CHICAGO PUBLIC SCHOOLS
PUBLIC HEARING
FISCAL YEAR 2014 BUDGET PRESENTATION
held on
Friday, August 2, 2013

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

PRESENT:

MR. PETER ROGERS, Presenter
MS. CRYSTAL COOPER, Timekeeper
MR. MATT WALTERS, Capital Manager

Reported By:  Karen Fatigato, CSR
License No.:  084-004072
MS. COOPER: Good evening, welcome to the CPS FY '14 Budget Hearing. My name is Crystal Cooper, and I'm from the budget office. I want to introduce our panel first. We have Peter Rogers, he's the CFO of CPS. And Matt Walters is the capital manager.

The budget hearing will begin at 6 p.m. and end promptly at 8 p.m. or when the last speaker has concluded, whichever is earlier.

All those who signed up to speak will be given an opportunity to ask a question or make a statement until the meeting is adjourned.

All those wishing to speak are asked to please sign in from 5 to 6:30 p.m. on the speaker sign-in sheet at the entrance registration table and each speaker will be given a number. You will be called to speak by your number, not your name.

Please note that no one will be able to sign up to speak after 6:30.

Speakers will be limited to addressing topics related to the budget.

Speakers are asked to limit their comments to two minutes so that everyone that
would like to speak will have the opportunity to
do so. And when you have ten seconds remaining
I will hold this up, and in zero seconds I will
hold this up.

When multiple speakers from the same
organization or school are listed, only one
member per organization or school will be
allowed to speak regarding the same issue.

If the speaker has a follow-up question
we ask that you please speak to a CPS staff
member who will be on site to help you fill out
the follow-up card.

The public hearing is scheduled to
conclude at 8 or after the last speaker,
whichever is earlier.

We also have a website where the public
can share their thoughts on the budget. It is
at cps.edu/budget.

I also want to point out that we have
sign language interpreters here. And we do have
a Spanish interpreter over to the right.

I am now going to turn it over to Peter
Rogers.

MR. ROGERS: Well, good evening, and
welcome. Before we begin the formal procedure we are honored tonight to have one of our aldermen here, Alderman Fioretti. As I said, I appreciate the fact that he is here. I've seen him at many of the meetings and he's a tireless supporter of what we're trying to accomplish in the Chicago Public Schools overall in education.

I would like to ask the Alderman if he'd like to say a few words before we begin. Thank you. And I think you could probably use this mike or this, whichever you prefer.

ALDERMAN FIORETTI: Thank you very much for the opportunity. I think people know where I stand on the school closures so I don't feel I need to go into any of that.

My name is Alderman Bob Fioretti. I've been the Alderman of the 2nd Ward of the city of Chicago for the last six years. During that time I've worked with more than 40 CPS schools in my ward, and I want to testify today to give CPS my perspective on the severe proposed cuts that affect every classroom in CPS.

Two weeks ago CPS announced that they intend to lay off, and they did, 2100 employees,
including 1,074 teachers, 451 paraprofessionals and 550 other school personnel. I was informed today that 200 kitchen workers were also laid off today. These layoffs, as we all know, will have a drastic effect on the quality of education of our children -- of Chicago's children.

For weeks CPS leadership told the public that expected budget cuts would have little impact on the classrooms in CPS. We now know that that is untrue. Many CPS schools in the 2nd Ward and throughout the city will lose essential classroom programs, such as, art, music, world language and computer technology instruction, as well as expected increases in the class size. What was promised by Mayor Emanuel was to be a full school day is now missing what many of us expect from a 21st Century public education. These cuts and layoffs also disproportionately affect low-income and working families in the African American and Latino communities. Instead of collaborating with the district's organized labor boards, CTU, SEIU, United Here and others
to address a supposed manufactured 1 billion
deficit and find additional revenue, Mayor
Emanuel blames the employee pension plans and
their legally mandated obligations. I believe
that these -- I believe that these professionals
deserve a fair retirement plan for their service
for our city just like other public servants.
Teachers, for example, should not have to
receive Social Security upon retirement.

At City Council last Wednesday as many
of you know the progressive caucus introduced an
ordinance mandating that Chicago's 165
tax-increment finance districts, if you don't
remember what that is that's TIF, TIF districts,
be scoured for surplus funds. They can be used
to help revers the program cuts and teacher
layoffs.

(Whereupon, the audience was
applauding.)

ALDERMAN FIORETTI: I'm also encouraged
that 32 of my colleagues in the City Council
signed on to this proposed ordinance. These
temporary measures will generate millions of
dollars in needed revenue for CPS right now. I
firmly believe that there is no time to waste as our children will be starting school earlier this year than ever before.

A few years ago with a similar budget shortfall, former Mayor Daley declared $187 million TIF surplus generating $90 million for CPS's similar times call -- and similar times call for similar measures. Unfortunately, the mayor and the Board have indicated that they do not support this effort to use TIF funds to support our public schools. I urge you to and I urge the mayor, the members of the Board to reconsider this position on this issue.

65 percent of CPS schools made gains in recent ISAT assessments due to hard work of many of our teachers and staff and despite all of the chaos at CPS. Neighborhood schools outperformed charter schools.

(Whereupon, the audience was applauding.)

ALDERMAN FIORETTI: I am worried that you, the Board of Education and CPS leadership will reverse that positive growth. So please do the right thing, urge the mayor and the Board to
support the use of TIF funds for these measures. I just recently received something from -- that somebody was passing out here today. It talks about the money in TIF. Actually, there's 1.7 billion in TIF funds. I was informed that earlier this week by the budget director in a budget briefing. But they claim 1.5 billion of that 1.7 billion, which is in the bank, is already committed for future projects. Well, we can figure out how to do that in the right way. Some of those projects -- I mean, let's think about this 1.7 billion in the bank. For what? For DePaul's stadium?

