, allowing 18:13:59
22 them to maintain unique school structures that 18:14:02
23 meet school needs. 18:14:06

24 The school system also meets 18:14:07



1 long-standing school leadership needs -- the new
2 system also meets long-standing school
3 leadership needs by providing for an assistant
4 principal in each school. In recent years,
5 around 10 percent of principals had no APs to
6 support their work. This budget represents an
7 important investment in school leadership.

8 As we move forward with the
9 implementation of this budget, we ask that you
10 commit to continuing to support school
11 leadership and local school decision-making.
12 This includes continued support for hiring to
13 fill vacancies. And in cases where vacancies
14 can't be filled --

15 SECRETARY NARRAJOS: Speaker number 2,
16 you have 30 seconds remaining.

17 MS. FINLEY: -- to cover these
18 positions into dollars for schools rather than
19 using the savings to cover the budget deficit
20 that CPS has acknowledged. By protecting local
21 decision-making and school budgets, we create a
22 more effective and responsive educational system
23 that serves every child in Chicago.

24 Thank you for your dedication to our



1 schools and working to make sure they are
2 well-resourced and for trusting local leaders to
3 make those decisions. Thank you so much for
4 your time.

5 SECRETARY NARRAJOS: Thank you for your
6 comments.

7 Our next speaker is Megan Pietz,
8 speaker number 3, followed by Kyle Cortes,
9 speaker number 4.

10 MS. PIETZ: Megan Pietz.

11 Good evening, my name is Megan Pietz,
12 and I'm an English teacher at Chi Arts. I'm
13 speaking with deep concern about the staffing
14 cuts that Chi Arts has announced to both our
15 academic and arts programming.

16 Chi Arts has laid off three academic
17 teachers and plans to cut eight courses,
18 including many AP offerings, Spanish for Native
19 Speakers, Spanish 3 and 4 and ethnic studies.
20 In the arts program, our department assistants,
21 who provide invaluable support to our
22 conservatory, would be reduced from six
23 positions to one. Over 20 arts teachers would
24 have their hours reduced or eliminated entirely



1 programming. We know these changes would
2 dramatically and negatively impact our students'
3 experience at our school.

4 Chi Arts and its foundation needs to
5 stop misleading the public about their financial
6 situation. The CPS budget for Chi Arts has
7 changed less than 1 percent. The Chi Arts
8 Foundation, a private organization whose sole
9 mission is to fully fund the arts programming at
10 our school, publicly told the Chi Arts community
11 it exceeded its fundraising goals this year.
12 However, they are reducing the annual, quote,
13 donation to the school by 20 percent.

14 In the last several years, we have seen
15 Chi Arts add administrators but cut teaching
16 positions and offerings. Our students are
17 facing the bare minimum in foreign language and
18 electives, and many more teachers will have an
19 overloaded schedule with the planned reduction
20 in staff. This situation, both in academics and
21 in arts, directly impacts the quality of
22 education our students receive. We received our
23 contract authorization from CPS with a special
24 mission --



1 SECRETARY NARRAJOS: Speaker number 3,
2 you have 30 seconds remaining.

3 MS. PIETZ: Our enrollment is stable
4 and we have good test scores. Our
5 administrators are destroying that mission and
6 vision. Will CPS hold them accountable?

7 CPS has a responsibility to hold
8 disorganized and irresponsible charter operators
9 accountable when they fail to support the school
10 community. Chi Arts needs to stop misleading
11 the public. Tell Chi Arts that these cuts are
12 not a responsible reaction to the financial
13 claims they are making. Our students need you
14 to hold them accountable. Thank you.

15 SECRETARY NARRAJOS: Thank you for your
16 comments.

17 Our next speaker, Kyle Cortes, to be
18 followed by Dr. Angel Alvarez, speaker number 5.

19 MR. CORTES: Kyle Cortes.

20 Good evening, my name is Kyle Cortes, I
21 am a music teacher at Chi Arts. I'm here on
22 behalf of the students and faculty impacted by
23 the school's recent budget proposal, a proposal
24 which aims to cut 26 arts courses, eliminating



1 70 weekly working hours allocated to our 18:17:54
2 teaching artists and dismantling whole portions 18:17:56
3 of our course curriculum, in addition to laying 18:17:56
4 off five full-time arts department assistants. 18:17:56

5 This year the Chi Arts Foundation has 18:18:04
6 repeatedly stated that they have surpassed their 18:18:04
7 fundraising goals in multiple public hearings. 18:18:07
8 Unfortunately, their song has changed, 18:18:09
9 suggesting that they not are only missing over 18:18:12
10 \$600,000 with funding but are withholding it 18:18:15
11 from our community and most importantly our 18:18:18
12 students' education. 18:18:19

13 In its recent startup years, the 18:18:21
14 foundation only gave between 12 to 55 percent of 18:18:23
15 fund-raised dollars to the school. We now 18:18:27
16 believe that about two-thirds of the money 18:18:30
17 raised goes to arts programming and the rest is 18:18:32
18 lost to administrative costs at the foundation. 18:18:34
19 Instead of making cuts to arts programming at 18:18:37
20 the school this coming here, the Chi Arts 18:18:40
21 foundation should make cuts in their 18:18:42
22 administrative costs. The brunt of any 18:18:42
23 reduction in fund-raised dollars should not be 18:18:44
24 taken on by students, it should be born by the 18:18:48



1 foundation. 18:18:50

2 This year the Chi Arts administration 18:18:51

3 seeks to reduce our hours, lay off integral 18:18:54

4 members of our faculty and gut years' worth 18:18:57

5 curriculum while restructuring specific 18:18:58

6 departments without regard to teacher seniority, 18:19:00

7 education or experience. But in the years to 18:19:02

8 come, we fear that without direct intervention 18:19:04

9 and oversight from CPS, the administration at 18:19:07

10 our school and foundation will continue to use 18:19:10

11 funding from CPS and private donors -- 18:19:12

12 SECRETARY NARRAJOS: Speaker number 4, 18:19:12

13 you have 30 seconds remaining. 18:19:13

14 MR. CORTES: -- meant for our students 18:19:14

15 and for instructional programming to pay their 18:19:16

16 own six figure salaries. 18:19:18

17 Currently, the Chi Arts Foundation has 18:19:21

18 no binding agreement to fund our school. They 18:19:23

19 act as a free agent with no checks in terms of 18:19:25

20 what they give to us or how much they take for 18:19:27

21 themselves, despite fundraising in the name of 18:19:30

22 education. We are calling on CPS to ensure that 18:19:32

23 the foundation wholly lives up to its mission 18:19:35

24 and purpose, which is fully funding our arts 18:19:37



1 programming without cutting classes or 18:19:39
2 positions. Our teachers feel stolen from, our 18:19:41
3 parents are angry and our students fear for 18:19:43
4 their educational future at our intuition. 18:19:46
5 Thank you. 18:19:50
6 SECRETARY NARRAJOS: Thank you for your 18:19:51
7 comments. 18:19:52
8 Our next speaker is Dr. Angel Alvarez, 18:19:52
9 speaker number 5, followed by Kizzy Evans, 18:19:55
10 speaker number 6. 18:20:00
11 DR. ALVAREZ: Thank you. 18:20:01
12 I'm Dr. Angel Alvarez. I think being 18:20:06
13 passed out to you right now is my analysis based 18:20:09
14 on CPS funding at different schools. What I did 18:20:11
15 is I pointed out discrepancies between the 18:20:14
16 funding that schools that serve predominantly 18:20:16
17 Latino students receive compared to other CPS 18:20:19
18 schools. Schools that serve predominantly 18:20:22
19 Latino students get almost \$1800 less per 18:20:24
20 student. 18:20:25
21 Now, I know you're going to say we're 18:20:25
22 moving away from that per student model funding. 18:20:27
23 Nonetheless, the harm is obvious. When you're 18:20:30
24 dealing with 85,000 students that are in 18:20:32



1 elementary school that come from predominantly 18:20:34
2 Latino schools, that means that they get \$150 18:20:37
3 million of less funding per year. In the high 18:20:41
4 school it's over \$4,000 less per student, that's 18:20:43
5 a difference of \$131 million. 18:20:47
6 You talk about trying to have a more 18:20:50
7 equitable funding. You talk about having 18:20:52
8 something that's more transparent, but you 18:20:54
9 haven't released the individual school-level 18:20:56
10 budgets. How do you know or how do we know that 18:20:59
11 it's done in an equitable way? We know that you 18:21:02
12 didn't take adequate consideration for special 18:21:05
13 ed teachers and instructors. We know that there 18:21:08
14 are other areas that your funding formula 18:21:11
15 neglected to take into account. We also know 18:21:13
16 that student-based -- student enrollment wasn't 18:21:16
17 the only factor that determined school funding. 18:21:19
18 It is grossly misleading to say that essentially 18:21:21
19 the enrollment is the only factor or the primary 18:21:24
20 factor that matters. It matters. And your new 18:21:27
21 funding formula also takes into account student 18:21:29
22 enrollment, but it doesn't do an adequate job of 18:21:32
23 identifying student needs and we're not able to 18:21:35
24 actually test that hypothesis -- 18:21:38



1 SECRETARY NARRAJOS: Speaker number 5, 18:21:40
2 you have 30 seconds remaining. 18:21:41
3 DR. ALVAREZ: Thank you. Because we 18:21:41
4 don't have the school-level budgets published. 18:21:42
5 Publish both the school-level budgets this 18:21:47
6 coming here and as well as the past. We can 18:21:49
7 identify the schools that have experienced the 18:21:51
8 most harm. We can allocate resources where 18:21:53
9 they're needed most. And we can evaluate 18:21:56
10 essentially the best return on investment and 18:21:58
11 make something more equitable for all students. 18:22:00
12 Again, I still am willing to meet with 18:22:03
13 all of you. I keep sending requests. Thank you 18:22:06
14 so much. 18:22:09
15 SECRETARY NARRAJOS: Thank you for your 18:22:10
16 comments. 18:22:11
17 Our next speaker Kizzy Evans, speaker 18:22:12
18 number 6, followed by Debby Pope, speaker number 18:22:15
19 7. 18:22:19
20 MS. EVANS: Hello. Good afternoon. 18:22:24
21 Bear with me. As she said, my name is Kizzy 18:22:32
22 Evans, I was the restorative justice coordinator 18:22:39
23 at Hay School before I was laid off last month. 18:22:42
24 Restorative justice offers alternative 18:22:46



1 approaches to handling students' behavior and 18:22:49
2 discipline issues to create practice to address 18:22:52
3 dehumanization and harm in our society. 18:22:59

4 I'm originally from the west side of 18:23:02
5 Chicago where I was on the front line of the 18:23:04
6 violence there. It motivated me to get a degree 18:23:08
7 in criminal justice to work with young people as 18:23:12
8 a restorative justice coordinator at Hay. I 18:23:15
9 helped students with their emotions and provided 18:23:21
10 them the opportunity to have their questions and 18:23:23
11 concerns answered. Students learned how to talk 18:23:26
12 through their challenges with one another. The 18:23:31
13 staff appreciated me, and most importantly the 18:23:34
14 parents trusted me. And let me repeat myself, 18:23:38
15 my parents trusted me. They said they were glad 18:23:44
16 to have an RJC like me to help the students 18:23:49
17 understand and process their emotional issues. 18:23:53

18 Restorative justice completely shifted 18:23:58
19 the school's climax. The school was calmer. My 18:24:01
20 job was very important to me -- 18:24:06

21 SECRETARY NARRAJOS: Speaker number 6, 18:24:10
22 you have 30 seconds remaining. 18:24:11

23 MS. EVANS: -- and I made a big 18:24:12
24 difference in that school when I was laid -- 18:24:12



1 before I was laid off. I was preparing for 18:24:14
2 additional training to support the students at 18:24:16
3 Hay. If I'm not there when school starts back, 18:24:19
4 it will hurt the parents and the students at 18:24:23
5 Hay. If I'm not there, the process that I've 18:24:26
6 made will be lost. 18:24:33

7 Thank you. 18:24:35

8 SECRETARY NARRAJOS: Thank you for your 18:24:36
9 comments. 18:24:40

10 Our next speaker is Debby Pope, speaker 18:24:41
11 number 7, followed by Eunice Molina, speaker 18:24:44
12 number 8. 18:24:48

13 MS. POPE: Hi, I'm Debby Pope, I'm a 18:24:49
14 retired bilingual high school teacher and the 18:24:52
15 recently retired class size coordinator at the 18:24:55
16 Chicago Teachers Union, and I want to talk about 18:24:58
17 the issue of class size. 18:25:01

18 When I was teaching at Gage Park, my 18:25:03
19 daughters were students at Whitney Young. I saw 18:25:06
20 firsthand every day the inequities in our system 18:25:08
21 between a magnet school that was fully funded, 18:25:13
22 had beautiful facilities, et cetera, although 18:25:16
23 not quite as beautiful as these, and Gage Park, 18:25:19
24 which was woefully underfunded and neglected in 18:25:23



1 so many ways. 18:25:27

2 One of the most important things as a 18:25:29
3 bilingual teacher particularly to me was the 18:25:32
4 size of my classes and the individual attention 18:25:34
5 I could give to my students in smaller classes, 18:25:37
6 especially kids who come when they're 12, 13, 14 18:25:41
7 years old are very self-conscious when they're 18:25:45
8 trying to speak a new language and they really 18:25:48
9 need individual opportunities to talk and 18:25:51
10 dialogue with their teachers. They need a lot 18:25:54
11 of special support and attention if they're 18:25:57
12 going to become fluent English speakers and also 18:25:59
13 English readers and writers at an academic 18:26:04
14 level. It's very different than when a kid 18:26:07
15 comes at age 4 or 6 or something like that. 18:26:09

16 The other thing I wanted to address 18:26:11
17 today is I'm very happy to see an Opportunity 18:26:13
18 Index and to see CPS trying to address the 18:26:16
19 issues of equity across the schools, but I'm 18:26:20
20 very concerned that our class sizes are being -- 18:26:23

21 SECRETARY NARRAJOS: Speaker number 7, 18:26:26
22 you have 30 seconds remaining. 18:26:27

23 MS. POPE: Thank you. Our class sizes 18:26:28
24 are being closed there in terms of ratios. And 18:26:30



1 ratios rather than a hard cap is not going to 18:26:34
2 work very well in many schools because of the 18:26:37
3 number of people who are in teaching positions 18:26:40
4 but are not actually in front of students in a 18:26:42
5 classroom on a daily basis. And if they have a 18:26:45
6 teaching license, they are counted in that ratio 18:26:47
7 so other people are picking up the slack. If 18:26:51
8 you have, for example, a department chair with 18:26:55
9 four classes, a yearbook sponsor with four 18:26:56
10 classes, those kinds of things. So I'll stop 18:26:59
11 there and ask you to look at hard caps for class 18:27:02
12 size. 18:27:05

13 Thank you. 18:27:05

14 SECRETARY NARRAJOS: Thank you for your 18:27:06
15 comments. 18:27:07

16 Our next speaker, Eunice Molina, 18:27:10
17 speaker number 8, to be followed by Guadalupe 18:27:13
18 Rivera, speaker number 9. 18:27:16

19 MS. MOLINA: Good evening, my name is 18:27:19
20 Eunice Molina, I am a teacher at Hammond 18:27:27
21 Elementary. I'm speaking to you today about 18:27:29
22 three urgent issues, overtesting, the need for 18:27:32
23 affordable housing and the need for much 18:27:34
24 increased career and technical education. In 18:27:36



1 each of these areas the union has put forward 18:27:38
2 proposals that would make school more joyful and 18:27:40
3 improve students' lives in the classroom and 18:27:43
4 beyond. 18:27:44

5 First of all, there are way too many 18:27:45
6 assessments, BOY, MOY, EOY, i-Ready, 360 access 18:27:47
7 to bilingual testing, then there's Skyline which 18:27:52
8 requires at least two interim exams and end of 18:27:52
9 unit assessment. Some assessments take two to 18:27:56
10 three days because they build off of projects 18:27:58
11 worked over time and involve a writing 18:28:00
12 component. And local data should reveal more 18:28:02
13 about our students but most times it shows which 18:28:05
14 standards we didn't spend enough time on because 18:28:07
15 we were covering content instead of 18:28:10
16 supplementing to support what was really going 18:28:13
17 to be expected on the test. 18:28:13

18 Equitable opportunity to redeem 18:28:14
19 students themselves by assigning -- assignments 18:28:16
20 based on interest and strength applied to their 18:28:20
21 content should be supported. Affordable housing 18:28:24
22 also has been an issue in our overcrowded 18:28:26
23 under-funded communities. Many newcomers 18:28:29
24 welcomed by schools ready to nurture their 18:28:31



1 development left by the end of the school year 18:28:34
2 because they found adequate and affordable 18:28:36
3 housing elsewhere. 18:28:38

4 And so once again our brown and black 18:28:39
5 communities need to provide affordable housing 18:28:42
6 to those already established with a home, those 18:28:43
7 renting and would like to own and those seeking 18:28:45
8 a rental. Rising rent on average five room 18:28:47
9 apartment consists of two tiny bedrooms that you 18:28:50
10 can barely fit a bed in. It's not sustainable 18:28:54
11 or equitable for a thriving mind that believes 18:28:57
12 that their education -- 18:28:57

13 SECRETARY NARRAJOS: Speaker number 8, 18:28:59
14 you have 30 seconds remaining. 18:29:00

15 MS. MOLINA: -- is going to make a 18:29:02
16 difference. The giveback is stability and 18:29:02
17 security allowing students to develop a sense of 18:29:02
18 well-being instead of fight or flight. 18:29:05

19 I ask that you continue supporting 18:29:05
20 expanding career and technical education trades 18:29:07
21 throughout our high schools. I believe that 18:29:09
22 this is one of the most promising programs that 18:29:11
23 have reached inner-city youth and I look forward 18:29:14
24 to watching them succeed through opportunity. 18:29:16



1 We have all these opportunities to work 18:29:17
2 together. Unhoused youth, send them to schools 18:29:19
3 with joyful programming that prepares them for 18:29:22
4 any career path they choose. 18:29:24

5 Please, please, please, please partner 18:29:27
6 with the union at the bargaining table to 18:29:28
7 realize these opportunities with us. Thank you 18:29:31
8 very much. 18:29:33

9 SECRETARY NARRAJOS: Thank you for your 18:29:33
10 comments. 18:29:34

11 Our next speaker is Guadalupe Rivera, 18:29:36
12 speaker number 9, to be followed by Rosa 18:29:42
13 Jimenez-Hernandez, speaker number 10. 18:29:45

14 MS. RIVERA: Good evening, my name is 18:29:47
15 Guadalupe Rivera, I have dedicated the last 18 18:29:48
16 years of my life to public education. Currently 18:29:51
17 I am the bilingual SEL lead at Stevenson School, 18:29:53
18 and I serve on the Bilingual Committee with the 18:29:56
19 CTU. Today I'm here to ask the Board three 18:29:58
20 questions. 18:30:01

21 Who do you think covers the \$125,000 18:30:01
22 tuition cost for a police officer to become a 18:30:05
23 lawyer? Their employer. 18:30:07

24 When a firefighter wants to get a 18:30:08



1 degree in related fields, such as, emergency 18:30:11
2 management, public administration or fire 18:30:13
3 science, who covers their tuition cost? Their 18:30:14
4 employer. 18:30:18

5 And when a teacher wants to continue 18:30:19
6 her education or learn a new language to 18:30:19
7 communicate with students and families, who pays 18:30:21
8 her tuition? The teacher, not the employer. 18:30:23

9 In 2017 when I needed to become a 18:30:26
10 stronger advocate for my students I went to NEIU 18:30:29
11 for a Masters in community and teacher 18:30:32
12 leadership, 40,000 out of my pocket. 18:30:34

13 In 2020 when I needed to understand how 18:30:36
14 money was being spent in our schools, I went to 18:30:39
15 UIC for a Masters in public policy and a minor 18:30:41
16 in public administration, 90,000 out of my 18:30:44
17 pocket. 18:30:47

18 Right now in 2024 I want to be a better 18:30:47
19 teacher for the 20,000 newcomers that have 18:30:50
20 enrolled in our schools in the last two years. 18:30:51
21 A bilingual endorsement is \$10,000, and I don't 18:30:52
22 speak Arabic so that's another \$10,000 for a 18:30:56
23 grand total of \$150,000 out of my pocket. 18:30:59

24 My burden is not unique, thousands of 18:31:02



1 other teachers who are also student driven must 18:31:04
2 bear this weight. Providing tuition 18:31:07
3 reimbursement for teachers is not just a fair 18:31:09
4 and supportive measure, it's a cost-saving 18:31:11
5 strategy. This investment would reduce 18:31:12
6 turnover, saving the District money in the long 18:31:15
7 run and preventing the need to hire and train 18:31:18
8 new teachers constantly. 18:31:19
9 SECRETARY NARRAJOS: Speaker 9, you 18:31:19
10 have 30 seconds remaining. 18:31:20
11 MS. RIVERA: Thank you. 18:31:21
12 Moreover, stability in teaching staff 18:31:22
13 has shown significantly to improve student 18:31:24
14 outcomes, especially in high needs schools. 18:31:26
15 So I ask one more time. When a teacher 18:31:29
16 wants to improve herself, who can we say will 18:31:31
17 pay her tuition? We should be able to say that 18:31:34
18 the employer will cover these costs because it's 18:31:36
19 what's best for students. This is why we have 18:31:36
20 proposed 100 percent tuition reimbursement for 18:31:39
21 ESL or bilingual endorsements in our contract 18:31:42
22 proposals and that is why we need a budget that 18:31:44
23 reflects this need. 18:31:46
24 Thank you very much. 18:31:47



1 SECRETARY NARRAJOS: Thank you for your 18:31:48
2 comments. 18:31:49
3 Our next speaker, Rosa 18:31:51
4 Jimenez-Hernandez, speaker number 10, to be 18:31:54
5 followed by Gayle Hammer, speaker number 11. 18:31:56
6 MS. JIMENEZ-HERNANDEZ: I'm Rosa 18:31:59
7 Jimenez-Hernandez. Good evening, I'm a 5th 18:32:01
8 grade bilingual teacher, a CPS alum and the 18:32:03
9 parent of two recent CPS graduates. I'm proud 18:32:05
10 to live and work on the far southeast side of 18:32:09
11 Chicago in the community called the east side, 18:32:12
12 it's the name neighborhood where my two children 18:32:15
13 attended school. I teach right there at Edward 18:32:17
14 E. Sadlowski Elementary School, it's a new CPS 18:32:19
15 building constructed less than ten years ago. 18:32:20
16 At my modern school my students are 18:32:23
17 lucky to have updated central heating and 18:32:26
18 cooling systems, multiple working filtered 18:32:27
19 lead-free water fountains on each floor, modern 18:32:29
20 science labs, a scratch kitchen, mold-free 18:32:32
21 bathrooms, a community garden and asbestos-free 18:32:35
22 facilities. Unfortunately, not every student 18:32:38
23 has these modern amenities or even the basic 18:32:40
24 necessities for healthy learning environment. 18:32:43



1 At other east side schools my children 18:32:45
2 have been forced to learn in over-heated, 18:32:49
3 overcrowded, windowless classrooms with mold in 18:32:50
4 the bathrooms and lead in the water. When my 18:32:53
5 youngest was at George Washington High School 18:32:56
6 they had the ceiling cave in just outside of 18:32:57
7 their classroom due to decades of neglect and 18:32:59
8 disinvestment. 18:33:02

9 I am here today asking, no, demanding, 18:33:03
10 that CPS agree to CTU's contract demands for 18:33:06
11 green healthy schools because all students in 18:33:09
12 Chicago deserve to learn in lead-free, 18:33:12
13 asbestos-free and mold-free schools with energy 18:33:14
14 efficient heating and following, weatherized 18:33:18
15 classrooms, healthy ventilation and all using 18:33:21
16 solar and other green technology. This Board 18:33:24
17 this year has the opportunity to make a real 18:33:27
18 difference in the lives and well-being of our 18:33:29
19 students. It's a fact that climate change is 18:33:31
20 hitting Chicago -- 18:33:33

21 SECRETARY NARRAJOS: Speaker 10, you 18:33:33
22 have 30 seconds remaining. 18:33:34

23 MS. JIMENEZ-HERNANDEZ: -- communities 18:33:35
24 of color first and hardest. You can and should 18:33:35



1 do everything in your power to mitigate and 18:33:39
2 prepare for the unfolding climate crisis now. 18:33:41
3 Our black and brown students need equity. This 18:33:45
4 is your chance to protect Chicago's youngest and 18:33:48
5 most vulnerable students and support their 18:33:50
6 teachers and other staff who care for them. 18:33:53
7 Show them that they are the future and that we 18:33:55
8 will not give up on them. 18:33:58
9 Thank you. 18:33:59
10 SECRETARY NARRAJOS: Thank you for your 18:34:00
11 comments. 18:34:01
12 Our next speaker is Gayle Hammer, 18:34:07
13 speaker number 11, to be followed by Nick Anaya, 18:34:09
14 speaker number 12. 18:34:13
15 MS. HAMMER: My name is Gayle Hammer, 18:34:14
16 and I have been a teacher at Clinton Elementary 18:34:15
17 School in the West Rogers Park community for 18:34:18
18 seven years. At Clinton I have worked as an ESL 18:34:20
19 co-teacher providing sheltered instruction as an 18:34:23
20 ELPT and an EL development teacher through ESL 18:34:24
21 instruction. 18:34:28
22 While the rest of the city got a new 18:34:29
23 influx of recent arrivals and newcomers this 18:34:30
24 past year, this is nothing new at Clinton 18:34:34



1 School. Clinton hosts a population of 18:34:35
2 approximately 1100 students, 70 percent of whom 18:34:37
3 are identified as ELL and represent 40-plus 18:34:40
4 languages. Close to 200 of those students are 18:34:43
5 newcomers and many are considered students with 18:34:46
6 limited and interrupted formal education. 18:34:48

7 Since we have ten language groups with 18:34:51
8 20-plus students, we qualify for ten 18:34:53
9 transitional bilingual education classes which 18:34:55
10 are to be provided in their native language as 18:34:57
11 mandated by the State of Illinois. Like 18:35:00
12 countless other schools in CPS, we are unable to 18:35:02
13 do that given the current funding structure and 18:35:05
14 lack of qualified bilingual educators. That 18:35:07
15 means we are not able to give our students the 18:35:09
16 education they deserve. 18:35:11

17 Clinton teachers and administration are 18:35:12
18 dedicated to our students and nearly all have 18:35:14
19 become ESL endorsed, but this endorsement does 18:35:17
20 not change the fact at that a typical gen ed 18:35:19
21 classroom at Clinton has 30 students who speak a 18:35:20
22 dozen different languages with six of them being 18:35:23
23 newcomers and often with limited prior 18:35:26
24 schooling. 18:35:28



1 Despite our teachers and administration 18:35:29
2 doing their best to provide a responsive and 18:35:31
3 equitable education for our students, it's not 18:35:34
4 enough. We need additional ESL and bilingual 18:35:35
5 teachers and TAs to meet all of our students' 18:35:38
6 needs. We are asking CPS to ensure Clinton and 18:35:41
7 all schools who service multilingual students -- 18:35:42
8 SECRETARY NARRAJOS: Speaker 11, you 18:35:42
9 have 30 seconds remaining. 18:35:43
10 MS. HAMMER: -- are able to comply with 18:35:44
11 state and federal law by offering 100 percent 18:35:46
12 tuition reimbursement for ESL and bilingual 18:35:49
13 endorsements as well as language classes and 18:35:53
14 translation services for educators. We need CPS 18:35:53
15 to fund dual language programs, strong ESL 18:35:56
16 programs, differentiated instruction and TBE 18:35:59
17 programs through appropriate staffing. We need 18:36:01
18 a budget that reflects the needs as mandated by 18:36:03
19 the state and federal law and our desire as 18:36:05
20 educators to give our students the education and 18:36:08
21 resources they deserve. 18:36:10
22 Thank you. 18:36:12
23 SECRETARY NARRAJOS: Thank you for your 18:36:12
24 comments. 18:36:13



1 And our last registered speaker is Nick 18:36:16
2 Anaya, speaker 12. 18:36:19
3 MR. ANAYA: Hello, I'm Nick Anaya. 18:36:24
4 Good evening. All right. My name is Nick 18:36:28
5 Anaya, I am a CTE and engineering and robotics 18:36:32
6 teacher at Lindblom Math and Science Academy. 18:36:34
7 I've spent thousands of hours over the past 16 18:36:38
8 years working with those students after school 18:36:41
9 to help them give a better understanding of how 18:36:42
10 all of the things that they're learning in their 18:36:45
11 CTE pathways apply to their future careers. 18:36:48
12 We've qualified for three world 18:36:51
13 championships in the last five years and built 18:36:53
14 large scale robots that you can only imagine if 18:36:56
15 you see them. And while it's true that the 18:36:59
16 classes and the programs that we have we're 18:37:02
17 building robots, the reality is that these CTE 18:37:04
18 opportunities are all about using robots to 18:37:08
19 build better people. 18:37:10
20 These -- you know, I'm here to implore 18:37:11
21 you today to really consider and look at the 18:37:12
22 options for our proposed contract to options 18:37:16
23 within Article 18 which deals specifically with 18:37:19
24 CTE contract and the pathways that we work with, 18:37:22



1 in addition looking at the out of school 18:37:26
2 programming, such as, robotics and the 18:37:30
3 work-based learning programs for summer 18:37:32
4 internships and corporate and trades 18:37:35
5 apprenticeships that are key to empowering those 18:37:38
6 students with these core hands-on experiences 18:37:39
7 that answer that age old question of a student, 18:37:41
8 why do I need to learn this? With each of those 18:37:44
9 students working through their understanding, 18:37:47
10 they figure out, oh, I need to learn this so 18:37:49
11 that I can do that. It's a wonderful, wonderful 18:37:52
12 thing. 18:37:56

13 And so I've had students who have 18:37:57
14 become welders. I've had students who have gone 18:37:58
15 into -- 18:38:00

16 SECRETARY NARRAJOS: Speaker 12, you 18:38:00
17 have 30 seconds remaining. 18:38:02

18 MR. ANAYA: -- undergraduate for 18:38:02
19 engineering. Students who are currently having 18:38:04
20 their Masters paid for by companies they're 18:38:06
21 going to develop microchips in the future, and 18:38:09
22 all of that is possible through these CTE 18:38:11
23 options. It's an equitable way in which we can 18:38:14
24 allow students to have the agency around 18:38:18



1 deciding what they want to do when they grow up, 18:38:20
2 where they want to go to school and help them 18:38:23
3 truly embody that agency that we hope for all of 18:38:25
4 our students. 18:38:29

5 As we take on these challenging 18:38:30
6 budgets, limits and resources, please remember 18:38:31
7 that the proposed changes will truly help us 18:38:33
8 make sure that those students are getting those 18:38:38
9 opportunities throughout the different CTE 18:38:40
10 schools and actually expand the CTE programs 18:38:42
11 throughout CPS. 18:38:46

12 SECRETARY NARRAJOS: Thank you for your 18:38:47
13 comments. 18:38:49

14 President Shi, this concludes the 18:38:50
15 public comment segment. 18:38:55

16 PRESIDENT SHI: Thank you. And thank 18:38:56
17 you to all the folks who spoke today, recognize 18:38:58
18 that, you know -- thank you for kind of sharing 18:39:01
19 your realities on the ground even during the 18:39:03
20 summer. 18:39:05

21 So now let's proceed with FY 25 Budget 18:39:06
22 presentation. Mike, whenever you're ready. 18:39:09

23 CHIEF SITKOWSKI: Good evening, my name 18:39:21
24 is Mike Sitkowski, I'm the Chief Budget Officer 18:39:22



1 for CPS, and my presentation here will provide 18:39:24
2 an overview of our FY 25 Budget. 18:39:28

3 Our proposed budget for FY 25 totals 18:39:35
4 \$9.9 billion. This is an increase of nearly 18:39:38
5 \$500 million over last year's budget driven by 18:39:41
6 an increase to our capital budget. Last year we 18:39:45
7 had a slimmed down capital plan, and this year 18:39:48
8 we are back to having a regular sized capital 18:39:51
9 plan, which is the main reason we are seeing an 18:39:54
10 increase overall. 18:39:56

11 There's three main components to our 18:39:57
12 FY 25 budget. The first is our operating 18:39:59
13 budget, which totals \$8.4 billion and covers 18:40:01
14 day-to-day expenses across the District. 18:40:01

15 The second component is our capital 18:40:06
16 budget, which this year totals \$611 million and 18:40:08
17 funds investments in our school buildings and 18:40:11
18 infrastructure and is funded primarily by bonds 18:40:13
19 through bonds issued by CPS. 18:40:17

20 Lastly, our debt service budget, which 18:40:21
21 totals \$817 million pays for the principal and 18:40:21
22 interest on the bonds issued to fund our capital 18:40:25
23 budget. 18:40:27

24 Before we go further into detail, we 18:40:30



1 want to come back to our vision for student 18:40:32
2 experience which guides every strategy and every 18:40:33
3 decision within our budget this year. 18:40:35

4 This slide highlights our vision for 18:40:41
5 student experience, and I'm going to read the 18:40:44
6 box here because this is important in driving 18:40:45
7 all of the additional detail that I'm going talk 18:40:48
8 about within our '25 budget. 18:40:51

9 We believe that every student, 18:40:52
10 especially those furthest from opportunity, will 18:40:54
11 experience a challenging, culturally-responsive 18:40:56
12 curriculum and access enrichment opportunities 18:40:59
13 and feedback that promotes daily growth. The 18:41:01
14 daily student experience will be joyful , 18:41:04
15 affirming and meets students' social and 18:41:06
16 emotional needs and prioritizing historically 18:41:09
17 underserved students. 18:41:12

18 With that, we also want to highlight 18:41:13
19 some of the amazing achievements of our 18:41:15
20 students, achievements that we hope to build on 18:41:17
21 in this coming school year. 18:41:19

22 First, of 40 large urban districts from 18:41:22
23 the Council of Great City Schools and their 18:41:25
24 education recovery score card, CPS was number 18:41:27



1 one in reading growth from '22 to '23 and number 18:41:31
2 one in reading gains from 2019 to '23. Of these 18:41:34
3 same 40 large urban districts, CPS was number 18:41:41
4 three in combined reading and math growth from 18:41:44
5 '22 to '23. 18:41:48

6 And so the question going forward is 18:41:49
7 how do we build on these achievements? And we 18:41:51
8 believe this budget will allow us to continue to 18:41:53
9 do so. 18:41:56

10 One of the major changes in our FY 25 18:41:57
11 budget is the shift from a student-based 18:41:59
12 budgeting funding model for schools to a 18:42:02
13 need-based funding model. To align with our 18:42:05
14 vision for student experience, we've revamped 18:42:08
15 the way that we allocate resources to schools, 18:42:11
16 again shifting from our student-based budgeting 18:42:14
17 model that we used in the past to a fully 18:42:16
18 need-based funding model. These changes reflect 18:42:19
19 years of stakeholder feedback, advocacy and 18:42:21
20 organizing to advance resource equity across our 18:42:24
21 city. This new model follows a targeted 18:42:27
22 universalist approach with guaranteed 18:42:30
23 foundational resources for all schools and 18:42:32
24 additional targeted resources for our schools of 18:42:35