(Whereupon, the audience was screaming and yelling.)

ALDERMAN FIORETTI: For a Maggie Daley park? For a park over at the riverfront? Right there there's several hundred million dollars. You know, we have to look at what's happening on these charter schools which are taking money away from our neighborhood schools. There are long-term solutions.

One, we have to invest in our children
no matter what.

(Whereupon, the audience was screaming and yelling.)

ALDERMAN FIORETTI: Two, to clear the TIF surplus and scour those TIFs for additional money.

Three, I think we need to look at what can be a transactional on the Board. I raised it in the budget hearings the other day and it sounded like they were all surprised, they never heard about that. And they said we have to go to Springfield to make the changes. Well, we're going to Springfield to make all the other changes, let's put another one on.

(Whereupon, the audience was applauding.)

ALDERMAN FIORETTI: Four, I think when we deal with the pension issues they are complicated. I'm not going to deny that, I don't think anybody in this room will and I know you won't, but pension obligation bonds are to be looked at. We ought to look at how we pay back those pension obligation bonds, what we're going to do because our children have to come
first. If we're going to compete in a global world and global society, and we can do it with the few, you know, I'm blessed with some of the best high schools, Whitney Young, I got Jones, and at the same time Manley is across the street, you know, we've got Crane. We've tried to develop programs, we can do it if they want. The political will is there, we will increase all of our schools.

I just have to say one last thing on a practical note. You know, South Loop, I don't remember how many kids we have there, but on a parents' night we raise over $100,000. King Elementary, which is being closed, which has had a great principal and great staff, great faculty, great parents, could only raise a couple few thousand dollars because of the economic constraints and, you know, that makes all the difference. We have to target our resources accordingly. And we can't -- I was just at 63rd and Peoria on Sunday, I looked at an old school building that had weeds growing out of it, busted windows up and down, and I said to myself, you know, we're foreclosing on
that school, we're foreclosing on communities.

We can't do that. We need to prepare for the
future and our kids are what we need to prepare
for.

I unfortunately have another set -- I
have to be elsewhere. I got Leslie from my
staff she'll be here taking notes. And I
appreciate everybody coming out on a Friday
night. And I do appreciate the Board and I hope
you listen to us because that's what counts.

Thank you.

MR. ROGERS: Thank you, Alderman. I
thought it was very important to let the
Alderman speak first. He has a strong point of
view about this, and I know it's shared by many
of you, and I thought it was important that we
allow him to speak. I appreciate you coming.

Once again my name is Peter Rogers, I
am the Chief Financial Officer for Chicago
Public Schools. And I must say that just by way
of introducing what we're going to do this
evening, I would like to keep my remarks as
brief as possible. We have quite a few people
here as you can see, and I think and I know all
of you will have an opinion and many of you will
want to speak, and I want to make sure that we
hear your views on this. At the same time I'm
going to try to go through a presentation
that -- I will go through a presentation that
will highlight some of the aspects of this
budget we're going to go through.

Just a word on process and procedure.

In terms of the process of this budget, this is
the third of three public budget hearings which
we will hold. We had two last night, we have
one tonight. This will lead up to a vote by our
Board of Education on this budget coming up
later in the month of August. That's a
procedure that we will go through. As far as
tonight is concerned, I want to reiterate
something that Crystal said based on experiences
that I had last night. I know many of you want
to speak, as I do briefly, and when you do come
up I would only ask you that you try to keep
your remarks within the confines of the two
minutes we mentioned. There are a lot of people
and frankly out of consideration to all of you I
found that in meetings of this sort it's quite
important to stick to that schedule. I'm not
trying to cut anybody off, frankly we'd like to
hear what you have to say.

A VOICE: We're sick of your lies, man.

We don't want to see that presentation. It
ain't nothing but a bunch of lies up there.

(Whereupon, the audience was
screaming and yelling.)

MR. ROGERS: If you would just let me
get through this I will give you the same
respect and allow you to speak.

A VOICE: You ain't gave us no respect
closing 50 schools in our neighborhood. What
kind of respect is that?

(Whereupon, the audience was
screaming and yelling.)

A VOICE: What you want, man? I got
freedom of speech, you ain't going to tell me
when I can speak. The Constitution says I can
speak.

(Whereupon, the audience was
screaming and yelling.)

MR. ROGERS: When we get started I'm
going take you through a brief presentation.
(Whereupon, the audience was screaming and yelling.)

A VOICE: We don't want to see the presentation. We already seen the budget online. We've been lied to enough.

A VOICE: We don't want to see a presentation.

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: Well, I'm going to briefly go through a brief presentation.

(Whereupon, the audience was screaming and yelling.)

A VOICE: Let's take a vote. Let the people speak now.

(Whereupon, the audience was screaming and yelling.)

A VOICE: The people have spoken.

Where's speaker one? Speaker one, let's go.

MR. ROGERS: I will say this, as some of you have observed this entire budget is online, hopefully you'll look at it. I would be happy to comment on some elements of that presentation.
(Whereupon, the audience was screaming and yelling.)

A VOICE: We don't want to hear no lies, just answer questions truthfully that the people ask you.

A VOICE: Speaker number one. Speaker number one.

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: I'll conclude my remarks by saying the reason we are here --

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: May I at least be afforded the opportunity to conclude my remarks. We came here tonight to discuss the Fiscal Year 2014 Budget. I made an attempt to do that. I realize you'd rather --

A VOICE: How many schools did you close in your neighborhood?

MR. ROGERS: I live in the city of Chicago like everybody else.