1 higher need. 18:42:38

2 Now, let's talk about how our budget 18:42:40

3 came together and how we address some of the 18:42:42

4 funding challenges we face as a District. 18:42:44

5 As we developed the FY 25 Budget, we 18:42:49

6 foresaw the expiration of our federal relief 18:42:53

7 funding, which presented a significant initial 18:42:55

8 budget deficit that required difficult decisions 18:42:57

9 to avoid cuts to school funding. This budget 18:42:59

10 protects and adds to school funding, and to do 18:43:02

11 so CPS made significant reductions in spending 18:43:05

12 across centralized budgets to balance our FY 25 18:43:08

13 Budget. 18:43:11

14 As is our usual practice, we expect to 18:43:12

15 amend the budget to reflect collective 18:43:15

16 bargaining agreements with our Chicago Teachers 18:43:18

17 Union partners and our partners in in the 18:43:20

18 Chicago Principals and Administrators 18:43:23

19 Association once these agreements are final. 18:43:25

20 Even though we're talking about the FY 18:43:29

21 25 Budget tonight, it's important that we keep 18:43:31

22 an eye on the future. This budget relies on 18:43:33

23 significant onetime federal relief funding that 18:43:37

24 will not be available in FY 26. Due to the 18:43:40



1 expiration of this federal relief funding plus 18:43:44
2 cost pressures in labor, health care, pensions 18:43:48
3 and other areas, CPS's FY 2026 projected budget 18:43:51
4 gap will be over \$500 million before accounting 18:43:55
5 for additional important investments and pending 18:44:00
6 collective bargaining agreements with our key 18:44:00
7 staff and labor partners. CPS and its partners 18:44:02
8 will continue to advocate for the state and 18:44:06
9 federal funding that our students deserve to 18:44:08
10 help balance future budgets. 18:44:11

11 Next, we want to talk a bit about why 18:44:17
12 we have structural budget issues as a District, 18:44:19
13 and this is due to a lack of state funding. Our 18:44:22
14 structural budget issues remain moving forward 18:44:24
15 due mainly to a lack of adequate and equitable 18:44:27
16 funding from the state of Illinois. 18:44:29

17 \$1.1 billion would be available if the 18:44:30
18 state fully funded the evidence-based formula. 18:44:34
19 This is a shortfall acknowledged by the state of 18:44:37
20 Illinois through their evidence-based funding 18:44:41
21 data. 18:44:42

22 \$662 million of our budget funds 18:44:44
23 teacher pensions, and this is a cost that is 18:44:47
24 funded by Chicago taxpayers and a burden that no 18:44:50



1 other district faces. 18:44:53

2 Additionally, \$540 million in 18:44:56
3 unrestricted state and local funding must be 18:44:58
4 diverted from classrooms to pay debt service on 18:45:01
5 our capital bonds as we lack the ability of 18:45:03
6 other districts to raise dedicated funds for our 18:45:06
7 capital investments. 18:45:08

8 We also remain underfunded in other key 18:45:09
9 areas, including pre-K, special education and 18:45:12
10 reimbursements for transportation for students 18:45:15
11 with IEPs. 18:45:18

12 Stepping back to look at our FY 25 18:45:21
13 Budget as a whole, this slide is an overview of 18:45:23
14 our \$8.4 billion operating budget and the 18:45:26
15 revenue sources that make up this budget. Over 18:45:31
16 half, 59 percent or right around \$5 billion of 18:45:34
17 our operating revenues, come from local sources, 18:45:39
18 these are Chicago taxpayers. This funding is 18:45:41
19 made up primarily of property taxes with 18:45:44
20 additional funding from personal property 18:45:47
21 replacement tax and TIF surplus funding. 18:45:49

22 Just 25 percent of our total budget or 18:45:52
23 \$2.1 billion comes from the state of Illinois. 18:45:55

24 This is primarily evidence-based funding and 18:45:58



1 also includes teacher pension normal costs and 18:46:00
2 categorical grants. 18:46:03

3 The third component of our budget is 18:46:05
4 our federal funding, which this year makes up 18:46:07
5 16 percent of our overall budget or \$1.3 18:46:10
6 billion. And this is comprised of our federal 18:46:13
7 relief funding that expires in September of this 18:46:15
8 year, plus our recurring sources of funding, 18:46:18
9 such as, title funding and lunchroom funding 18:46:20
10 that primarily support low income students. 18:46:22
11 This number is decreased from last year and will 18:46:24
12 continue to decrease absent additional federal 18:46:27
13 action as our federal relief funding expires in 18:46:30
14 September. 18:46:33

15 When we look at what we're spending our 18:46:36
16 money on, we want to highlight that most of our 18:46:38
17 spending is on people. Salaries, benefits, 18:46:41
18 pension costs and funding for charter schools, 18:46:44
19 which primarily funds the salaries and benefits 18:46:46
20 of our charter school staff, makes up 80 percent 18:46:49
21 of our overall budget. The remaining 20 percent 18:46:52
22 of our budget is used to pay for non-personnel 18:46:55
23 expenses, including commodities, such as, food 18:46:58
24 and utilities, instructional supplies, equipment 18:47:01



1 and software, student transportation and 18:47:03
2 building repair and contractual services, such 18:47:05
3 as, facilities management and Safe Passage. And 18:47:07
4 even within these non-personnel categories, 18:47:10
5 these often turn into folks working for our 18:47:13
6 vendors, working for our community partners that 18:47:16
7 serve our students on a daily basis. 18:47:18

8 Looking at the employees in our FY 25 18:47:24
9 Budget, this budget includes nearly 46,000 18:47:27
10 full-time employees, a record high and an 18:47:30
11 increase of 805 FTEs from FY 24. So despite our 18:47:33
12 deficit, we are continuing to invest in the 18:47:39
13 important people that are doing the important 18:47:41
14 work in our schools on a daily basis. 18:47:42

15 Over 96 percent of these employees 18:47:44
16 directly support schools. This includes 18:47:47
17 teachers, school support staff, such as, clerks, 18:47:49
18 classroom assistants and other positions of the 18:47:52
19 like and school administrators which make up 82 18:47:54
20 percent of our CPS employees, while another 14 18:47:58
21 percent provide city-wide support services to 18:48:01
22 schools. These are employees that are managed 18:48:03
23 centrally but work in our buildings on a daily 18:48:05
24 basis, including custodians, nurses and social 18:48:09



1 workers. 18:48:11

2 Just 4 percent of our positions are 18:48:12

3 Central Office administrative positions, which 18:48:14

4 is consistent with similar large urban districts 18:48:17

5 across the country. 18:48:20

6 We also wanted to highlight where the 18:48:24

7 increase in our staff is coming from, and this 18:48:27

8 chart shows the breakdown of the 805 additional 18:48:29

9 positions in this year's budget. What we see 18:48:33

10 here is that our increases are in our teachers 18:48:35

11 and in our school support staff. The number of 18:48:37

12 teacher positions in this budget is increasing 18:48:41

13 by 513, 243 or just under half of which are due 18:48:43

14 to growth in special education needs while the 18:48:50

15 remaining are due to increases through the you 18:48:51

16 funding model to support smaller class sizes and 18:48:55

17 reasonable class sizes in every one of our 18:48:57

18 schools. 18:48:59

19 The 337 new school support staff 18:49:00

20 positions are due to an increase of 661 special 18:49:03

21 education classroom assistants and 88 18:49:08

22 restorative justice coordinators with offsetting 18:49:10

23 decreases in other support staff categories. 18:49:13

24 Lastly, when we look at the big 18:49:19



1 picture, it's important to talk about our 18:49:21
2 obligation to teacher pensions. This obligation 18:49:23
3 in FY 25 will cost CPS over \$1 billion. And 18:49:27
4 what we want to highlight here is that Chicago 18:49:33
5 taxpayers cover 662 million or roughly 65 18:49:35
6 percent of that. Every other district in the 18:49:39
7 state of Illinois is part of the teachers' 18:49:42
8 retirement system where the state nearly fully 18:49:43
9 funds the obligation for those districts' 18:49:47
10 teacher pensions. CPS is unique in this 18:49:49
11 category that we have to pay both the pensions 18:49:52
12 for our teachers but also contribute to the 18:49:55
13 pensions for teachers in other districts 18:49:58
14 throughout the state. 18:50:00

15 When we look at this chart, we start in 18:50:01
16 the top and move clockwise, we see the orange 18:50:03
17 slice and the small gray slice are the 18:50:07
18 contributions that the state makes to fund 18:50:09
19 teacher pensions. This is an improvement from 18:50:11
20 the past, but they only fund 35 percent of our 18:50:14
21 overall pension obligation, leaving CPS on the 18:50:16
22 hook for \$662 million of cost. 18:50:20

23 We talked about some of the budget 18:50:27
24 pressures CPS was facing this year so we want to 18:50:28



1 talk a little bit about how we balanced our FY 18:50:31
2 25 Budget. 18:50:34

3 We've been publicly acknowledging that 18:50:35
4 we have a budget deficit since the fall of this 18:50:38
5 year, noting that we were looking at a \$391 18:50:41
6 million gap between our projected revenues and 18:50:44
7 our projected expenses for FY 25. During the 18:50:46
8 budget development process, we saw cost 18:50:50
9 pressures in two other key areas, including 18:50:51
10 growth in our projected health care costs of \$52 18:50:54
11 million and additional special education 18:50:57
12 positions to make sure we can meet the needs of 18:50:59
13 our students with IEPs that cost \$62 million 18:51:02
14 total. This brought our remaining budget 18:51:05
15 deficit to 505 million. 18:51:07

16 The actions we took to balance this 18:51:10
17 budget and to close this deficit included 18:51:12
18 department budget reductions inefficiencies to 18:51:15
19 keep the cuts away from schools that total \$197 18:51:17
20 million. 18:51:22

21 Funding strategies to leverage our 18:51:22
22 federal grant carryover, new grant funding and 18:51:24
23 increasing our assumption around vacancy savings 18:51:27
24 totaling \$196 million. 18:51:30



1 The reduced need for supplemental class 18:51:33
2 size funding due to the new funding model that 18:51:35
3 provides teachers to ensure reasonable class 18:51:37
4 sizes will save \$30 million. 18:51:39

5 Reduced Central Office positions and a 18:51:41
6 hiring freeze will save \$20 million in FY 25. 18:51:44

7 And finally, two actions around our 18:51:48
8 debt, we are saving \$52 million in savings 18:51:50
9 through debt restructuring, and we're seeing a 18:51:53
10 decrease of \$10 million in reduced short-term 18:51:56
11 borrowing costs. 18:51:59

12 So this is an overview of how we've 18:52:00
13 reduced that deficit from 505 million to present 18:52:02
14 the balanced budget we have today. 18:52:05

15 The next few slides highlight the 18:52:08
16 actions that were taken at a central level to 18:52:10
17 make reductions and avoid cuts to our schools. 18:52:13
18 These included efficiencies in reductions that 18:52:17
19 we found in our operations, in our school-based 18:52:19
20 programming and our administrative costs. I'm 18:52:22
21 not going to read through every one of these 18:52:24
22 details on this slide, but these are available 18:52:26
23 in our budget book. We felt it was important to 18:52:29
24 provide transparency around the decisions that 18:52:31



1 we made to help balance our FY 25 Budget. So 18:52:33
2 this slide has our operations and school-based 18:52:36
3 programming efficiencies and reductions. And 18:52:39
4 this next slide details our administrative 18:52:42
5 efficiencies and reductions. 18:52:45

6 Moving into our long-term fiscal 18:52:47
7 health, I mentioned before the inequities and 18:52:50
8 the inadequacies within the funding that we 18:52:54
9 receive from the state, and we think it's 18:52:56
10 important to continue to highlight these, even 18:52:58
11 if it may sound a bit repetitive. 18:53:01

12 We do -- we are \$1.1 billion 18:53:03
13 underfunded through the state's evidence-based 18:53:06
14 funding formula, a fact acknowledged by the 18:53:08
15 state of Illinois. We also face \$662 million in 18:53:11
16 teacher pension costs funded by Chicago 18:53:14
17 taxpayers, a burden that no other district in 18:53:17
18 the state faces. And finally, \$540 million in 18:53:19
19 unrestricted state and local funding must be 18:53:24
20 diverted from our classrooms to make payments on 18:53:26
21 the debt service that funds the capital bonds we 18:53:29
22 issue as we lack the ability of other districts 18:53:32
23 across the state to raise dedicated funds for 18:53:34
24 capital investment. 18:53:37



1 We also remain underfunded in other key 18:53:38
2 areas, including pre-K, special education and 18:53:40
3 reimbursements for transportation of students 18:53:42
4 with IEPs. 18:53:45

5 What does this mean looking forward? 18:53:48
6 What we have here is our five-year forecast so 18:53:51
7 that we can be -- continue to plan and continue 18:53:54
8 to advocate for the resources that we need. And 18:53:56
9 while this budget takes significant steps to 18:53:59
10 balance our FY 25 Budget, we face significant 18:54:01
11 budget challenges in future years. Our FY 26 18:54:04
12 projected deficit projects to be at least \$500 18:54:08
13 million with the potential to reach over 750 18:54:13
14 million if new revenues are not identified. 18:54:15
15 Looking out into fiscal year 2029 and fiscal 18:54:18
16 year 2030, deficits can reach over \$1 billion 18:54:21
17 and greater if we do not find structural 18:54:25
18 solutions to our budget challenges. 18:54:28

19 We've said before that we believe this 18:54:31
20 is a revenue issue, and we will continue to 18:54:34
21 advocate for more local, state and federal 18:54:35
22 funding to avoid cuts to be able to balance 18:54:38
23 these budgets. 18:54:41

24 Next, we'll spend some time talking 18:54:45



1 about the changes to our school funding in FY 18:54:47
2 25, and we want to start by highlighting the 18:54:50
3 origin of these changes. And these are changes 18:54:53
4 that have been driven by public feedback, by 18:54:56
5 advocacy and organizing over the years. 18:54:59

6 Beginning in 2019, CPS launched a new 18:55:02
7 process to engage community and stakeholders 18:55:06
8 around funding priorities, revenue challenges 18:55:09
9 and school resourcing. These last years we've 18:55:11
10 convened public forums called stakeholder input 18:55:14
11 sessions, focus groups and surveys to gather 18:55:17
12 feedback on priorities for our communities and 18:55:20
13 for our stakeholders. This feedback that we 18:55:22
14 received is directly informing the changes that 18:55:25
15 we've made in our FY 25 Budget. Hearing 18:55:27
16 directly from students, parents, teachers, 18:55:31
17 principals and other community members allowed 18:55:34
18 us to better understand what is important to our 18:55:36
19 school communities and to develop a school 18:55:38
20 resourcing strategy to reflect these priorities. 18:55:41

21 This next slide highlights some of the 18:55:46
22 themes that we've heard that have been 18:55:48
23 incorporated into our FY 25 Budget. 18:55:50

24 The first and the most significant is 18:55:52



1 shifting away from student-based budgeting. 18:55:54
2 We've heard over the years of the impact of 18:55:57
3 student-based budgeting on our schools, and 18:55:59
4 we're proud to announce that this year we are 18:56:02
5 shifting to a fully needs-based funding model. 18:56:04
6 This model consolidates the resources that were 18:56:07
7 allocated through SBB and other funding streams 18:56:09
8 and to teachers and discretionary funds 18:56:12
9 allocated through the District's Opportunity 18:56:15
10 Index, which is our main metric of need. 18:56:17
11 We also heard about more transparency 18:56:20
12 in school funding, and this model streamlines 18:56:22
13 how resources are allocated to schools so that 18:56:24
14 we can better understand the resources that 18:56:27
15 every school has and be able to provide 18:56:29
16 transparency into how we are resourcing each 18:56:31
17 school. 18:56:34
18 These budgets are published on our 18:56:35
19 website so we can see every school's resources 18:56:37
20 this year and be able to compare one school to 18:56:39
21 another in terms of both their resources 18:56:42
22 allocated by the District and the decisions made 18:56:44
23 by principals. 18:56:46
24 We also heard about supporting the 18:56:48



1 whole child. This is important in that we want 18:56:49
2 to continue to invest in resources outside of 18:56:52
3 the classroom, and this budget does that, 18:56:55
4 continuing investments in tutors and STLS 18:56:58
5 advocates, athletic directors, Out of School 18:57:01
6 Time programming and other non-instructional 18:57:04
7 funding needs. Some of these investments were 18:57:06
8 started under when we had access to our ESSER 18:57:09
9 funding in our federal relief funding. And 18:57:12
10 despite that funding going away, we found ways 18:57:14
11 to continue some of these important investments 18:57:18
12 to make sure that we are supporting the whole 18:57:18
13 child. 18:57:20
14 Fourth, we've heard about the 18:57:21
15 importance of assistant principals and having 18:57:23
16 strong leadership within our schools. In this 18:57:26
17 year's budget, we have made assistant principals 18:57:27
18 a foundation position so every school receives 18:57:28
19 one assistant principal funded centrally by the 18:57:31
20 District. 18:57:35
21 Lastly, we believe in local autonomy 18:57:35
22 and resourcing decisions. We have over 600 18:57:38
23 schools that all have unique needs, and this 18:57:41
24 budget preserves the ability for principals and 18:57:44



1 for school communities to make decisions that 18:57:47
2 are locally appropriate to serve the needs of 18:57:49
3 their students. 18:57:51