A VOICE: How many schools closed in your neighborhood? Answer the question.
MR. ROGERS: We came here to discuss the 2014 budget, it represents a number of -- we are working through those challenges collectively. It represents substantial issues for us in the Chicago Public Schools. We have found a way to balance our budget for fiscal year '14 --

MR. ROGERS: -- which we will do. We face continuing challenges which I hope you are aware of. I was going to highlight a few reasons why Chicago is in a position --

A VOICE: Because of you.

A VOICE: How much you make a year?

MR. ROGERS: With that the State of Illinois funds --

MR. ROGERS: -- many of those I urge
you to go online and look at those.

So now we'll open it up for questioning with speaker number one.

(Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: Hello, my name is Asean Johnson, I'm a 4th grader at Marcus Garvey School.

(Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: -- budget cuts one of the teachers was my 4th grade teacher because of the budget cuts I have 39 kids in my classroom now I can't get my one-on-one attention with my teacher. There will be no -- there will be too many distractions and the teacher will not have time for small groups. My school is affected along with many others. All of the budget cuts that CPS have done is going to DePaul for a new stadium even though the United Center offered them free rent for ten years. DePaul turned it down and took the new stadium even knowing that the money for the new stadium is taking away from students like me.
Today I went to the Illinois building and requested that Attorney General Lisa Madigan tell us where the TIF money went. (Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: Why is basketball more important than my education? I'm demanding that the surplus of the TIF dollars will be used to fund our schools. The mayor claims that a CPS deficit of 1 billion requires him to close 50 schools and make the worst cuts in our schools' budgets and a generation. The mayor wants to use the TIF -- (Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: So go and tell that Mayor, I'm going to say it politely because I do not want to disrespect anybody, tell the mayor that he should not be closing these schools as I said before when I walked into the room and that this should not be a budget cut because it could be the other way. Why didn't you take that money from closing the schools, why did you open the charter schools? Why wouldn't you close no
charter schools -- but this is the crazy thing about it, you closed 54 schools and you say you had a huge deficit but then you opened 16 new charter schools.

(Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: And then you take the budget cuts to DePaul for a new stadium.

(Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: And then you say it's we put children first, you're not putting the children first, you put them last.

MS. COOPER: We need you to conclude so speaker two can step up to the podium.

A VOICE: Let the kid speak.

ASEAN JOHNSON: Even though I'm going to conclude my mama is going to keep going with my protest.

(Whereupon, the audience was screaming and yelling.)

MS. COOPER: Speaker two.

MS. REYNOLDS: I am Asean Johnson's mother, I'm here to speak on behalf of Marcus
Garvey, as well as every school in the City of Chicago. Marcus Garvey has received three cuts, one of which will be my son's 4th grade teacher. I did not enroll my child in a public school to have him in the classroom with 39 to 41 students. Nor did I enroll him into my neighborhood public school to have him in the splits, which would still not give him the individual attention that he needs or his classmates.

The Board is claiming the deficit you are blaming it on the citizens of Chicago as well as working-class people. Since when did working class people pull down a school system? You're saying the pension are the reason why you can't fund our schools. You closed 50 schools in the city of Chicago, but yet our mayor has money for Vienna Beef so they will be okay. They have $5 million for hot dogs and $55 million for stadiums. It sounds like they're in conjunction with each other, hot dogs and stadiums go together.

(Whereupon, the audience was screaming and yelling.)
We are demanding, we are demanding that the TIF money. I have walked the streets of this community for five weeks. I spoke with people from the south side and from the west side and everyone is blaming the Board of Education and the mayor of Chicago that we do not have proper things in our communities like a school. When we move into neighborhoods, we move into neighborhoods for schools, those are anchors in our communities, and we need our anchors in our communities.

With all due respect to the Board I don't know how many of you all are educators, I don't know how many of you all worked in a school, but I am asking that you consider the cry of the people, the teachers, the parents and the community that these budget cuts will be detrimental to our students' education and detrimental to our neighborhoods. If there's no school, there's no community, there's no neighborhood. These cuts are only happening in African American and Latino communities.

(Whereupon, the audience was screaming and yelling.)
MS. REYNOLDS: They're only happening on the west side and the south side of Chicago. They're only happening in low-income communities and communities where there's no jobs. The money from the TIF is to bring up a community, which is a school, which is to put jobs back into our community, programs. There's no way possible a school of 309 students --

MS. COOPER: Please conclude.

MS. REYNOLDS: -- only received 40 slots for after school programs. You need to reconsider your budgets and put money back into our schools. Thank you.

(Whereupon, the audience was screaming and yelling.)

MS. COOPER: Speaker three.

MS. PEARSON: My name is Wendy Pearson, I'm here to speak on budget woes of the city of Chicago as well as the public schools and the manner in which it deals with the taxpayer's money and the blame game that the city continues to play. CPS would love to pass the buck to Springfield, but if we look at CPS, CPS administrative offices downtown, the payroll
consists of over a hundred people being paid over $100,000, some of whom hold no teacher certificates, they are ESPs.

The mayor likes to say not on his watch when it comes to corrupt police, but as of today the city of Chicago has paid $70 million in settlements and legal fees related to John Burge's case and the costs are likely to rise as the citizens still pay John Burge's pension as he gets more than $3,000 a month for life. Just think what could be done could and should be done with moneys that have been spent on because of John Burge, that's where we're supposed to serve and protect those that look like us.

We don't just blame Springfield, we blame the boards, presidents, the five superintendents, the mayor, some of the aldermen, the elected -- non-elected School Board. We say to all of you it's time to stop passing the buck.

(Whereupon, the audience was screaming and yelling.)

MS. PEARSON: -- 108 of our children's blood has ran down the gutters of Chicago
streets, they watch from their graves. Let me give you some numbers. In 2008, 2,400 shootings. As of today 2,670, 504 total murders, 319 shootings of our children, 108 murders of youth and children, 19 percent increase in the murder rate, 270 Chicago children killed. That's our children you're talking about.

MS. COOPER: Please conclude.

(Whereupon, the audience was screaming and yelling.)

MS. PEARSON: -- Huffington Post reported, 2013 the murder rate, 232, shot 458 school-aged children have been shot in the city of Chicago, 63 murders. As of today's date, July 9th, 2013 --

MS. COOPER: Please conclude. Speaker four come to the podium.

MS. PEARSON: I am concluding. What I want you to understand is as of today we're laying the death of our children at the feet of your houses. We're going to let you know that as our children die on the street and you talk about safe haven and Safe Passages, we're going
to be at your doors knocking. We're going to be
at your --

(Whereupon, the audience was
screaming and yelling.)

MS. PEARSON: -- as they cross gang
lines. Remember this, your budget lays at the
feet of your house on your heart in your schools
as our children die.

(Whereupon, the audience was
screaming and yelling.)

MS. COOPER: Speaker four please.

MR. PALLASCH: I'd like to begin on
some positive note and just say thank you for
skipping over the presentation. Thank you.

(Whereupon, the audience was
screaming and yelling.)

MR. PALLASCH: We've heard several
different proposals on how to solve the budget
problem and you've dismissed all the math as the
magical thinking, so I just wanted to bore you
guys with your tactics. It's my belief that
when CPS lies to the public they are usually
well aware that they are lying. For example, I
doubt anyone with honesty would believe that a
child would benefit from having their school close.

(Whereupon, the audience was screaming and yelling.)

MR. PALLASCH: The misconception that everyone who resists CPS does so exclusively for their own school seems to be the earnest belief of CPS. This misconception is reflected not only in accusations from Board members but also in the divide and conquer tactics being practiced by CPS. This belief that each student, teacher and parent is in it for themselves cannot be further from the truth. As an example this petition being promoted by DePaul students and staff requesting that you do not waste money on the new basketball arena. You will not be able to conquer us with your tactics because we will not be divided. Thank you.

(Whereupon, the audience was screaming and yelling.)

MS. COOPER: Speaker five.

JESUS: That's all we are to you, speaker five, speaker six, we're just numbers,
right? You got a name, say our names.

Anyway, I'm addressing -- I am
addressing to the crowd because I'm disgusted
that this guy is sitting here in front after
last night. He clearly said that we're just in
it for our schools, that we don't care about the
city -- that we don't care about the rest of the
schools. So I'm not facing him, all right, I'm
facing the crowd. And I'm taking a poll
tonight. How many of you are against school
closings? Stand up.

(Whereupon, the audience was
screaming and yelling.)

JESUS: You heard it. You heard it.

All these people here tonight are against school
closings. Period. Period. Last night I was
disgusted by your remarks. I was disgusted by
your remarks. And I'm surprised that you're
even showing your face here tonight. And don't
worry, you don't have to hold that sign up for
me. Next speaker, speaker six, because that's
all we are to them is numbers.

(Whereupon, the audience was
screaming and yelling.)
MR. TRUSS: Hello, my name is Dwayne Truss, a west side resident from the Austin community. Somebody say west side.

(Whereupon, the audience was screaming and yelling.)

MR. TRUSS: Well, speaking of the west side. How many black elected officials are here from the west side? There lies our problem with these cuts.

Now, I got to ask another question to these fine people here. Are there any Board members here tonight present, the ones that actually make decisions? All right, I got to do a --

(Whereupon, the audience was screaming and yelling.)

MR. TRUSS: We here because no disrespect to none of you all, not here to shoot the messenger, you know, take a coffee break or whatever. What we're documenting with Raise Your Hand for Illinois public education is that we so far documented $162 million in cuts to neighborhood schools. A $58 million increase in Central Office and they keep saying they're
cutting Central Office staff when they bring the people in the private industry. We're talking about a $20 million no-bid contract. Network chief training, it's not enough that the principals and superintendents went to college, got there Type 75 and all that, they give a low bid contract to a non-certified company which is supposed to train educators. Help me out with that one. They borrow $329 million with a capital M and add $25 million to the debt service saying they got to spend this money to close schools rather than reinvest this money in the schools.

Last year you had Andrew Broy of the Illinois Charter School Network out there begging during the teachers strike, hey, we got two, 3,000 seats open, plenty of room for the students, right? But yet CPS is increasing the total dollars for charter schools I think somebody at that table is quoted about choice.

Let me tell you about choice in the Austin community. Austin community is the largest community in the city of Chicago. We have no magnet schools. When you look at
Ravenswood Ridge, they're rich with magnet schools and programs. I'm not getting mad at Ravenswood Ridge. Let's get mad at our black elected officials, that's who you get mad at. And it's a shame --

MS. COOPER: Please conclude.

MR. TRUSS: One question I got, you answer this question if you can. Of the moving contract do you know who was the minority participation in those contracts?

(Whereupon, the audience was screaming and yelling.)

MR. TRUSS: And then there lies the problem, they're going to spend this kind of money because you're talking about black lunchroom workers, black ancillary staff members. I mean, I'm not trying to bring a wedge issue here between black and white and brown --

MS. COOPER: Please conclude.

MR. TRUSS: The reality is this is our community, they talking about bringing jobs in the city of Chicago and all that TIF money, but yet they're hurting our community and we don't
have not one black elected official who could
stand up against the $55 million going to DePaul
University, but yet it's okay to spend all that
money to close schools. There's something
wrong. When we leave here --

MS. COOPER: Speaker -- please
conclude.