4 Now, we'll discuss how this feedback 18:57:52
5 has informed our strategy around FY 25 school 18:57:54
6 funding. 18:57:57

7 This slide highlights the foundation of 18:57:58
8 our budget, which is foundational resources for 18:58:00
9 every school and additional resources based on 18:58:03
10 need following a targeted universalist approach 18:58:05
11 that sets universal goals for our schools and 18:58:09
12 our students but then targets resources to where 18:58:12
13 they're most needed to help all of our students 18:58:15
14 in all of our schools achieve those goals. 18:58:18

15 First, every school will have a set of 18:58:20
16 foundational resources that includes a 18:58:22
17 principal, an assistant principal, core 18:58:24
18 classroom and holistic teachers, counselors, 18:58:26
19 clerks, funding for teacher professional 18:58:30
20 development, funding for discretionary needs at 18:58:34
21 the school level, centrally-managed positions to 18:58:37
22 provide operational support, including our 18:58:40
23 custodians, engineers, security and lunchroom 18:58:40
24 staff and before and after school programming to 18:58:44



1 support athletics, enrichment and other 18:58:46
2 activities. 18:58:49

3 On top of that we've allocated 18:58:49
4 additional resources based on the needs of our 18:58:51
5 schools. This includes additional teachers to 18:58:53
6 support smaller class sizes, additional 18:58:56
7 discretionary funding for our higher needs 18:58:58
8 schools, additional counselors for our higher 18:59:01
9 needs schools, instructional coaches, tiered 18:59:04
10 intervention supports, tutoring, advocates for 18:59:06
11 our students in temporary living situations, 18:59:08
12 positions for our students with special 18:59:12
13 education needs, supplemental English Learner 18:59:14
14 resources, social and emotional supports and 18:59:18
15 restorative justice coordinators. 18:59:20

16 We've talked about need and we thought 18:59:25
17 it's important to highlight how we are assessing 18:59:27
18 need within this budget. 18:59:31

19 The Opportunity Index is the District's 18:59:32
20 measure of need across all of our schools, and 18:59:34
21 while it's been used the last three years, this 18:59:37
22 year is the foundation of how we are allocating 18:59:39
23 resources to schools. Our Opportunity Index 18:59:42
24 consists of 12 distinct indicators used to 18:59:44



1 analyze differences in access to opportunity. 18:59:47
2 These indicators include community factors, 18:59:49
3 which are indicative of the socioeconomic 18:59:52
4 environment which attending students live, 18:59:54
5 school demographics which consider the 18:59:56
6 percentage of attending student population that 18:59:58
7 fit a particular category. Lastly, it considers 19:00:00
8 historical school funding which accounts for 19:00:04
9 resourcing schools have experienced in prior 19:00:07
10 years. 19:00:09
11 We've relied on this index to make 19:00:11
12 operational and funding decisions in the past, 19:00:13
13 but in FY 25 this will guide the distribution of 19:00:15
14 our resources as we move into this new funding 19:00:18
15 model, ensuring that those most impacted by 19:00:21
16 inequity have strong, vibrant and healthy school 19:00:23
17 communities. 19:00:26
18 This next slide highlights the exact 19:00:29
19 factors that go into our Opportunity Index 19:00:31
20 across our community factors, demographics and 19:00:34
21 historical funding. These factors are -- for 19:00:36
22 each of these 12 metrics, the values across each 19:00:41
23 school are ranked by percentile and then divided 19:00:43
24 into quintiles, which allow us to provide a 19:00:47



1 score for every school , higher scores indicating 19:00:49
2 those schools and those students that are 19:00:52
3 further from opportunity, lower scores 19:00:55
4 indicating students in schools that are -- that 19:00:57
5 have lower needs. The sum of these scores is 19:00:59
6 helping to determine resource allocations as 19:01:02
7 part of our need-based teacher and discretionary 19:01:04
8 funding formulas. And schools currently range 19:01:07
9 from 14, which are our lowest needs schools, to 19:01:09
10 52, which are our highest needs schools. 19:01:12
11 I mentioned our foundational teacher 19:01:19
12 positions, and this is the key -- the key change 19:01:21
13 in this year's budget. Our new funding model 19:01:23
14 ensures that every student attends a school with 19:01:26
15 a requisite number of teachers providing 19:01:28
16 certified teachers in every core content area, 19:01:31
17 reasonable class sizes in every one of our 19:01:35
18 schools and access to no fewer than three 19:01:37
19 holistic courses with arts and PE requirements 19:01:39
20 and then another holistic teacher to provide a 19:01:42
21 course of the school's choosing. This could be 19:01:46
22 computer science, this could be library, this 19:01:49
23 could be any other course outside of our core 19:01:51
24 classroom instruction. These positions will be 19:01:54



1 centrally provided and centrally founded 19:01:56
2 regardless of the cost of the individual 19:01:58
3 teacher. And this ensures that all of our 19:02:00
4 schools, neighborhood, magnet, selective 19:02:02
5 enrollment and all others have the resources to 19:02:04
6 offer rich programming that meets the needs of 19:02:07
7 their students and they have reasonable class 19:02:09
8 sizes across our entire city. 19:02:11

9 These next two slides go into the 19:02:19
10 actual formula of how we have allocated teachers 19:02:20
11 to schools this year. At the elementary level, 19:02:22
12 starting with our core classroom teachers, we 19:02:24
13 are allocating one teacher for every 26 students 19:02:27
14 for our lowest needs schools that have an 19:02:30
15 Opportunity Index score of 30 or less. As 19:02:32
16 schools move higher on their Opportunity Index 19:02:35
17 score, we lower the ratio of students to 19:02:37
18 teachers, bringing that down to 24-to-1 for our 19:02:40
19 mid-tier Opportunity Index schools and lowering 19:02:43
20 that all the way to 22-to-1 for our schools with 19:02:46
21 the highest need. 19:02:49

22 We've also guaranteed a minimum of ten 19:02:51
23 core classroom teachers for our elementary 19:02:53
24 schools to ensure that our smallest schools have 19:02:56



1 the requisite staff to be able to offer a 19:02:58
2 teacher in every grade and avoid split grade 19:03:01
3 classrooms. 19:03:05

4 On top of our core classroom teachers, 19:03:05
5 we've allocated one holistic teacher for every 19:03:08
6 five core classroom teachers to provide those 19:03:12
7 courses that are outside of our core classrooms. 19:03:15
8 We've also set a minimum of three teachers, as I 19:03:17
9 mentioned before, to ensure that our smallest 19:03:20
10 schools can have not only arts and PE but an 19:03:21
11 additional offering of their choice. These 19:03:24
12 formulas ensure that our funding model follows 19:03:26
13 our instructional priorities and that every 19:03:28
14 school can have reasonable class sizes and rich 19:03:30
15 programming. 19:03:34

16 At the high school level we have a 19:03:39
17 similar concept, just slightly different numbers 19:03:41
18 as high schools program their classes a bit 19:03:44
19 differently. At the high school level our 19:03:45
20 foundation is one teacher for every 21 students 19:03:46
21 for our lowest needs school, and that drops to 19:03:49
22 19-to-1 for our mid-tier Opportunity Index 19:03:52
23 schools and 18-to-1 for our highest needs school 19:03:56
24 with an Opportunity Index score over 42. 19:03:59



1 At the high school level we have also 19:04:03
2 set a minimum of ten teachers to ensure that 19:04:03
3 every school is able to offer rich programming 19:04:05
4 and a full complement of required courses. 19:04:07

5 This next slide shows a map of how 19:04:17
6 these ratios play out across our city. And what 19:04:19
7 we see here is that schools serving higher needs 19:04:22
8 populations receive teachers at a lower 19:04:24
9 student-to-teacher ratio, giving these schools 19:04:26
10 more teachers to support smaller class sizes. 19:04:28
11 The map shows how this formula distributes 19:04:31
12 across our city with the green dots representing 19:04:34
13 our lowest needs schools receiving our baseline 19:04:37
14 student-to-teacher ratios, yellow dots 19:04:39
15 representing our medium needs schools that see 19:04:42
16 ratios slightly lower than our lowest needs 19:04:45
17 school, and finally the red dots representing 19:04:48
18 our highest needs schools that receive teachers 19:04:50
19 at the lowest student-to-teacher ratio. 19:04:53

20 In addition to these foundational 19:05:00
21 teacher positions, we've also built on our 19:05:02
22 foundation for non-teaching positions in this 19:05:03
23 year's budget. In the past we have allocated a 19:05:03
24 principal, a clerk and a counselor to every 19:05:06



1 school. This year we continue those investments 19:05:08
2 with additional positions allocated to every 19:05:11
3 school, including an assistant principal, an 19:05:14
4 expansion of counselors for our larger and our 19:05:17
5 higher needs school based on the formulas 19:05:20
6 outlined on this slide, continued our investment 19:05:22
7 in school assistants and part-time operational 19:05:25
8 support for recess coverage or other operational 19:05:28
9 needs to give our small schools at least a 19:05:31
10 part-time employee and our larger schools one or 19:05:34
11 two full-time school assistants. 19:05:36
12 We've also continued our investment in 19:05:37
13 athletic directors at our high schools to 19:05:39
14 provide a full-time athletic director centrally 19:05:42
15 funded for our high schools with more than 300 19:05:45
16 students or more than 27 sports teams and a 19:05:48
17 part-time \$60,000 stipend for our schools with 19:05:51
18 fewer than 2300 students and 27 sports teams. 19:05:54
19 Lastly, we've made additional 19:06:03
20 investments to ensure resources are available 19:06:04
21 where they're most needed across our schools. 19:06:04
22 So in addition to these core staffing 19:06:06
23 allocations, budgets will include additional 19:06:08
24 resources based on student and school needs, 19:06:11



1 including interventionists at all of our Title I 19:06:13
2 schools, a minimum of one that scales up for our 19:06:16
3 larger schools at a 450-to-1 ratio for 19:06:19
4 elementary schools and a 600-to-1 ratio for our 19:06:22
5 high schools. 19:06:25

6 Restorative justice coordinators at our 19:06:26
7 schools with an Opportunity Index over 30 and 19:06:28
8 over 500 students. 19:06:31

9 Distributed Leadership support to 19:06:35
10 provide professional development funding to all 19:06:38
11 of our schools and instructional coaches to over 19:06:38
12 180 schools. 19:06:40

13 Continuing our investments in special 19:06:42
14 education, English Learners and pre-K students. 19:06:45

15 Allocating coordinators for our 19:06:48
16 different types of programs, including STEM and 19:06:51
17 STEAM, IB, personalized learning, gifted and 19:06:53
18 Montessori programs. 19:06:56

19 Continuing our investments in Out of 19:06:57
20 School Time funding, Tutor Corps and community 19:06:59
21 school funding. A lot of these of which we 19:07:04
22 started under ESSER and have found sustainable 19:07:05
23 recurring revenue sources to continue. 19:07:08

24 Operational support positions for our 19:07:11



1 lunchroom, security and facility operations. 19:07:11

2 Next, we'll move into our capital 19:07:17

3 budget. Our FY 25 Capital Plan includes \$611 19:07:19

4 million in projects, and this slide details the 19:07:24

5 financing sources that will fund these projects. 19:07:27

6 \$549.6 million of this capital plan will be 19:07:30

7 funded by bond offerings and other CPS capital 19:07:34

8 funds. The remaining 61.5 million are funded by 19:07:38

9 other external local, state and federal dollars 19:07:41

10 that include tax increment financing or TIF 19:07:44

11 funding making up just over \$29 million in 19:07:47

12 funding, external funding for our Space to Grow 19:07:50

13 projects from our partners at the Department of 19:07:53

14 Water and Metropolitan Water Reclamation 19:07:55

15 District totaling just over \$10 million, funding 19:08:00

16 through our federal E-Rate program just over \$4 19:08:02

17 million and other potential external sources 19:08:06

18 just over \$17 million. So these are the sources 19:08:08

19 that will make up funding for the projects in 19:08:10

20 our Capital Plan in FY 25. 19:08:13

21 When we look at the projects that are 19:08:17

22 within our Capital Plan this year, this budget 19:08:19

23 includes \$311 million in capital funding to 19:08:22

24 address the District's priority renovation 19:08:25



1 projects and the most urgent facility needs. 19:08:28

2 \$83.2 million in our budget will fund 19:08:31
3 interior renovations at our schools, including 19:08:34
4 45 million that will be used to create space 19:08:36
5 efficiencies within our buildings across the 19:08:39
6 District. 19:08:41

7 93.5 million is being allocated for 19:08:42
8 programmatic investments, which include CTE 19:08:44
9 upgrades, improvements for the Office of 19:08:47
10 Students with Disabilities, library renovations, 19:08:49
11 student recreations, student recreation and 19:08:53
12 athletic resources. This investment also 19:08:56
13 continues the District's stadium and swimming 19:08:58
14 pool refurbishment program. 19:09:02

15 Continuing the investments within our 19:09:06
16 capital budget, we have \$54.7 million to up 19:09:07
17 congratulate school network infrastructure to 19:09:11
18 address equitable connectivity, replace aging 19:09:13
19 hardware at schools and upgrade our data 19:09:16
20 warehouse and data backup systems. \$5.5 million 19:09:19
21 will be used to fund the insourcing of custodial 19:09:22
22 equipment as CPS shifts away from Aramark's 19:09:24
23 management of our custodians. 19:09:27

24 We're also investing \$40 million in 19:09:29



1 site upgrades that leverage external funding and 19:09:31
2 will help ensure that students can benefit from 19:09:34
3 a well-rounded education that promotes healthy 19:09:36
4 and active development while providing a 19:09:39
5 resource for each school's surrounding 19:09:41
6 community. 19:09:43

7 Lastly, this budget includes \$23 19:09:44
8 million in support services to implement these 19:09:46
9 projects. 19:09:48

10 The final component of our FY 25 Budget 19:09:57
11 is our debt service budget, and this year's debt 19:09:58
12 service budget totals \$817 million. CPS 19:10:00
13 currently has 34 series of long-term bonds, 19:10:03
14 which total approximately \$9.3 billion of debt, 19:10:06
15 all fixed rate, that have been issued primarily 19:10:10
16 to fund our capital needs. Our current annual 19:10:13
17 repayment of principal is locked into a 19:10:17
18 relatively slow structure at approximately \$250 19:10:19
19 million per year and rising slightly. 19:10:24

20 We also want to highlight that about 20 19:10:26
21 percent of our state aid and PPRT revenues that 19:10:28
22 could otherwise be invested in classrooms are 19:10:31
23 currently used to pay debt service. The chart 19:10:33
24 on this slide is one that we've shown before, 19:10:37



1 but it's important to highlight some of the key 19:10:39
2 factors in here. And what we see is that the 19:10:41
3 green bars on this chart represent the funding 19:10:43
4 from the state that we are projected to have to 19:10:49
5 use to pay our existing debt service on our 19:10:52
6 existing bonds. We see that this obligation 19:10:54
7 remains around \$500 million all the way out 19:10:56
8 through 2046. So absent a new revenue source to 19:11:00
9 be able to fund our debt service, we will be 19:11:04
10 continuing to divert at least \$500 million of 19:11:06
11 our state funding to help fund the bonds issued 19:11:09
12 to support our capital plans. 19:11:12

13 We want to touch on some key takeaways 19:11:17
14 to wrap my presentation today. Despite a 19:11:20
15 deficit driven by the upcoming expiration of 19:11:23
16 federal relief funding and a lack of adequate 19:11:25
17 and equitable state funding, our budget is 19:11:26
18 balanced and avoids cuts to schools. The 19:11:29
19 District's revamped need-based school funding 19:11:33
20 model sets a resourcing standard for every 19:11:36
21 school while prioritizing resources for schools 19:11:38
22 and students that need them most importantly. 19:11:41

23 Lastly, our structural funding 19:11:44
24 challenges still exist and will require 19:11:45



1 additional revenues to continue the growth that 19:11:48
2 our students have seen in the last two years. 19:11:50
3 That concludes my presentation. Thank 19:11:54
4 you. 19:11:56
5 PRESIDENT SHI: Thank you. 19:11:57
6 Board Members, any questions on this 19:11:58
7 side? Questions? 19:12:00
8 Vice President Todd-Breland. 19:12:04
9 VICE PRESIDENT TODD-BRELAND: Not a 19:12:05
10 question, I know we'll have, you know, more 19:12:07
11 opportunities for that, but just wanted to again 19:12:09
12 reiterate something that we discussed last night 19:12:12
13 as well in terms of the fact that like 19:12:14
14 appreciation for the ways in which -- there are 19:12:17
15 two things that happen at once in CPS. We get 19:12:19
16 the money we get, right, we don't have much of a 19:12:23
17 say in that, and then it's our task to divide it 19:12:25
18 up, right. And I think the shift away from SBB 19:12:28
19 is something important to note and the ways that 19:12:32
20 particular resources are being allocated this 19:12:35
21 year according to need even in our constrained 19:12:37
22 environment at the same time that we can 19:12:41
23 recognize that the pie is not big enough, right, 19:12:43
24 and we need to continue to work with our city, 19:12:45



1 state, federal government partners, our labor 19:12:47
2 partners and our broader communities to find 19:12:50
3 sustainable ways to get the progressive revenue 19:12:53
4 that we know our children need and deserve and 19:12:56
5 our schools and communities need in order to 19:12:59
6 thrive. 19:13:01

7 PRESIDENT SHI: Thank you. 19:13:03

8 And my comment is around I appreciate 19:13:04
9 this presentation not only for what the budget 19:13:06
10 is but how we got here, right. As Vice 19:13:09
11 President Todd-Breland said, we don't get the 19:13:14
12 opportunity to raise money in ways that other 19:13:15
13 boards can and ways -- and past actions have led 19:13:19
14 us to where we are now, right, and so I wanted 19:13:23
15 to clarify that. So thank you for kind of 19:13:25
16 explaining. 19:13:28

17 And, you know, I am touched by the 19:13:28
18 folks who spoke today, and I welcome everyone to 19:13:31
19 join me in Springfield and at the federal level 19:13:34
20 to get what we need, so thank you guys. 19:13:37

21 Board Members, are there any other 19:13:40
22 questions or comments? 19:13:41

23 All right. Then this concludes the 19:13:42
24 second FY 25 Budget Hearing. Thank you, guys. 19:13:45



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

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



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

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



Karen Fatigato, CSR
LIC. NO. 084-004072



A					B
abilities 14:15	adequate 22:12,22 29:2 45:15 70:16	12:2	allow 13:14 39:24 43:8 60:24	area 61:16	avoid 44:9 52:17 54:22 63:2
ability 14:10,11,19 46:5 53:22 57:24	administration 20:2,9 31:2,16 36:17 37:1	allowed 55:17	allowing 14:16,21 29:17	areas 22:14 28:1 45:3 46:9 51:9 54:2	avoids 70:18
able 11:17 22:23 32:17 36:15 37:10 54:22 56:15,20 63:1 64:3 70:9	administrative 19:18,22 49:3 52:20 53:4	alternatives 23:24	alum 33:8	arrivals 35:23	awareness 8:4
above-entitled 1:10	administrators 17:15 18:5 44:18 48:19	Alvarez 18:18 21:8,11,12 23:3	amazing 42:19	Article 38:23	back 25:3 41:8 42:1 46:12
absent 1:21 47:12 70:8	advance 43:20	amaz 17:4,6,7,9,10,15,21 18:10,11,21,24 19:4 19:5,17,19,20 20:2 20:17,24 61:19 63:10	amend 44:15	artists 19:2	backup 68:20
academic 16:15,16 26:13	advanced 6:11,16,19,23	amend 44:15	amenities 33:23	arts 16:12,14,15,16,20,23 17:4,6,7,9,10,15,21 18:10,11,21,24 19:4 19:5,17,19,20 20:2 20:17,24 61:19 63:10	balance 44:12 45:10 51:16 53:1 54:10,22
academics 17:20	advocacy 43:19 55:5	amenities 33:23	analysis 21:13	asbestos-free 33:21 34:13	balanced 51:1 52:14 70:18
Academy 38:6	advocate 31:10 45:8 54:8,21	analyze 60:1	Anaya 35:13 38:2,3,5 39:18	aside 8:11	bank 3:16
access 6:9 12:13,16 28:6 42:12 57:8 60:1 61:18	advocates 57:5 59:10	Angel 18:18 21:8,12	Angel 18:18 21:8,12	asking 34:9 37:6	bare 17:17
account 22:15,21	affairs 14:1	angry 21:3	angry 21:3	assessment 28:9	barely 29:10
accountable 18:6,9,14	affirming 42:15	announce 56:4	announced 16:14	assessing 59:17	bargaining 30:6 44:16 45:6
accounting 45:4	affordable 9:16 27:23 28:21 29:2 29:5	announcements 3:6	announcements 3:6	assessment 28:9	bars 70:3
accounts 60:8	afternoon 23:20	annual 17:12 69:16	annual 17:12 69:16	assessments 28:6,9	based 21:13 28:20 58:9 59:4 65:5,24
achieve 58:14	age 26:15 39:7	answer 39:7	answer 39:7	assigning 28:19	baseline 64:13
achievements 42:19,20 43:7	agency 39:24 40:3	answered 24:11	answered 24:11	assignments 28:19	basic 33:23
acknowledge 9:11 10:6	agenda 12:24	AP 16:18	AP 16:18	assistants 15:3 57:15,17,19 58:17 65:3	basis 27:5 48:7,14,24
acknowledged 15:20 45:19 53:14	agent 20:19	apartment 29:9	apartment 29:9	assistants 16:20 19:4 48:18 49:21 65:7,11	bathrooms 33:21 34:4
acknowledging 51:3	aging 68:18	APPEARANCES 2:1	APPEARANCES 2:1	assistants 16:20 19:4 48:18 49:21 65:7,11	bear 23:21 32:2
act 10:22 20:19	ago 10:5 33:15	applied 28:20	applied 28:20	Association 44:19	beautiful 25:22,23
action 47:13	agree 34:10	apply 38:11	apply 38:11	assumption 51:23	bed 29:10
actions 51:16 52:7,16 72:13	agreed 14:9,9	appreciate 14:12 72:8	appreciate 14:12 72:8	athletic 57:5 65:13,14 68:12	bedrooms 29:9
active 69:4	agreement 20:18	appreciated 24:13	appreciated 24:13	athletics 59:1	beginning 6:20 55:6
activities 59:2	agreements 44:16,19 45:6	appreciation 71:14	appreciation 71:14	attending 12:10,12	behalf 4:1 18:22
actual 62:10	aid 69:21	apprenticeships 39:5	apprenticeships 39:5	attended 33:13	behavior 24:1
add 17:15	aims 18:24	approach 43:22 58:10	approach 43:22 58:10	attending 60:4,6	believe 19:16 29:21 42:9 43:8 54:19 57:21
addition 19:3 39:1 65:22	aisles 3:17 13:18	approaches 24:1	approaches 24:1	attends 61:14	believes 29:11
additional 25:2 37:4 42:7 43:24 45:5 46:20 47:12 49:8 51:11 58:9 59:4 59:5,6,8 63:11 64:20 65:2,19,23 71:1	align 43:13	appropriate 37:17 58:2	appropriate 37:17 58:2	attention 3:19 11:23 26:4,11	bell 9:2
Additionally 46:2	aligned 8:17	approximately 36:2 69:14,18	approximately 36:2 69:14,18	auditorium 3:12,15 4:5,8 5:23 6:3	benefit 69:2
address 11:2,14,17 14:19 24:2 26:16,18 44:3 67:24 68:18	allocate 14:10 23:8 43:15	APs 15:5	APs 15:5	authentic 11:20	benefits 14:4 47:17,19
adds 44:10	allocated 19:1 56:7,9,13,22 59:3 62:10 63:5 64:23 65:2 68:7 71:20	Arabic 31:22	Arabic 31:22	authorization 17:23	best 23:10 32:19 37:2



70:17 72:9,24 budgeting 14:13 43:12,16 56:1,3 budgets 15:21 22:10 23:4,5 40:6 44:12 45:10 54:23 56:18 65:23 build 8:4 28:10 38:19 42:20 43:7 building 33:15 38:17 48:2 buildings 41:17 48:23 68:5 built 38:13 64:21 burden 31:24 45:24 53:17 business 13:3 74:7	10:4 certified 61:16 cetera 25:22 chair 27:8 challenges 9:3,8,15 24:12 44:4 54:11,18 55:8 70:24 challenging 40:5 42:11 championships 38:13 change 35:4 change 34:19 36:20 61:12 changed 17:7 19:8 changes 17:1 40:7 43:10,18 55:1,3,3,14 chart 49:8 50:15 69:23 70:3 charter 18:8 47:18,20 checks 20:19 Chi 16:12,14,16 17:4,6,7 17:10,15 18:10,11,21 19:5,20 20:2,17 Chicago 1:1,11 4:19,20 5:4,5,8 5:14,15,16,23 6:3 8:19 14:1 15:23 24:5 25:16 33:11 34:12,20 44:16,18 45:24 46:18 50:4 53:16 74:7 Chicago's 35:4 Chief 40:23,24 child 15:23 57:1,13 children 33:12 34:1 72:4 choice 63:11 choose 30:4 choosing 61:21 circulation 4:20 city 4:20 5:14 9:13,19 10:1 35:22 42:23 43:21 62:8 64:6,12 71:24 74:7 city-wide 48:21 claims 18:13 clarify 72:15 clarifying 8:12 class 25:15,17 26:20,23 27:11 49:16,17 52:1 52:3 59:6 61:17 62:7	63:14 64:10 classes 21:1 26:4,5 27:9,10 36:9 37:13 38:16 63:18 classroom 27:5 28:3 34:7 36:21 48:18 49:21 57:3 58:18 61:24 62:12,23 63:4,6 classrooms 34:3,15 46:4 53:20 63:3,7 69:22 clear 3:18 13:18 clerk 64:24 clerks 48:17 58:19 cliffs 10:9 climate 34:19 35:2 climax 24:19 Clinton 35:16,18,24 36:1,17,21 37:6 clockwise 50:16 close 6:13,22 36:4 51:17 closed 26:24 co-teacher 35:19 coaches 59:9 66:11 code 4:12 8:20 collective 44:15 45:6 College 5:22 6:2 color 34:24 combined 43:4 come 9:23 20:8 22:1 26:6 42:1 46:17 comes 26:15 46:23 coming 19:20 23:6 42:21 49:7 commenced 3:2 commencing 1:11 comment 8:6,9 10:18,19,24 40:15 72:8 commentary 8:12 comments 7:8,9 10:21 11:3,15 12:20,21,23 16:6 18:16 21:7 23:16 25:9 27:15 30:10 33:2 35:11 37:24 40:13 72:22 commit 15:10	Committee 30:18 communities 47:23 commonly 5:5,14 communicate 31:7 communities 9:1 14:16 28:23 29:5 34:23 55:12,19 58:1 60:17 72:2,5 community 17:10 18:10 19:11 31:11 33:11,21 35:17 48:6 55:7,17 60:2,20 66:20 69:6 companies 39:20 compare 56:20 compared 21:17 complement 64:4 completely 24:18 compliance 10:21 comply 4:12 37:10 component 11:9 28:12 41:15 47:3 69:10 components 41:11 comprised 47:6 computer 61:22 concept 63:17 concern 5:7 16:13 concerned 26:20 concerns 11:3,17 24:11 conclude 7:3 13:14 concludes 40:14 71:3 72:23 conclusion 12:4 conditions 14:20 congratulate 68:17 connection 12:17 connectivity 68:18 conservatory 16:22 consider 38:21 60:5 consideration 11:24 22:12 considered 36:5 considers 60:7 consistent	49:4 consists 29:9 59:24 consolidates 56:6 constantly 32:8 constrained 71:21 constructed 33:15 contains 74:11 content 28:15,21 61:16 continue 9:7 20:10 29:19 31:5 43:8 45:8 47:12 53:10 54:7,7,20 57:2 57:11 65:1 66:23 71:1,24 continued 15:12 65:6,12 continues 14:13 68:13 continuing 15:10 48:12 57:4 66:13 66:19 68:15 70:10 contract 17:23 32:21 34:10 38:22,24 contractual 48:2 contribute 50:12 contributions 50:18 convened 55:10 conversation 11:23 convert 14:17 converted 14:21 cooling 33:18 coordinator 23:22 24:8 25:15 coordinators 49:22 59:15 66:6,15 copies 5:11 core 39:6 58:17 61:16,23 62:12,23 63:4,6,7 65:22 corporate 39:4 Corps 66:20 correct 74:10 Cortes 16:8 18:17,19,19,20 20:14 cost 30:22 31:3 45:2,23 50:3,22 51:8,13 62:2 cost-saving 32:4 costs 19:18,22 32:18 47:1,18	51:10 52:11,20 53:16 Council 42:23 Counsel 2:2 7:23 counselor 64:24 counselors 58:18 59:8 65:4 counted 27:6 countless 36:12 country 49:5 COUNTY 74:3 course 19:3 61:21,23 courses 16:17 18:24 61:19 63:7 64:4 court 74:6 cover 15:17,19 32:18 50:5 coverage 65:8 covering 28:15 covers 30:21 31:3 41:13 CPS 11:4,16 14:6 15:20 17:6,23 18:6,7 20:9 20:11,22 21:14,17 26:18 33:8,9,14 34:10 36:12 37:6,14 40:11 41:1,19 42:24 43:3 44:11 45:7 48:20 50:3,10,21,24 55:6 67:7 68:22 69:12 71:15 CPS's 45:3 CPS.EDU 4:24 CPS.EDU/BUDGET 5:17 CPSBOE.ORG 4:24 6:10,18 7:10 12:22 13:4 create 15:21 24:2 68:4 criminal 24:7 crisis 35:2 CSR 1:24 74:15 CTE 38:5,11,17,24 39:22 40:9,10 68:8 CTU 30:19 CTU's 34:10 culturally-responsive 42:11 current 36:13 69:16 currently 20:17 30:16 39:19 61:8
C					
C 74:3 call 13:7 called 33:11 55:10 calling 13:20 20:22 calmer 24:19 cap 27:1 capital 41:6,7,8,15,22 46:5,7 53:21,24 67:2,3,6,7 67:20,22,23 68:16 69:16 70:12 caps 27:11 card 42:24 care 35:6 45:2 51:10 career 27:24 29:20 30:4 careers 38:11 carryover 51:22 cases 15:13 categorical 47:2 categories 48:4 49:23 category 50:11 60:7 cave 34:6 ceiling 34:6 central 33:17 49:3 52:5,16 centralized 44:12 centrally 48:23 57:19 62:1,1 65:14 centrally-managed 58:21 CEO					



69:13,23 curriculum 19:3 20:5 42:12 custodial 68:21 custodians 48:24 58:23 68:23 cut 16:17 17:15 18:24 cuts 16:14 18:11 19:19,21 44:9 51:19 52:17 54:22 70:18 cutting 21:1	degree 24:6 31:1 dehumanization 24:3 demanding 34:9 demands 34:10 demographics 60:5,20 department 16:20 19:4 27:8 51:18 67:13 departments 20:6 deserve 34:12 36:16 37:21 45:9 72:4 desire 37:19 despite 20:21 37:1 48:11 57:10 70:14 destroying 18:5 detail 9:5 41:24 42:7 details 52:22 53:4 67:4 determine 61:6 determined 22:17 develop 29:17 39:21 55:19 developed 44:5 development 29:1 35:20 51:8 58:20 66:10 69:4 dialing 12:14 dialogue 10:12 11:6,20 26:10 difference 22:5 24:24 29:16 34:18 differences 60:1 different 21:14 26:14 36:22 40:9 63:17 66:16 differentiated 37:16 differently 63:19 difficult 44:8 direct 20:8 directions 13:6 directly 11:15 17:21 48:16 55:14,16 director 65:14 directors 57:5 65:13 Disabilities 68:10 discipline 24:2 discrepancies	21:15 discretionary 56:8 58:20 59:7 61:7 discuss 11:8 58:4 discussed 71:12 discussion 9:23 disinvestment 9:10 34:8 dismantling 19:2 disorganized 18:8 distinct 59:24 Distributed 66:9 distributes 64:11 distribution 60:13 district 9:4,12 11:1,19 32:6 41:14 44:4 45:12 46:1 50:6 53:17 56:22 57:20 67:15 68:6 District's 56:9 59:19 67:24 68:13 70:19 districts 10:7,8 42:22 43:3 46:6 49:4 50:13 53:22 districts' 50:9 divert 70:10 diverted 46:4 53:20 divide 71:17 divided 60:23 doing 37:2 48:13 74:6 dollars 15:18 19:15,23 67:9 donation 17:13 donors 20:11 door 3:12,14 doors 3:15 dots 64:12,14,17 dozen 36:22 Dr 18:18 21:8,11,12 23:3 dramatically 17:2 driven 32:1 41:5 55:4 70:15 driving 42:6 drops 63:21 dual 37:15	due 34:7 44:24 45:13,15 49:13,15,20 52:2 duly 74:5	E	E 33:14 E-Rate 67:16 eager 10:3 east 33:11 34:1 ecosystem 9:12 ed 22:13 36:20 education 5:5,9,13,18 14:1 17:22 19:12 20:7,22 27:24 29:12,20 30:16 31:6 36:6,9,16 37:3,20 42:24 46:9 49:14,21 51:11 54:2 59:13 66:14 69:3 educational 15:22 21:4 educators 36:14 37:14,20 Edward 33:13 effective 14:11 15:22 efficiencies 52:18 53:3,5 68:5 efficient 34:14 eight 16:17 either 13:17 EL 35:20 elected 10:2 12:3 electives 17:18 electronic 6:8 12:11,12 elementary 22:1 27:21 33:14 35:16 62:11,23 66:4 elevator 3:16 eliminated 16:24 eliminating 18:24 ELIZABETH 1:16 ELL 36:3 ELPT 35:20 embody 40:3 emergency 31:1 emotional 24:17 42:16 59:14 emotions	24:9 emphasize 14:3 employee 65:10 employees 48:8,10,15,20,22 employer 30:23 31:4,8 32:18 empowering 39:5 enabling 14:5 endorsed 36:19 endorsement 31:21 36:19 endorsements 32:21 37:13 energy 34:13 engage 55:7 engagement 14:7 engineering 38:5 39:19 engineers 58:23 English 16:12 26:12,13 59:13 66:14 enrichment 42:12 59:1 enrolled 31:20 enrollment 18:3 22:16,19,22 62:5 ensure 10:14 13:18 20:22 37:6 52:3 62:24 63:9,12 64:2 65:20 69:2 ensures 61:14 62:3 ensuring 8:18 60:15 enter 3:13 13:9 entire 62:8 entirely 16:24 entrance 3:12 environment 8:21 33:24 60:4 71:22 EOY 28:6 equipment 47:24 68:22 equitable 8:20 22:7,11 23:11 28:18 29:11 37:3 39:23 45:15 68:18 70:17 equity 11:13 26:19 35:3 43:20 ESL 32:21 35:18,20 36:19 37:4,12,15 especially 26:6 32:14 42:10 essentially	22:18 23:10 ESSER 10:9 57:8 66:22 established 29:6 Estrada 1:17 7:19 et 25:22 ethnic 16:19 Eunice 25:11 27:16,20 evaluate 23:9 Evans 21:9 23:17,20,22 24:23 evening 3:7,13,24 16:11 18:20 27:19 30:14 33:7 38:4 40:23 evidence-based 45:18,20 46:24 53:13 exact 60:18 example 11:21 27:8 exams 28:8 exceeded 17:11 exist 70:24 existing 70:5,6 exit 3:11 exits 3:18 expand 40:10 expanding 29:20 expansion 65:4 expect 44:14 expected 28:17 expenses 41:14 47:23 51:7 experience 17:3 20:7 42:2,5,11,14 43:14 experienced 23:7 60:9 experiences 39:6 expiration 44:6 45:1 70:15 expires 47:7,13 explaining 72:16 external 67:9,12,17 69:1 eye 44:22
				F	face 44:4 53:15 54:10 faces		