(Whereupon, the audience was
screaming and yelling.)

MR. TRUSS: All of a sudden State Rep,
State Senator such and such, you need to get off
your you know what and come and you're going to
represent us. We got in this -- we got
something before, don't we, Beverly? Monday,
5:30 Franklin Street we're bringing it to the
street when we're going to go door to --

(Whereupon, the audience was
screaming and yelling.)

MS. COOPER: Speaker seven please.

MS. TRUSS: Good evening to the members
of the Board of Education who are present. I'm
sorry, I'm sorry that you were sent out here to
us to misrepresent the cause because that's what
you're doing. I think that it's disrespectful
that the president of the Board of Education is not here. It's disrespectful that the mayor is not here.

(Whereupon, the audience was screaming and yelling.)

MS. TRUSS: It's disrespectful that Barbara Byrd-Bennett is not here. Because those are the persons who have to make the decisions. It is disrespectful to us to call us out to a meeting to say that you want to hear what we think and you want to hear our concerns, but the last three years we've been meeting to meeting with the Board of Education allowing you to hear our concerns and then you've gone back and you've done exactly what you wanted to do.

(Whereupon, the audience was screaming and yelling.)

MS. TRUSS: You made decisions that did not include the people of this community. You have disrespected us and we are tired of being disrespected. And so you don't have to hold up your sign for me. All I want to say to you is since you want to hear us and take back our concerns to the people who make decisions, let
them know that we're tired of being
disrespected. It is disrespectful for us --
(Whereupon, the audience was
screaming and yelling.)

MS. TRUSS:  -- for the people here who
are going to be making decisions on behalf of
our children. It is disrespectful for Rahm
Emanuel to stand in front of the media and say
now that he's making cuts because of the
pension. It's disrespectful to say to us that
you closed 54 schools to give our kids the
quality education right after that and cut over
2,000 members of the staff which means that the
classroom size is going to go up. You guys
continue to disrespect us and then you seriously
think that you're going to be able to come in
here and have us listen to you. Really?
(Whereupon, the audience was
screaming and yelling.)

MS. COOPER:  Speaker eight please
approach the podium.
(Whereupon, the audience was
screaming and yelling.)

MS. COOPER:  Can we please have speaker
eight to voice their opinion?

A VOICE: You stop letting them tell you all how to speak. This ain't your neighborhood.

(Whereupon, the audience was screaming and yelling.)

MS. BROWN: My name is Carolyn Brown. I have one of those too. And I want to start out by addressing just really quickly last night Mr. Cawley, who is not here tonight, in his patronizing manner started out his presentation by saying that he knew that we were only here because we cared about our own students, our own children's education. And then he, you know, carried on and treated everyone with contempt for his entire presentation, which could explain people's reluctance to hear one tonight.

So I just wanted to address, you know, what the people here care about, you know. I do care about my child's education. I do have a daughter in CPS and her school is losing a million dollars in their budget this year. I also care about my students' education. I teach at Kelly High School, which is at the top of the
list in the number of dollars cut from our budget. I also live near Lafayette Elementary which doesn't exist anymore. And I have friends and family at Mitchell and Jones and Kenwood and Roosevelt, Curie, Lane, Bell, Social Justice High School and a whole bunch of others that I can't think of off the top of my head. So we care about our children's education, but every child in the city is my child and every school in the city is my school.

(Whereupon, the audience was screaming and yelling.)

MS. BROWN: So when you accuse us of only caring about our children, Mr. Cawley, who is not present, maybe he's right and maybe he doesn't understand why he's right though because this is our city and these are our children, every single one of them, even the children who are suffering in the charter schools, and we don't accept this budget. We don't accept the blame for the budget. We don't accept the loss of our teachers, our janitors, our cafeteria workers, our social workers, our librarians. And we don't accept the loss of our textbooks.
and our buses and our bathroom supplies. And we
don't accept the idea that we're supposed to
figure out how to come up with the revenue for
the schools because that's not our job. We give
you solutions and we give you ideas and no one
listens to them. We go to hearings where no one
cares. We talk to the Board where they text and
fall asleep right while we're speaking to them.
All right. At this point the only reason we
show up is because this is a good place for us
to talk to each other and remind ourselves that
we're not the only ones who have these concerns.
(Whereupon, the audience was
screaming and yelling.)

MS. BROWN: So my request, and it is a
request not really a demand, my request is that
the people who are in charge, the leaders who
are supposed to be making decisions regarding
our schools, do that job. And it's a request
because I don't expect it to happen. If they
don't we'll find other people who will.
(Whereupon, the audience was
screaming and yelling.)

MS. COOPER: Speaker number nine
please.

A VOICE: They're cowards.

(Whereupon, the audience was screaming and yelling.)

MS. CRESWELL: Hi, my name is Cassie Creswell, I'm a parent of a soon-to-be 2nd grader and soon-to-be preschooler. I'm going to tell you about what's happening at my daughter's school, but I'm using it as an example so you know what's being cut and how it affects individual kids and individual families and individual schools. But I am here because of every school is my school, every child in CPS is being hurt by these ridiculous cuts. It is ridiculous.

(Whereupon, the audience was screaming and yelling.)

MS. CRESWELL: If I only cared about my child, let's be honest, I'd have my house on the market, I'd be moving away, right? Come on. So my daughter will not have a computer teacher next year. You know, computers are our future, blah, blah, blah, but they don't have enough money to pay for it. Her class size this
year was 21, which is incredible in CPS, next year it's going to be 27 because we're losing teachers. And, of course, that is way above average in Chicago suburbs and everywhere else in the state for 2nd grade. She's a lucky one because she could have 39 kids like Asean is going to have. Frankly, we're one of the lucky schools because we're only losing three and a half positions. And unlike other children in the city my daughter has her school to go back to and its doors will be open and no one has fired all her teachers and her staff and her beloved adults in her life.