9:14 46:1 53:18 facilities 25:22 33:22 48:3 facility 67:1 68:1 facing 9:6,20 10:9 17:17 50:24 fact 34:19 36:20 53:14 71:13 factor 22:17,19,20 factors 60:2,19,20,21 70:2 faculty 18:22 20:4 Fahey 1:18 7:16 fail 18:9 fair 32:3 fall 51:4 families 10:15 31:7 far 33:10 Fatigato 1:24 74:5,15 fear 20:8 21:3 federal 37:11,19 44:6,23 45:1 45:9 47:4,6,12,13 51:22 54:21 57:9 67:9,16 70:16 72:1 72:19 feedback 42:13 43:19 55:4,12,13 58:4 feel 21:2 fellow 4:1 felt 52:23 fewer 61:18 65:18 fields 31:1 fight 29:18 figure 20:16 39:10 file 5:13 filed 5:12 fill 15:13 filled 6:15,23 15:14 filtered 33:18 final 44:19 69:10 finally 52:7 53:18 64:17 financial 9:3,14 17:5 18:12 financing	67:5,10 find 9:23 10:3,11 54:17 72:2 finding 9:15 Finley 13:21,23 15:17 fire 31:2 firefighter 30:24 first 6:16 7:6 28:5 34:24 41:12 42:22 55:24 58:15 74:5 firsthand 10:4 25:20 fiscal 5:4,10 8:3 9:8 53:6 54:15,15 fit 29:10 60:7 five 5:11 13:3 19:4 29:8 38:13 63:6 five-year 54:6 fixed 69:15 flight 29:18 floor 33:19 fluent 26:12 focus 55:11 folks 9:22 40:17 48:5 72:18 follow-ups 11:17 followed 13:22 16:8 18:18 21:9 23:18 25:11 27:17 30:12 33:5 35:13 following 3:1 6:17,24 34:14 58:10 follows 43:21 63:12 food 47:23 forced 34:2 forecast 54:6 foregoing 74:9 foreign 17:17 foresaw 44:6 form 5:10 7:9 12:21 formal 36:6 format 12:11,12 formula 22:14,21 45:18 53:14 62:10 64:11 formulas	61:8 63:12 65:5 forums 55:10 forward 10:13,13 15:8 28:1 29:23 43:6 45:14 54:5 found 29:2 52:19 57:10 66:22 foundation 17:4,8 19:5,14,18,21 20:1,10,17,23 57:18 58:7 59:22 63:20 64:22 foundational 43:23 58:8,16 61:11 64:20 founded 62:1 fountains 33:19 four 27:9,9 Fourth 57:14 free 20:19 freeze 52:6 Friday 6:14,22 front 24:5 27:4 FTEs 48:11 full 64:4 full-time 19:4 48:10 65:11,14 fully 8:20 17:9 20:24 25:21 43:17 45:18 50:8 56:5 fund 14:2 17:9 20:18 37:15 41:22 50:18,20 67:5 68:2,21 69:16 70:9 70:11 fund-raised 19:15,23 funded 25:21 41:18 45:18,24 53:16 57:19 65:15 67:7,8 funding 19:10 20:11,24 21:14 21:16,22 22:3,7,14 22:17,21 36:13 43:12 43:13,18 44:4,7,9,10 44:23 45:1,9,13,16 45:20 46:3,18,20,21 46:24 47:4,7,8,9,9,13 47:18 49:16 51:21,22 52:2,2 53:8,14,19 54:22 55:1,8 56:5,7 56:12 57:7,9,9,10 58:6,19,20 59:7 60:8 60:12,14,21 61:8,13 63:12 66:10,20,21 67:11,12,12,15,19,23 69:1 70:3,11,16,17 70:19,23 fundraising	17:11 19:7 20:21 funds 41:17 45:22 46:6 47:19 50:9 53:21,23 56:8 67:8 further 41:24 61:3 furthest 42:10 future 9:7 21:4 35:7 38:11 39:21 44:22 45:10 54:11 FY 1:3 4:2,4,13 5:3,9 7:8 12:20 40:21 41:2,3 41:12 43:10 44:5,12 44:20,24 45:3 46:12 48:8,11 50:3 51:1,7 52:6 53:1 54:10,11 55:1,15,23 58:5 60:13 67:3,20 69:10 72:24	G	Gage 25:18,23 gains 43:2 gap 9:5 45:4 51:6 garden 33:21 gather 55:11 Gayle 33:5 35:12,15 gen 36:20 general 2:2 4:20 7:23 8:8 George 34:5 getting 40:8 gifted 66:17 give 20:20 26:5 35:8 36:15 37:20 38:9 65:9 giveback 29:16 given 5:8 12:10,13 36:13 74:12 giving 64:9 glad 24:15 go 40:2 41:24 60:19 62:9 goals 17:11 19:7 58:11,14 goes 19:17 going 21:21 26:12 27:1 28:16 29:15 39:21 42:5,7 43:6 52:21 57:10 good 3:7,24 16:11 18:4,20 23:20 27:19 30:14 33:7 38:4 40:23	governance 11:10 government 72:1 grade 33:8 63:2,2 graduates 33:9 grand 31:23 grant 51:22,22 grants 11:1 47:2 gray 50:17 Great 42:23 greater 54:17 green 34:11,16 64:12 70:3 grossly 22:18 ground 40:19 groups 36:7 55:11 grow 40:1 67:12 growth 42:13 43:1,4 49:14 51:10 71:1 Guadalupe 27:17 30:11,15 guaranteed 43:22 62:22 guide 60:13 guides 42:2 gut 20:4 guys 72:20,24	H	half 46:16 49:13 Hammer 33:5 35:12,15,15 37:10 Hammond 27:20 handling 24:1 hands-on 39:6 happen 71:15 happy 26:17 hard 27:1,11 hardest 34:24 hardware 68:19 harm 21:23 23:8 24:3 Hay 23:23 24:8 25:3,5 health 9:17 45:2 51:10 53:7	healthy 8:21 33:24 34:11,15 60:16 69:3 hear 11:5 13:10 heard 10:4 55:22 56:2,11,24 57:14 hearing 1:2,3 3:5,8,9,17,19,23 4:3,4,11,15,18 6:8,15 8:24 9:21 11:1 55:15 72:24 74:9,12 hearings 5:3,18 6:11 7:3 8:2,3 13:2 19:7 heating 33:17 34:14 held 1:5,10 Hello 13:23 23:20 38:3 help 10:3 24:16 38:9 40:2,7 45:10 53:1 58:13 69:2 70:11 helped 24:9 helping 61:6 Hi 25:13 high 4:5,21 5:22 6:2 22:3 25:14 29:21 32:14 34:5 48:10 63:16,18 63:19 64:1 65:13,15 66:5 higher 44:1 59:7,8 61:1 62:16 64:7 65:5 highest 61:10 62:21 63:23 64:18 highlight 14:4 42:18 47:16 49:6 50:4 52:15 53:10 59:17 69:20 70:1 highlighting 55:2 highlights 42:4 55:21 58:7 60:18 hire 32:7 hiring 15:12 52:6 historical 9:10 60:8,21 historically 42:16 hitting 34:20 hold 5:18 18:6,7,14 holding 4:4 holistic 58:18 61:19,20 63:5 home 29:6 hook 50:22 hope
--	---	---	---	----------	---	---	----------	--	---



40:3 42:20	included 51:17 52:18	66:11	6:22 7:5,5,11 8:10	19:3	59:11
hosting 8:2	includes 15:12 47:1 48:9,16	instructors 22:13	June 14:20	lead 30:17 34:4	Lobby 4:23
hosts 11:22 36:1	58:16 59:5 67:3,23	integral 20:3	justice 23:22,24 24:7,8,18	lead-free 33:19 34:12	local 14:3,5,14 15:11,20
hours 11:22 16:24 19:1 20:3	69:7	interest 28:20 41:22	49:22 59:15 66:6	leader 14:12	16:2 28:12 46:3,17
38:7	including 16:18 46:9 47:23 48:24	interim 28:8		leaders 16:2	53:19 54:21 57:21
housing 9:16 27:23 28:21 29:3	51:9 54:2 58:22 65:3	interior 68:3	K	leaders' 14:19	67:9
29:5	66:1,16 68:3	Internet 12:16,17	K 74:3	leadership 4:7 11:5,11,16 15:1,3,7	locally 58:2
Hughes 1:18 7:16	income 8:19 10:7 47:10	internships 39:4	Karen 1:24 74:5,15	15:11 31:12 57:16	location 6:7
hurt 25:4	incorporated 55:23	interrupted 36:6	keep 3:17 23:13 44:21 51:19	66:9	locked 69:17
hypothesis 22:24	increase 41:4,6,10 48:11 49:7	intervention 20:8 59:10	key 11:9 39:5 45:6 46:8	learn 31:6 34:2,12 39:8,10	long 9:3 32:6
I	49:20	interventionists 66:1	51:9 54:1 61:12,12	learned 24:11	long-standing 15:1,2
i-Ready 28:6	27:24	intuitions 21:4	70:1,13	learner 59:13	long-term 9:24 53:6 69:13
IB 66:17	increases 49:10,15	invaluable 16:21	kid 26:14	learners 66:14	longstanding 9:9
identified 36:3 54:14	increasing 49:12 51:23	invest 48:12 57:2	kids 26:6	learning 8:21 33:24 38:10 39:3	look 27:11 29:23 38:21
identify 23:7	increment 67:10	invested 69:22	kind 40:18 72:15	66:17	46:12 47:15 49:24
identifying 22:23	index 26:18 56:10 59:19,23	investing 68:24	kinds 27:10	leaving 3:13 50:21	50:15 67:21
IEPs 46:11 51:13 54:4	60:11,19 62:15,16,19	investment 15:7 23:10 32:5 53:24	kitchen 33:20	led 72:13	looking 39:1 48:8 51:5 54:5,15
Illinois 1:11 5:16,23 6:4 10:22	63:22,24 66:7	65:6,12 68:12	Kizzy 21:9 23:17,21	left 29:1	lost 19:18 25:6
36:11 45:16,20 46:23	indicating 61:1,4	investments 41:17 45:5 46:7 57:4,7	know 10:2 17:1 21:21 22:10	let's 10:18 40:21 44:2	lot 26:10 66:21
50:7 53:15 74:1	indicative 60:3	57:11 65:1,20 66:13	22:10,11,13,15 38:20	level 14:5 26:14 52:16 58:21	low 10:7 47:10
imagine 38:14	indicators 59:24 60:2	66:19 68:8,15	40:18 71:10,10 72:4	62:11 63:16,19 64:1	lower 61:3,5 62:17 64:8,16
impact 10:7 17:2 56:2	individual 22:9 26:4,9 62:2	involve 28:11	72:17	72:19	lowering 62:19
impacted 18:22 60:15	inefficiencies 51:18	irresponsible 18:8	known 5:5,14	levels 10:3	lowest 61:9 62:14 63:21 64:13
impactful 14:11	inequality 9:10	issue 25:17 28:22 53:22	Kyle 16:8 18:17,19,20	leverage 51:21 69:1	64:16,19
impacts 17:21	inequities 9:14 10:6 25:20 53:7	54:20	L	library 61:22 68:10	LOZANO 1:22
implement 69:8	inequity 60:16	issued 41:19,22 69:15 70:11	labor 45:2,7 72:1	LIC 74:16	lucky 33:17
implementation 15:9	influx 35:23	issues 24:2,17 26:19 27:22	labs 33:20	license 27:6	lunchroom 47:9 58:23 67:1
implore 38:20	inform 13:13	45:12,14	lack 36:14 45:13,15 46:5	life 30:16	
importance 14:3,14 57:15	information 12:13	J	53:22 70:16	limited 12:16 36:6,23	M
important 15:7 24:20 26:2 42:6	informed 58:5	Jianan 1:12,15 4:1	laid 16:16 23:23 24:24 25:1	limits 40:6	Madison 4:22
44:21 45:5 48:13,13	informing 55:14	Jimenez-Hernandez 30:13 33:4,6,7 34:23	language 17:17 26:8 31:6 36:7	Lindblom 38:6	magnet 25:21 62:4
50:1 52:23 53:10	infrastructure 41:18 68:17	job 22:22 24:20	36:10 37:13,15	line 24:5	mailed 7:10 12:22
55:18 57:1,11 59:17	inherited 9:4,13	Johnson's 8:17,22	languages 36:4,22	list 13:20	main 41:9,11 56:10
70:1 71:19	initial 44:7	join 4:9 72:19	large 38:14 42:22 43:3 49:4	listen 11:5,12 13:5	maintain 14:22
importantly 19:11 24:13 70:22	inner-city 29:23	joining 3:20 10:20 13:8	larger 9:12 65:4,10 66:3	listening 8:13	maintains 14:15
impressive 14:8	input 55:10	Jones 4:5,21 5:22 6:2	lastly 41:20 49:24 57:21 60:7	little 51:1	major 9:6 43:10
improve 28:3 32:13,16	insourcing 68:21	joyful 28:2 30:3 42:14	65:19 69:7 70:23	live 33:10 60:4	making 18:13 19:19 67:11
improvement 50:19	inspection 5:12	JR 1:22	Latino 21:17,19 22:2	lives 20:23 28:3 34:18	managed 48:22
improvements 68:9	instruction 35:19,21 37:16 61:24	July 1:6 3:7 4:3,23 5:1,19	launched 55:6	livestream 6:10	management 31:2 48:3 68:23
inadequacies 53:8	instructional 20:15 47:24 59:9 63:13	5:20,21 6:1,13,14,21	law 37:11,19	living	mandated 36:11 37:18
include 60:2 65:23 67:10 68:8			lawyer 30:23		map 64:5,11
			lay 20:3		
			laying		



MARIELA 1:17 Martinez 10:4 MARY 1:18 Masters 31:11,15 39:20 math 38:6 43:4 matter 1:10 matters 11:9 22:20,20 Mayor 8:17,22 mean 54:5 means 22:2 36:15 meant 20:14 measure 32:4 59:20 medium 64:15 meet 14:15,23 23:12 37:5 51:12 meeting 6:10 8:10 10:24 11:18 12:14 meetings 8:6 10:22 11:16 meets 14:24 15:2 42:15 62:6 Megan 13:22 16:7,10,11 member 7:16,18,19,20 13:24 members 1:14,21 4:2,7 7:7,15 11:7,11,22 12:9,19 20:4 55:17 71:6 72:21 mental 9:17 mentioned 53:7 61:11 63:9 message 8:15,16 methods 6:18 7:1 metric 56:10 metrics 60:22 Metropolitan 67:14 MICHELE 1:19 microchips 39:21 mid-tier 62:19 63:22 Mike 40:22,24 million 22:3,5 41:5,16,21 45:4 45:22 46:2 50:5,22 51:6,11,13,15,20,24 52:4,6,8,10,13 53:15 53:18 54:13,14 67:4	67:6,8,11,15,17,18 67:23 68:2,4,7,16,20 68:24 69:8,12,19 70:7,10 mind 29:11 minimum 17:17 62:22 63:8 64:2 66:2 minor 31:15 minutes 12:2 misleading 17:5 18:10 22:18 missing 19:9 mission 17:9,24 18:5 20:23 mitigate 35:1 model 21:22 43:12,13,17,18 43:21 49:16 52:2 56:5,6,12 60:15 61:13 63:12 70:20 modern 33:16,19,23 mold 34:3 mold-free 33:20 34:13 Molina 25:11 27:16,19,20 29:15 moment 9:21 money 19:16 31:14 32:6 47:16 71:16 72:12 Montessori 66:18 month 23:23 months 10:5 Morales 1:19 7:20 motivated 24:6 move 15:8 50:16 60:14 62:16 67:2 moving 21:22 45:14 53:6 MOY 28:6 multilingual 37:7 multiple 19:7 33:18 music 18:21	16:5 18:1,15 20:12 21:6 23:1,15 24:21 25:8 26:21 27:14 29:13 30:9 32:9 33:1 34:21 35:10 37:8,23 39:16 40:12 native 16:18 36:10 near 9:7 nearly 36:18 41:4 48:9 50:8 necessities 33:24 need 3:18 10:9,15 18:13 26:9,10 27:22,23 29:5 32:7,22,23 35:3 37:4,14,17 39:8,10 44:1 52:1 54:8 56:10 58:10 59:16,18,20 62:21 70:22 71:21,24 72:4,5,20 need-based 43:13,18 61:7 70:19 needed 9:17 23:9 31:9,13 58:13 65:21 needs 14:16,23 15:1,3 17:4 18:10 22:23 32:14 37:6,18 42:16 49:14 51:12 57:7,23 58:2 58:20 59:4,7,9,13 61:5,9,10 62:6,14 63:21,23 64:7,13,15 64:16,18 65:5,9,24 68:1 69:16 needs-based 56:5 negatively 17:2 neglect 34:7 neglected 22:15 25:24 neighborhood 33:12 62:4 NEIU 31:10 network 68:17 new 14:12 15:1 22:20 26:8 31:6 32:8 33:14 35:22,24 43:21 49:19 51:22 52:2 54:14 55:6 60:14 61:13 70:8 newcomers 28:23 31:19 35:23 36:5 36:23 newspaper 4:19 nick 35:13 38:1,3,4 night 71:12 non-instructional 57:6 non-personnel 47:22 48:4 non-teaching	64:22 normal 47:1 north 5:15 7:11 8:22,23 12:23 note 3:11 4:6 7:14 11:3 71:19 notes 3:10 74:10 notice 4:14,18,23 5:2,3,7 noting 51:5 number 12:14 13:7,21,22 15:15 16:8,9 18:1,18 20:12 21:9,10 23:1,18,18 24:21 25:11,12 26:21 27:3,17,18 29:13 30:12,13 33:4,5 35:13,14 42:24 43:1 43:3 47:11 49:11 61:15 numbers 63:17 nurses 48:24 nurture 28:24	13:10 29:4 44:19 71:15 onetime 44:23 Online 6:18 7:1 Open 10:22 operating 41:12 46:14,17 operational 58:22 60:12 65:7,8 66:24 operations 52:19 53:2 67:1 operators 18:8 opportunities 8:4 26:9 30:1,7 38:18 40:9 42:12 71:11 opportunity 8:6 11:2,12 24:10 26:17 28:18 29:24 34:17 42:10 56:9 59:19,23 60:1,19 61:3 62:15,16,19 63:22,24 66:7 72:12 opted 4:9 option 6:6 12:10 options 38:22,22 39:23 orange 50:16 order 72:5 organization 17:8 organizing 43:20 55:5 origin 55:3 originally 24:4 outcomes 32:14 outlined 65:6 outside 3:15 34:6 57:2 61:23 63:7 over-heated 34:2 overall 41:10 47:5,21 50:21 overcrowded 28:22 34:3 overloaded 17:19 oversight 20:9 overtesting 27:22 overview 41:2 46:13 52:12	33:9 parents 8:24 21:3 24:14,15 25:4 55:16 Park 25:18,23 35:17 part 50:7 61:7 part-time 65:7,10,17 participate 6:7 12:18 participation 6:6 7:2 10:23 11:4,9,15 12:3,4 13:6 particular 60:7 71:20 particularly 26:3 partner 30:5 partners 10:2 44:17,17 45:7,7 48:6 67:13 72:1,2 Passage 48:3 passed 21:13 path 30:4 pathways 38:11,24 pay 20:15 32:17 46:4 47:22 50:11 69:23 70:5 payments 53:20 pays 31:7 41:21 PE 61:19 63:10 pending 45:5 pension 47:1,18 50:21 53:16 pensions 45:2,23 50:2,10,11,13 50:19 people 24:7 27:3,7 38:19 47:17 48:13 percent 14:8,9 15:5 17:7,13 19:14 32:20 36:2 37:11 46:16,22 47:5 47:20,21 48:15,20,21 49:2 50:6,20 69:21 percentage 60:6 percentile 60:23 period 6:17,24 person 4:9 6:7 7:4 12:10 personal 46:20 personalized 66:17 personnel 11:8 phone 6:18 7:1 12:15
	N		O		
			P		



phones 12:18	24:2 44:14	professional 58:19 66:10	Publish 23:5	reason 41:9	related 7:8 12:20 31:1
physically 4:7	pre-K 46:9 54:2 66:14	program 16:20 63:18 67:16 68:14	published 4:19 5:2 13:3 23:4 56:18	reasonable 49:17 52:3 61:17 62:7 63:14	relatively 69:18
picking 27:7	predominantly 21:16,18 22:1	programmatic 68:8	purpose 4:11 20:24	receive 17:22 21:17 53:9 64:8 64:18	released 14:20 22:9
picture 50:1	preferred 12:12	programming 16:15 17:1,9 19:17,19 20:15 21:1 30:3 39:2 52:20 53:3 57:6 58:24 62:6 63:15 64:3	put 28:1	received 12:24 17:22 55:14	relied 60:11
pie 71:23	Preparatory 5:22 6:2	programs 29:22 37:15,16,17 38:16 39:3 40:10 66:16,18	Q	receives 8:20 57:18	relief 44:6,23 45:1 47:7,13 57:9 70:16
Pietz 13:22 16:7,10,10,11 18:3	prepare 35:2	progressive 72:3	qualified 36:14 38:12	receiving 64:13	relies 44:22
plan 8:5 41:7,9 54:7 67:3,6 67:20,22	prepared 5:9	projected 45:3 51:6,7,10 54:12 70:4	qualify 36:8	recess 65:8	remain 45:14 46:8 54:1
planned 17:19	prepares 30:3	projects 28:10 54:12 67:4,5,13 67:19,21 68:1 69:9	quality 17:21	Reclamation 67:14	remaining 13:12 15:16 18:2 20:13 23:2 24:22 26:22 29:14 32:10 34:22 37:9 39:17 47:21 49:15 51:14 67:8
plans 16:17 70:12	present 1:14 4:8 6:5 7:15,23 11:16 52:13	promising 29:22	question 39:7 43:6 71:10	recognize 7:22 9:19 14:13 40:17 71:23	remains 70:7
platform 6:9	presentation 40:22 41:1 70:14 71:3 72:9	promotes 42:13 69:3	questions 8:12 24:10 30:20 71:6 71:7 72:22	record 4:14 5:2 7:14 13:11 48:10	remarks 11:7 13:14
play 64:6	presented 44:7	property 46:19,20	quintiles 60:24	recovery 42:24	remember 40:6
please 3:11,14,19 4:13 12:5 13:5,9,10,17 30:5,5,5 30:5 40:6	preserves 57:24	proposal 18:23,23	quite 25:23	recreation 68:11	reminder 12:1 13:9
plus 45:1 47:8	President 1:15,16 3:4,22,24 4:17 7:17,21,24 12:8 13:19 40:14,16 71:5 71:8,9 72:7,11	proposed 1:3 8:5 32:20 38:22 40:7 41:3	quote 17:12	recreations 68:11	renovation 67:24
pocket 31:12,17,23	presiding 1:12	protect 35:4	R	recurring 47:8 66:23	renovations 68:3,10
pointed 21:15	pressures 9:6,20 45:2 50:24 51:9	protecting 15:20	race 8:19	red 64:17	rent 29:8
points 3:10	preventing 32:7	protects 44:10	racism 9:9	redeem 28:18	rental 29:8
police 30:22	primarily 41:18 46:19,24 47:10 47:19 69:15	provides 11:10 52:3	raise 46:6 53:23 72:12	reduce 20:3 32:5	renting 29:7
policy 31:15	primary 3:11 22:19	providing 8:11 15:3 32:2 35:19 61:15 69:4	raised 19:17	reduced 16:22,24 52:1,5,10,13	repair 48:2
pool 68:14	principal 4:22 14:7 15:4 41:21 57:19 58:17,17 64:24 65:3 69:17	providing 8:11 15:3 32:2 35:19 61:15 69:4	range 61:8	reducing 17:12	repayment 69:17
Pope 23:18 25:10,13,13 26:23	principal's 14:15	provide 9:5 13:5 16:21 29:5 37:2 41:1 48:21 52:24 56:15 58:22 60:24 61:20 63:6 65:14 66:10	ranked 60:23	reduction 17:19 19:23	repeat 24:14
population 36:1 60:6	principals 14:8,16 15:5 44:18 55:17 56:23 57:15,17 57:24	provided 24:9 36:10 62:1	rate 69:15	reductions 44:11 51:18 52:17,18 53:3,5	repeatedly 19:6
populations 64:8	prior 36:23 60:9	provides 11:10 52:3	ratio 27:6 62:17 64:9,19 66:3,4	reduced 16:22,24 52:1,5,10,13	repetitive 53:11
portion 10:24	priorities 55:8,12,20 63:13	providing 8:11 15:3 32:2 35:19 61:15 69:4	ratios 26:24 27:1 64:6,14,16	reducing 17:12	replace 68:18
portions 19:2	prioritizing 42:16 70:21	provisions 4:12	reach 54:13,16	reduction 17:19 19:23	replacement 46:21
position 57:18	priority 67:24	public 1:1,2 4:18 5:2,3,5,7,12 5:15,18 6:6,8,9,11 7:2,3,7 8:5,6 9:17 10:18,19,22,23 11:3 11:9,15 12:2,4,9,19 12:24 13:6,24 14:1 17:5 18:11 19:7 30:16 31:2,15,16 40:15 55:4,10	reached 29:23	reductions 44:11 51:18 52:17,18 53:3,5	REPORT 1:9
positions 14:17,21 15:18 16:23 17:16 21:2 27:3 48:18 49:2,3,9,12,20 51:12 52:5 58:21 59:12 61:12,24 64:21 64:22 65:2 66:24	private 17:8 20:11	publicly 17:10 51:3	reaction 18:12	referred 10:23	reported 1:24 74:8
possible 39:22	problem 9:4		read 3:6 5:1 8:16 42:5 52:21	reflect 43:18 44:15 55:20	reporter 74:6
posted 4:21,24 13:1	procedure 4:14		readers 26:13	reflects 32:23 37:18	represent 36:3 70:3
potential 54:13 67:17	proceed 10:17 13:13 40:21		reading 43:1,2,4	refurbishment 68:14	representing 64:12,15,17
power 35:1	proceedings 1:9 3:2 73:2 74:8,11		ready 3:22 28:24 40:22	regard 20:6	represents 14:18 15:6
PPRT 69:21	process 24:17 25:5 51:8 55:7		real 34:17	regarding 4:12	reps 12:1
practice			realities 40:19	regardless 8:19 62:2	requests 23:13
			reality 38:17	registered 4:8 6:5 7:4 12:9 38:1	required 70:24
			realize 30:7	registration 6:12,16,19,23	required 44:8 64:4
			really 26:8 28:16 38:21	regular 41:8	
				reimbursement 32:3,20 37:12	
				reimbursements 46:10 54:3	
				reiterate 71:12	



<p>requirements 61:19</p> <p>requires 28:8</p> <p>requisite 61:15 63:1</p> <p>reserving 8:8</p> <p>resoundingly 8:23</p> <p>resource 43:20 61:6 69:5</p> <p>resourced 8:20</p> <p>resources 9:15 10:10,15 14:10,18 23:8 37:21 40:6 43:15,23,24 54:8 56:6,13,14,19,21 57:2 58:8,9,12,16 59:4,14,23 60:14 62:5 65:20,24 68:12 70:21 71:20</p> <p>resourcing 55:9,20 56:16 57:22 60:9 70:20</p> <p>responsibility 18:7</p> <p>responsible 18:12</p> <p>responsive 15:22 37:2</p> <p>rest 19:17 35:22</p> <p>restorative 23:22,24 24:8,18 49:22 59:15 66:6</p> <p>restrooms 3:14</p> <p>restructuring 20:5 52:9</p> <p>result 9:9</p> <p>retired 25:14,15</p> <p>retirement 50:8</p> <p>return 23:10</p> <p>revamped 43:14 70:19</p> <p>reveal 28:12</p> <p>revenue 46:15 54:20 55:8 66:23 70:8 72:3</p> <p>revenues 46:17 51:6 54:14 69:21 71:1</p> <p>rich 62:6 63:14 64:3</p> <p>right 3:16 21:13 31:18 33:13 38:4 46:16 71:16,18 71:23 72:10,14,23</p> <p>ringing 9:2</p> <p>rising 29:8 69:19</p> <p>Rivera 27:18 30:11,14,15 32:11</p> <p>RJC</p>	<p>24:16</p> <p>robotics 38:5 39:2</p> <p>robots 38:14,17,18</p> <p>Rogers 35:17</p> <p>room 3:14 29:8</p> <p>Rosa 30:12 33:3,6</p> <p>roughly 50:5</p> <p>Ruchi 2:2 7:23</p> <p>RUDY 1:22</p> <p>rules 12:6</p> <p>run 32:7</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>Sadlowski 33:14</p> <p>safe 8:20 48:3</p> <p>safety 3:6,9 9:18</p> <p>salaries 20:16 47:17,19</p> <p>save 52:4,6</p> <p>saving 32:6 52:8</p> <p>savings 15:19 51:23 52:8</p> <p>saw 25:19 51:8</p> <p>says 74:6</p> <p>SBB 56:7 71:18</p> <p>scale 38:14</p> <p>scales 66:2</p> <p>schedule 17:19</p> <p>school 4:5,12,21 5:22 6:2 9:12 14:10,18,22,23,24 15:1,2,4,7,10,11,21 17:3,10,13 18:9 19:15,20 20:10,18 22:1,4,17 23:23 24:19,24 25:3,14,21 28:2 29:1 30:17 33:13,14,16 34:5 35:17 36:1 38:8 39:1 40:2 41:17 42:21 44:9,10 47:20 48:17 48:19 49:11,19 55:1 55:9,19,19 56:12,15 56:17,20 57:5,18 58:1,5,9,15,21,24 60:5,8,16,23 61:1,14 63:14,16,19,21,23 64:1,3,17 65:1,3,5,7 65:11,24 66:20,21 68:17 70:19,21</p> <p>school's 18:23 24:19 56:19</p>	<p>61:21 69:5</p> <p>school-based 14:12 52:19 53:2</p> <p>school-level 22:9 23:4,5</p> <p>schooling 36:24</p> <p>schools 1:1 5:6,15 14:6,20 15:18 16:1 21:14,16 21:18,18 22:2 23:7 26:19 27:2 28:24 29:21 30:2 31:14,20 32:14 34:1,11,13 36:12 37:7 40:10 42:23 43:12,15,23,24 47:18 48:14,16,22 49:18 51:19 52:17 56:3,13 57:16,23 58:11,14 59:5,8,9,20 59:23 60:9 61:2,4,8,9 61:10,18 62:4,11,14 62:16,19,20,24,24 63:10,18,23 64:7,9 64:13,15,18 65:9,10 65:13,15,17,21 66:2 66:3,4,5,7,11,12 68:3 68:14,70:18,21 72:5</p> <p>science 31:3 33:20 38:6 61:22</p> <p>score 42:24 61:1 62:15,17 63:24</p> <p>scores 18:4 61:1,3,5</p> <p>scratch 33:20</p> <p>second 4:2,4 8:1 41:15 72:24</p> <p>seconds 13:12 15:16 18:2 20:13 23:2 24:22 26:22 29:14 32:10 34:22 37:9 39:17</p> <p>Secretary 2:3 3:4 4:13,16 12:5,7 15:15 16:5 18:1,15 20:12 21:6 23:1,15 24:21 25:8 26:21 27:14 29:13 30:9 32:9 33:1 34:21 35:10 37:8,23 39:16 40:12</p> <p>security 3:20 29:17 58:23 67:1</p> <p>see 26:17,18 38:15 49:9 50:16 56:19 64:7,15 70:2,6</p> <p>seeing 41:9 52:9</p> <p>seeking 29:7</p> <p>seeks 20:3</p> <p>seen 17:14 71:2</p> <p>segment 7:2 10:19 40:15</p> <p>SEL 30:17</p> <p>selective 62:4</p>	<p>self-conscious 26:7</p> <p>send 30:2</p> <p>sending 23:13</p> <p>senior 4:7 11:5,11</p> <p>seniority 20:6</p> <p>sense 29:17</p> <p>September 47:7,14</p> <p>series 69:13</p> <p>seriously 11:14</p> <p>serve 10:7 21:16,18 30:18 48:7 58:2</p> <p>serves 15:23</p> <p>service 37:7 41:20 46:4 53:21 69:11,12,23 70:5,9</p> <p>services 37:14 48:2,21 69:8</p> <p>serving 64:7</p> <p>sessions 55:11</p> <p>set 58:15 63:8 64:2</p> <p>sets 58:11 70:20</p> <p>seven 35:18</p> <p>share 3:9 8:14 10:20 12:5</p> <p>sharing 40:18</p> <p>sheltered 35:19</p> <p>Shi 1:12,15 3:4,22,24 4:1 4:17 7:21,24 12:8 13:19 40:14,16 71:5 72:7</p> <p>shift 43:11 71:18</p> <p>shifted 24:18</p> <p>shifting 43:16 56:1,5</p> <p>shifts 68:22</p> <p>short-term 52:10</p> <p>shortfall 45:19</p> <p>shorthand 74:8,10</p> <p>Show 35:7</p> <p>shown 32:13 69:24</p> <p>shows 28:13 49:8 64:5,11</p> <p>side 13:17 24:4 33:10,11 34:1 71:7</p> <p>signed</p>	<p>11:12</p> <p>significant 44:7,11,23 54:9,10 55:24</p> <p>significantly 32:13</p> <p>similar 49:4 63:17</p> <p>site 69:1</p> <p>Sitkowski 40:23,24</p> <p>sits 9:12</p> <p>situation 17:6,20</p> <p>situations 59:11</p> <p>six 16:22 20:16 36:22</p> <p>size 25:15,17 26:4 27:12 52:2</p> <p>sized 41:8</p> <p>sizes 26:20,23 49:16,17 52:4 59:6 61:17 62:8 63:14 64:10</p> <p>Skyline 28:7</p> <p>slack 27:7</p> <p>slice 50:17,17</p> <p>slide 42:4 46:13 52:22 53:2 53:4 55:21 58:7 60:18 64:5 65:6 67:4 69:24</p> <p>slides 52:15 62:9</p> <p>slightly 63:17 64:16 69:19</p> <p>slimmed 41:7</p> <p>slots 6:15,23</p> <p>slow 69:18</p> <p>small 50:17 65:9</p> <p>smaller 26:5 49:16 59:6 64:10</p> <p>smallest 62:24 63:9</p> <p>social 42:15 48:24 59:14</p> <p>society 24:3</p> <p>socioeconomic 60:3</p> <p>software 48:1</p> <p>solar 34:16</p> <p>sole 17:8</p> <p>solutions 9:15,24 10:3,11 54:18</p> <p>song 19:8</p> <p>sound</p>	<p>53:11</p> <p>source 70:8</p> <p>sources 46:15,17 47:8 66:23 67:5,17,18</p> <p>South 4:5,21 5:22 6:3</p> <p>southeast 33:10</p> <p>space 67:12 68:4</p> <p>spaces 11:20</p> <p>Spanish 16:18,19</p> <p>speak 6:12 7:4 11:13 12:2,3 12:10 13:8 26:8 31:22 36:21</p> <p>speaker 13:15,18,21,22 15:15 16:7,8,9 18:1,17,18 20:12 21:8,9,10 23:1 23:17,17,18 24:21 25:10,10,11 26:21 27:16,17,18 29:13 30:11,12,13 32:9 33:3,4,5 34:21 35:12 35:13,14 37:8 38:1,2 39:16</p> <p>speakers 4:8 6:5 12:15 13:5,8,17 13:20 16:19 26:12</p> <p>speakers' 13:20</p> <p>speaking 16:13 27:21</p> <p>special 17:23 22:12 26:11 46:9 49:14,20 51:11 54:2 59:12 66:13</p> <p>specific 14:19 20:5</p> <p>specifically 38:23</p> <p>spend 28:14 54:24</p> <p>spending 44:11 47:15,17</p> <p>spent 31:14 38:7</p> <p>split 63:2</p> <p>spoke 40:17 72:18</p> <p>spoken 7:4</p> <p>sponsor 27:9</p> <p>sports 65:16,18</p> <p>Springfield 10:5 72:19</p> <p>SS 74:2</p> <p>stability 29:16 32:12</p> <p>stable 18:3</p> <p>stadium 68:13</p> <p>staff</p>
---	---	---	---	---	--