Meanwhile, I see that the strategy management office at the budget is getting another $10 million next year and their budget will be $19 million for ten positions.

(Whereupon, the audience was screaming and yelling.)

MS. CRESWELL: Down the street from the Board of Ed and Central Office is sitting on $1.7 billion, funds that are going to desperate, desperate entities like United Airlines, Miller, Coors Toyota and, of course, in private
MS. CRESWELL: My other budget question is why is money going out for charter contract schools but it's not for neighborhood schools like my child's? We're not getting that much cut because we've already been. There's nothing to cut. We don't have language teachers to cut. We don't have a drama teacher, a dance teacher to cut.

My final question that I want to ask here, and I really do want an answer to this. I have a report from a teacher at a closing school that multiple members of the Board of Ed arrived at her school and arrived there with chauffeurs and personal drivers that drove them there, got there, hopped out of the car, let them into the school. And then a couple of days later also a CPS employee, Denise Little, arrived with a driver in a car. Is this actually -- are there actual CPS employees and Board of Ed members who are having cars and drivers paid for? Is that really happening?
Whereupon, the audience was screaming and yelling.)

MS. CRESWELL: Hypocrisy in this city is out of control. The people running our state and our city are thieves

(Whereupon, the audience was screaming and yelling.)

MS. CRESWELL: Meanwhile our children are sitting in classes of 39 kids. It is wrong and it is shameful and it should not be happening in the fifth richest country in the world. It's wrong.

(Whereupon, the audience was screaming and yelling.)

MS. COOPER: Speaker ten.

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: I'm not familiar with the situation that you described, therefore, I'm not going to answer the question.

Speaker number ten.

MS. HOGAN: My name is Katie Hogan, I'm a teacher for now 14 years in the Chicago Public Schools. Also DePaul University we neither
I wanted nor asked for the stadium.

I have a serious budget question, Mr. Rogers, I'm hoping actually you can answer this because I think it's a really a legitimate question. It's about the $20 million no-bid contract given to Supes Academy.

Now, $20 million is a lot of money, and a no-bid contract is usually given when there's an emergency situation like a tornado. And I don't want this thrown back into my face that I don't want principals to have preparation, I do, I believe in it, but here's the problem. I actually went on Supes' website and went to apply for them. Do you know how much it costs to attend and receive all of their services, the coaching, the mentorship, the institute? Do you know, Mr. Rogers?

MR. ROGERS: No, I don't.

MS. HOGAN: $2500. In fact, if you multiply that by 600 professionals, do you know what that number is? 1.5 million. And so you multiply that by three years you can see why I have a problem with a $20 million contract when I teach in a high school that just lost its only
music position. I think it's just a legitimate
question that needs to be answered. I called
Supes myself, and when I say DePaul I get a lot
of answers, to just check if this was something
I might be missing, if this was just one man
versus the entire program. And they kindly
informed me that, no, it's not, that this is
also paid for and assisted by private companies
that basically give part of the tuition they pay
for.

So, Mr. Rogers, please answer how is a
program that costs $2500 per person being put in
the budget at $20 million? That's legitimate.
It's honest. Please answer that for me. It's
on their own website. If you go to website you
can apply right now.

(Whereupon, the audience was
screaming and yelling.)

MS. HOGAN: Thank you.

(Whereupon, the audience was
screaming and yelling.)

MR. ROGERS: I'd like to answer the
question if you'd allow me to. One of the
things I would have mentioned had I been allowed
to make the presentation was that we think it's critically important, one of the most important things we can do and we're intending to fund it with great thought is to make sure certain that the leaders at each one of our schools are fully capable in the most professional --

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: We think it's critically important that all the principals are trained, educated, as well as assistant principals.

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: These are the people that will lead our children and it's very important they receive the utmost --

(Whereupon, the audience was screaming and yelling.)

A VOICE: You did not answer the question. You did not answer the question.

(Whereupon, the audience was screaming and yelling.)

A PERSON AT THE MICROPHONE: I'm a parent for one of the Chicago children. And I
just want to speak upon a little of my history. I lived on the west side all my life, I went to Ryerson School, that's the school they changed the name. And when I was going to school it was almost like kids in the classroom. And when I sat in that classroom all the kids I couldn't barely learn or the teacher didn't give me the attention one on one or however in a situation the case might be. I don't have facts or I don't have experience. And you haven't -- you know, these kids of Chicago in urban neighborhood have suffered enough, you know. You working on a number of ways of the path for the families, trying too make ends meet, take their kids, you know, what schools they going to out their neighborhood. It's enough that we have to worry about our children, now we have to worry about if they going to get an education if my kid going to come home. You know, it's enough that we have to worry about citizens in Chicago and you all politicians or Board members you all can't be reasonable and see these people suffering and see that our children need schools --
(Whereupon, the audience was screaming and yelling.)

A PERSON AT THE MICROPHONE: You know, all you all care about is in your own pockets. You all can go home in a nice house in a nice neighborhood and eat and go to the grocery store, but we are the people we are suffering. Our children are suffering. How is America or our kids going to make it in a system if we can't get anything? How is we going to do it? Be reasonable, people. Start being reasonable. Be reasonable. Talk to your coworkers. Talk to whoever. Stop this. People are tired. We are tired. We're tired of hearing the same thing over and over again.

(Whereupon, the audience was screaming and yelling.)