8:24 10:14 17:20 24:13 32:12 35:6 45:7 47:20 48:17 49:7,11,19,23 58:24 63:1 staffing 16:13 37:17 65:22 stakeholder 43:19 55:10 stakeholders 11:1 55:7,13 stand 13:16,17 standard 70:20 standards 28:14 star 8:22 13:9 stars 8:23 start 3:8 13:11 50:15 55:2 started 57:8 66:22 starting 62:12 starts 25:3 startup 19:13 state 4:5,13,21 5:23 6:3 9:20 10:1,8,9 13:10 36:11 37:11,19 45:8,13,16 45:18,19 46:3,23 50:7,8,14,18 53:9,15 53:18,19,23 54:21 67:9 69:21 70:4,11 70:17 72:1 74:1 state's 53:13 stated 19:6 STEAM 66:17 STEM 66:16 STENOGRAPHIC 1:9 Stepping 46:12 steps 54:9 Stevenson 30:17 stipend 65:17 STLS 57:4 stolen 21:2 stop 17:5 18:10 27:10 strategies 51:21 strategy 32:5 42:2 55:20 58:5 streamlines 56:12 streams 56:7 Street	4:6,22,23 5:23 6:3 strength 28:20 strong 37:15 57:16 60:16 stronger 31:10 strongly 14:9 structural 9:9 10:6 45:12,14 54:17 70:23 structure 36:13 69:18 structures 14:22 student 8:18 21:20,22 22:4,16 22:21,23 32:1,13 33:22 39:7 42:1,5,9 42:14 43:14 48:1 60:6 61:14 65:24 68:11,11 student-based 22:16 43:11,16 56:1,3 student-to-teacher 64:9,14,19 students 8:24 10:8,10,14 17:16 17:22 18:13,22 19:24 20:14 21:3,17,19,24 23:11 24:9,11,16 25:2,4,19 26:5 27:4 28:13,19 29:17 31:7 31:10 32:19 33:16 34:11,19 35:3,5 36:2 36:4,5,8,15,18,21 37:3,7,20 38:8 39:6,9 39:13,14,19,24 40:4 40:8 42:17,20 45:9 46:10 47:10 48:7 51:13 54:3 55:16 58:3,12,13 59:11,12 60:4 61:2,4 62:7,13 62:17 63:20 65:16,18 66:8,14 68:10 69:2 70:22 71:2 students' 17:2 19:12 24:1 28:3 37:5 42:15 studies 16:19 submit 7:7 12:19 submitted 13:2 succeed 29:24 suggesting 19:9 suite 5:16 7:11 12:23 sum 61:5 summer 39:3 40:20 Sun-Times 4:19 supplemental 52:1 59:13 supplementing 28:16 supplies	47:24 support 9:17 10:10,15 15:6,10 15:12 16:21 18:9 25:2 26:11 28:16 35:5 47:10 48:16,17 48:21 49:11,16,19,23 58:22 59:1,6 64:10 65:8 66:9,24 69:8 70:12 supported 28:21 supporting 29:19 56:24 57:12 supportive 32:4 supports 59:10,14 sure 16:1 40:8 51:12 57:12 surpassed 19:6 surplus 46:21 surrounding 69:5 survey 14:8 surveys 55:11 SUSAN 2:3 sustainable 9:24 10:11 29:10 66:22 72:3 swimming 68:13 sworn 74:5 Sydney 13:21,24 system 14:13,24 15:2,22 25:20 50:8 systems 33:18 68:20	<hr/> T <hr/> table 30:6 take 9:21 14:2,17 20:20 22:12,15 28:9 40:5 takeaways 70:13 taken 19:24 52:16 74:11 takes 11:13 22:21 54:9 talk 22:6,7 24:11 25:16 26:9 42:7 44:2 45:11 50:1 51:1 talked 50:23 59:16 talking 44:20 54:24 TANYA 1:20 targeted 43:21,24 58:10 targets 58:12	TAs 37:5 task 71:17 tax 46:21 67:10 taxes 46:19 taxpayers 45:24 46:18 50:5 53:17 TBE 37:16 teach 33:13 teacher 16:12 18:21 20:6 25:14 26:3 27:20 31:5,8,11 31:19 32:15 33:8 35:16,20 38:6 45:23 47:1 49:12 50:2,10 50:19 53:16 58:19 61:7,11,20 62:3,13 63:2,5,20 64:21 teachers 16:17,23 17:18 21:2 22:13 25:16 26:10 32:1,3,8 35:6 36:17 37:1,5 44:16 48:17 49:10 50:12,13 52:3 55:16 56:8 58:18 59:5 61:15,16 62:10 62:12,18,23 63:4,6,8 64:2,8,10,18 teachers' 50:7 teaching 17:15 19:2 25:18 27:3 27:6 32:12 team 14:1 teams 65:16,18 technical 27:24 29:20 technology 34:16 Tell 18:11 temporary 59:11 ten 12:2 33:15 36:7,8 62:22 64:2 tentative 5:10 7:8 12:20 terms 20:19 26:24 56:21 71:13 test 18:4 22:24 28:17 testing 28:7 thank 3:20 4:16 7:13,24 10:20 11:23 12:7 13:18 15:24 16:3,5 18:14,15 21:5,6,11 23:3,13,15 25:7,8 26:23 27:13,14 30:7 30:9 32:11,24 33:1 35:9,10 37:22,23 40:12,16,16,18 71:3 71:5 72:7,15,20,24	themes 55:22 thereof 5:11 thing 26:16 39:12 things 26:2 27:10 38:10 71:15 think 21:12 30:21 53:9 71:18 third 47:3 thought 59:16 thousands 31:24 38:7 three 16:16 27:22 28:10 30:19 38:12 41:11 43:4 59:21 61:18 63:8 thrive 10:16 72:6 thriving 29:11 tiered 59:9 TIF 46:21 67:10 time 9:3 11:4,6 14:2 16:4 28:11,14 32:15 54:24 57:6 66:20 71:22 73:2 timer 13:12 times 28:13 tiny 29:9 title 47:9 66:1 today 4:3 7:15 14:2 26:17 27:21 30:19 34:9 38:21 40:17 52:14 70:14 72:18 today's 10:18 Todd-Breland 1:16 7:17 71:8,9 72:11 told 17:10 tonight 3:21 8:1,13 9:22 44:21 tonight's 3:5 top 50:16 59:3 63:4 total 31:23 46:22 51:14,19 69:14 totaling 51:24 67:15 totals 41:3,13,16,21 69:12 touch 70:13 touched 72:17 trades 29:20 39:4 train	32:7 training 25:2 transcript 74:10 transitional 36:9 translation 37:14 transparency 52:24 56:11,16 transparent 11:10 22:8 transportation 46:10 48:1 54:3 true 38:15 74:9 truly 40:3,7 trust 14:18 trusted 24:14,15 trusting 16:2 trying 22:6 26:8,18 Tuesday 5:19,21 tuition 30:22 31:3,8 32:2,17 32:20 37:12 turn 13:7 48:5 turnover 32:6 Tutor 66:20 tutoring 59:10 tutors 57:4 two 5:18 6:11 28:8,9 29:9 31:20 33:9,12 51:9 52:7 62:9 65:11 71:2 71:15 two-thirds 19:16 types 66:16 typical 36:20
				<hr/> U <hr/> UIC 31:15 unable 36:12 under-funded 28:23 underfunded 25:24 46:8 53:13 54:1 undergraduate 39:18 underserved 42:17 understand 24:17 31:13 55:18 56:14 understanding 38:9 39:9 unfolding		



Unfortunately 19:8 33:22					
unhoused 9:16 30:2					
union 25:16 28:1 30:6 44:17					
unions 12:1					
unique 14:22 31:24 50:10 57:23					
unit 28:9					
united 9:1					
universal 58:11					
universalist 43:22 58:10					
unmute 13:9					
unrestricted 46:3 53:19					
unused 14:17					
upcoming 70:15					
updated 33:17					
upgrade 68:19					
upgrades 68:9 69:1					
urban 42:22 43:3 49:4					
urgent 27:22 68:1					
use 3:14 20:10 70:5					
usual 44:14					
utilities 47:24					
	V				
vacancies 15:13,13					
vacancy 51:23					
values 60:22					
vendors 48:6					
ventilation 34:15					
Verma 2:2 7:23					
vibrant 60:16					
Vice 1:16 7:17 71:8,9 72:10					
violence 24:6					
virtually 4:9 6:8 13:8					
vision 8:18 18:6 42:1,4 43:14					
voice 11:13					
vote 8:10					
vulnerable 35:5					
	W				
want 8:14 9:11 14:2 25:16 31:18 40:1,2 42:1,18 45:11 47:16 50:4,24 55:2 57:1 69:20 70:13					
wanted 26:16 49:6 71:11 72:14					
wants 30:24 31:5 32:16					
warehouse 68:20					
Washington 34:5					
wasn't 22:16					
watching 29:24					
water 33:19 34:4 67:14,14					
wave 3:19					
way 10:13,13 14:21 22:11 28:5 39:23 43:15 62:20 70:7					
ways 26:1 57:10 71:14,19 72:3,12,13					
we'll 8:12 13:20 54:24 58:4 67:2 71:10					
we're 4:3 9:6 21:21 22:23 38:16 44:20 47:15 52:9 56:4 68:24					
we've 38:12 43:14 51:3 52:12 54:19 55:9,15,22 56:2 57:14 59:3,16 60:11 62:22 63:5,8 64:21 65:12,19 69:24					
weak 12:17					
weatherized 34:14					
website 7:10 12:22 13:4 56:19					
websites 4:24					
Wednesday 5:20 6:1,12,21					
week's 8:10					
weekly 19:1					
weight 32:2					
welcome 3:7 4:2 9:22 10:12 72:18					
welcomed 28:24					
welders 39:14					
well-being 29:18 34:18					
well-resourced 16:2					
well-rounded 69:3					
went					
		31:10,14			
		west 4:22 24:4 35:17			
		whichever 6:16 7:6			
		Whitney 25:19			
		wholly 20:23			
		willing 23:12			
		windowless 34:3			
		wish 6:5			
		wishing 13:16			
		withholding 19:10			
		woefully 25:24			
		wonderful 39:11,11			
		Woods 1:20 7:18			
		work 15:6 24:7 27:2 30:1 33:10 38:24 48:14,23 71:24			
		work-based 39:3			
		worked 28:11 35:18			
		workers 49:1			
		working 10:1 16:1 19:1 33:18 38:8 39:9 48:5,6			
		world 38:12			
		worth 20:4			
		wrap 70:14			
		writers 26:13			
		writing 28:11			
		written 7:8,9 12:20,21,23			
		X			
		Y			
		year 5:4,10 8:3 17:11 19:5 20:2 22:3 29:1 34:17 35:24 41:6,7,16 42:3 42:21 47:4,8,11 50:24 51:5 54:15,16 56:4,20 59:22 62:11 65:1 67:22 69:19 71:21		56:2 59:21 60:10 71:2	63:23 180 66:12 1800 21:19 18th 7:12 19-to-1 63:22 196 51:24 197 51:19
		year's 41:5 49:9 57:17 61:13 64:23 69:11		years' 20:4	55:15,23 58:5 60:13 67:3,20 69:10 72:24
		yearbook 27:9		yellow 64:14	250 69:18
		years 15:4 17:14 19:13 20:7 26:7 30:16 31:20 33:15 35:18 38:8,13 43:19 54:11 55:5,9		yesterday 8:16	25th 8:11
				young 24:7 25:19	26 18:24 44:24 54:11 62:13
				youngest 34:5 35:4	27 65:16,18
				youth 29:23 30:2	29 67:11
				Z	2
				zip 8:19	2 13:21 15:15
				Zoom 1:4,10	2-minute 13:11
				0	2.1 46:23
				084-004072 74:16	20 16:23 17:13 47:21 52:6 69:20
				1	20-plus 36:8
				1 17:7 50:3 54:16	20,000 31:19
				1.1 45:17 53:12	200 36:4
				1.3 47:5	2017 31:9
				10 15:5 30:13 33:4 34:21 52:10 67:15	2019 43:2 55:6
				10,000 31:21,22	2020 31:13
				100 32:20 37:11	2024 1:6 3:8 4:23 5:1,19,20 6:13,14 7:12 14:7 31:18
				10th 4:23 5:1 6:13,21	2024-2025 5:4,10
				11 33:5 35:13 37:8	2026 45:3
				1100 36:2	2029 54:15
				12 19:14 26:6 35:14 38:2 39:16 59:24 60:22	2030 54:16
				125,000 30:21	2046 70:8
				12th 6:14,22	21 63:20
				13 26:6	22 43:1,5
				131 22:5	22-to-1 62:20
				14 26:6 48:20 61:9	23 43:1,2,5 69:7
				150 22:2	2300 65:18
				150,000 31:23	24 48:11
				16 38:7 47:5	24-to-1 62:18
				16th 5:19,21 7:5	243 49:13
				17 1:6 67:18	25 1:3 4:2,4,13 5:3,9 7:8 12:20 40:21 41:2,3 41:12 42:8 43:10 44:5,12,21 46:12,22 48:8 50:3 51:2,7 52:6 53:1 54:10 55:2
				18 30:15 38:23	2 13:22 16:8,19 18:1 6:14 13:12 15:16 18:2 20:13 23:2 24:22 26:22 29:14 32:10 34:22 36:21 37:9 39:17 52:4 62:15 66:7
				18-to-1	3 13:22 16:8,19 18:1 30 6:14 13:12 15:16 18:2 20:13 23:2 24:22 26:22 29:14 32:10 34:22 36:21 37:9 39:17 52:4 62:15 66:7
					300 65:15
					311 67:23
					337 49:19
					34 69:13
					35 50:20
					360 28:6
					391 51:5
					4
					4 16:9,19 20:12 26:15 49:2 67:16
					4,000 22:4
					4:00 5:21
					40 42:22 43:3 68:24
					40-plus 36:3
					40,000 31:12
					42 4:22 63:24
					45 68:4
					450-to-1 66:3
					46,000 48:9
					5
					5 18:18 21:9 23:1 46:16
					5.5 68:20
					5:00 6:13,14,21,22 7:11 13:1
					5:30 5:21 7:5
					500



41:5 45:4 54:12 66:8 70:7,10	8 25:12 27:17 29:13			
505 51:15 52:13	8.4 41:13 46:14			
513 49:13	80 47:20			
52 51:10 52:8 61:10	805 48:11 49:8			
54.7 68:16	817 41:21 69:12			
540 46:2 53:18	82 48:19			
549.6 67:6	83.2 68:2			
55 19:14	85,000 21:24			
553-1600 6:19	88 49:21			
59 14:21 46:16	<hr/> 9 <hr/>			
5th 33:7	9 27:18 30:12 32:9			
<hr/> 6 <hr/>	9.3 69:14			
6 13:9 21:10 23:18 24:21 26:15	9.9 41:4			
6:00 6:1	90,000 31:16			
6:02 1:11 3:3	93.5 68:7			
60,000 65:17	95 14:8			
600 57:22	950 5:16 7:11 12:23			
600-to-1 66:4	96 48:15			
600,000 19:10				
60602 5:16				
60605 5:24 6:4				
61.5 67:8				
611 41:16 67:3				
62 51:13				
65 50:5				
661 49:20				
662 45:22 50:5,22 53:15				
<hr/> 7 <hr/>				
7 23:19 25:11 26:21				
7:30 6:1 7:5				
70 19:1 36:2				
700 4:5,21 5:22 6:2				
750 54:13				
77 14:9				
773 6:19				
<hr/> 8 <hr/>				