A PERSON AT THE MICROPHONE: People from other countries come here open up businesses, we been here 40, 50 years and we can't get a break and our neighborhoods is looking like, you know, like we don't have nothing. We work hard. We work hard for our money. Please you all need to do something.
(Whereupon, the audience was screaming and yelling.)

MS. COOPER: Speaker 11.

A VOICE: Excuse me, you know what, I'm pleading to everybody in this audience, these are professional liars so you're not going to get anything from them. We need to stand up as parents as citizens. We are the taxpayers. The money belongs to us, okay. So therefore we need to all gather together, let our elected officials know we're not taking it no more. We're tired. We're tired of Rahm Emanuel and of the other elected officials robbing us, taking from the poor and giving it to the rich. It's real plain. Can't you see where all these moneys they're giving 55 million to DePaul and our children are suffering.

(Whereupon, the audience was screaming and yelling.)

A VOICE: How long are we going to keep taking this? We're not taking it no more. Let's march, let's march 28 -- August 28th.

Let's march. Let us -- let everybody in here march and let our voice be heard, okay? Forget
this, they don't care. This is done on purpose
by design. By design. You got to understand
that.

(Whereupon, the audience was
screaming and yelling.)

A VOICE: Don't listen to them because
they're lying to us. They're feeding us a bunch
of lies. I'm tired. I'm tired. I'm tired.

MS. COOPER: Speaker 11.

(Whereupon, the audience was
screaming and yelling.)

A VOICE: You ain't answer no questions
these people asked you.

(Whereupon, the audience was
screaming and yelling.)

A VOICE: It's an insult. It's an
insult. How many schools do your children go to
that's being closed? I bet your children got
music, art, computers. Listen up. Listen up.
There's only one thing left to do. Does this
man -- did he answer the question? It's time to
go. Let's go.

(Whereupon, the audience was
screaming and yelling.)
MR. PORFIRIO: I'm speaker 12. There is one other thing. Who is from the Local School Council? There is something that we can do. Look up by coalition the coalition for LSC for Common Sense, we can reject our budgets. There's something we can do and we are elected to do it.

(Whereupon, the audience was screaming and yelling.)

MR. PORFIRIO: My name is Tony Porfirio, I'm a CPS parent, and I'm the chair of the LSC at Blaine Elementary. I'm just going to keep it very, very short and sweet. We rejected our budget. We didn't know what we were doing, we just did it. We didn't see any other opportunity, didn't see any other answer. We formed a coalition to be strong and to get our coalition -- to get our LSCs together. You can use this vehicle, we understand the problems are beyond, we really do. But short-term we have got to get the city to do this TIF surplus. There's no way the state is going to be able to react in time to help our kids this year. The only way is this TIF surplus short-term.
Long-term we are committed to correct this -- correct all the way at the state and the Federal level. Please do not allow this budget to go -- to go this way. We have to make the city fill the offer this year and then talk about long-term. We can't talk about long-term solutions with this year so far in jeopardy.

A PERSON AT THE MICROPHONE: First of all, you can see that I'm older than dirt, but here is a young man, he wants to say something, and you guys aren't listening.

ASEAN JOHNSON: I wanted to say something that you could tell to Barbara Byrd-Bennett what she said over the radio about me after she said that she listened to me --

(Whereupon, the audience was screaming and yelling.)

ASEAN JOHNSON: She said she listened to me at the Board, but then she said whoever is on the radio she said whoever is giving him these words to tell him the truth. I was speaking from my heart and I was telling the truth. Nobody was telling me that. And if she wanted to do something like she could say to me
you just don't go on a radio if they say something about a kid, it's a child. She was acting like it was a grown man who had said something about her. She literally said that I wanted to have a meeting with her but that was like disrespecting a kid and that was not very good.

And I want to say something about the charter schools like they make you pay like every minute that you are late, whatever time you're supposed to be there, after that minute goes that's when they time you of every dollar that you're supposed to give them. And that's not right, that's why we don't need the charter schools because they are taking money out from them. So how are low-income, middle-income people going to get pay their taxes if they're -- if they send their kid to a charter school and they're losing money? How is that going to happen? That's why we need more public schools, and that's why we really don't need the charters because they're taking our money and they're taking our money in our low income. And that's why we need a fair tax in Illinois.
That's why the rich need to pay more and the low and middle income pay less. Thank you.

(Whereupon, the audience was applauding.)

A PERSON FROM THE MICROPHONE: You hear the young man, right? Right? Here's an old, old man, and I know most of your politicians, number one, you're nothing but crooks anyway. I can't understand why with this budget cut you can't take a freeze on your own salary, that's the only time we agree. This kids need a place to get educated. They need programs to keep them from going to jail. But, of course, you can always find money for jails but you can't find money to keep schools open. It's a crying shame. You got all these grown -- half of them grown kids in jail but you're too lazy to keep the schools open so they don't wind up in jail. Come on, guys. That's why I say most of you are crooks, that's a prerequisite for being a politician. Give us what we want.

A PERSON AT THE MICROPHONE: To close 50 schools in the Irish community would be considered what? To close over 50 schools in
the Italian community would be considered what?
To close just about 50 schools in the Jewish
community would be considered what? Would that
be considered anti-Semitism? To close over 50
schools in the black, Hispanic and poor
communities of Chicago would be considered what?
Can that be considered a racist agenda? How is
there money for Safe Passage but no money to
keep neighborhood schools open? How does Rahm
Emanuel have the money to billed a multi-million
dollar stadium for a private university but no
money for CPS neighborhood schools? How is that
possible? Is there something wrong with Chicago
or is there something wrong with the leadership?
Which one is it?

(Whereupon, the audience was
applauding.)

MS. JULIAN: Denise Julian, Claremont
Academy. I have a whole lot of questions about
the budget this time.
First of all, the principals, those
that we respect and love had to take four and
three days furlough last school year. They
haven't had a raise in three -- two to three
years or three to four years. So that shows them a lot of respect.

All right. Number one, did the budget contain Title 1 money?

MR. ROGERS: Yes.

MS. JULIAN: Okay. And student budgeting, could you make more clear how that works?

MR. ROGERS: Yes, I can. Money is allocated to each school based on the number of students they have in the school.

MS. JULIAN: Okay. So then my school every year the enrollment has dropped, they lower it every year and every year we meet it and surpass it. So that means at the beginning of this school year, I'm on the LSC, so we're $380,000 in the whole because our numbers of enrollment has -- you dropped the number, not you personally, but CPS dropped the number. So then when all these children fled to our school we're not going to have enough money for them. It happens every year, every year. So student budgeting is a crock. That ties the principal's hands. We don't have art. We don't have
computer. We have Common CORE, 21st century
learning, but our children will not be able to
use computers because we don't have a computer
teacher. Where is the common sense in that?
Where is the budgeting in that?

50 schools, the mayor wants to pay for
year round -- I mean, excuse me, a longer school
year, he wants a school that he grew up in, that
he was able to go into. Recess, is recess
capital management, recess. Recess is not
funded. We're scrimping and scraping trying to
find people to run our recess program, a
successful one. So where is the money for that?

How much money is allocated to each school for
recess or are you hoping that we get volunteers?

For the parents I'm asking a question.

MR. ROGERS: Money is allocated to each
school based on the number of students in that
school.

And to answer your earlier question, if
more students come to the school than originally
was anticipated, adjustments are made
accordingly.

MS. JULIAN: After the 10th day or the
20th day?

MR. ROGERS: That's correct.

MS. JULIAN: So it's a continuous -- so
day 150 if we get another influx of students
that means we'll get another influx of funds?

MR. ROGERS: Adjustments are made at
the start of the year for the reasons that you
cited.

MS. JULIAN: What about the middle of
the year?

MR. ROGERS: No, that's not adjusted.

MS. JULIAN: That's crazy because you
know how many students we got in the middle of
the year after Christmas? Too many. Too many.
And at the end of the year and then we're
responsible for testing. This budget is a
crock. I love and respect my principal. I do
not see that coming from the Board at all.

And then my last statement -- I think
that was it. So Title 1, no buses to take
children to the athletic events, we have to fund
raise every year. So we don't have -- girls,
kids have to walk to their whatever games, so
now we can't even walk to the games. This
budget is unfair. Did you all talk to the LSC president -- the department of LSC about student budgeting, the process? Did you sit down with the Board who override the LSC and talk about school budgeting?

MR. ROGERS: We have a number of people that speak constantly to the LSCs.

MS. JULIAN: Well, I was told that they told you all that it was not going to work because we were going to lose resources in our schools, which is true. Your boss, my boss, Barbara Byrd-Bennett, said on one side of her mouth that we were not going to have oversized classrooms, that we were going to save money. Now, on the other side of her mouth, oh, we're sorry, we miscalculated, you are going to have oversized classroom size. And by the way, we're in the hole.

So tell me, accountants, where is the money? How is it divvied up? Where are the buckets? If my pension put us here, where is your bucket? Where is the bucket from ten years ago when you said, oh, we need a holiday? Where was the accountant then putting that money
aside? You thought the day was never going to come. I can't even say that because you've been here a year, I don't know how long you've been here, but this has been going on and on and on.

MR. ROGERS: We understand your comments, thank you. Will you allow someone else to speak please?

MS. JULIAN: Sure. Thank you for your time.

MS. VILLEGAS: Members of the Chicago Board of Education, my name is Michelle Hoppe Villegas, and I am a proud parent of two CPS students, I am a former PTA officer and an LSC member at Lincoln Elementary School. I am here on behalf of a large group of parents and community members in Lincoln Park who believe in equity in education and wise use of scarce educational resources.

I come before you today appalled at what I have heard is about to transpire. Earlier this summer it appeared rational minds would prevail and that Lincoln Park's pet project, the unnecessary new $50 million expansion of Lincoln Elementary School on the
Children's Memorial Hospital site, which Lincoln Elementary School's LSC demanded last October would not be funded due to the one-billion dollar CPS deficit, massive school closures primarily in minority neighborhoods in Chicago, drastic slashing of CPS school budgets for the next year and the recent release of the draft of CPS's ten-year educational facilities master plan which indicated that no school in Lincoln Elementary School's position would receive a new facility without utilizing far less expensive options, especially since Lincoln, though overcrowded, does not sit in a cluster of overcrowded schools but in a sea of 2500 excess seats compared to students in Lincoln Park.

Note also, no schools were closed in Lincoln Park, which is the wealthy white neighborhood. CPS wisely did not recommend that Lincoln's middle school they did not recommend it either educationally and fiscally. And I commend them for that, and I commend their task force for that. They stated that they would only build a school if funds were earmarked for Lincoln Elementary School and it was mandated to
Lincoln ranks 51st out of 58 overcrowded CPS schools with attendance boundaries. It is not the most crowded school in CPS and therefore and rightly it is not CPS's highest priority. Those overcrowded schools that sit in clusters of overcrowded schools should be the highest priority. Those are mainly in minority neighborhoods. That was made quite clear by CPS officials at numerous Lincoln LSC meetings that they would not fund it unless mandated to do so. And at other public meetings regarding massive CPS school closures this year due to CPS overcapacity funds were not forthcoming we heard from the Federal government, the state or from CPS, that left only the mayor.

However, it appears that Mayor Rahm Emanuel, Alderman Michele Smith and the developer at Children's Memorial Hospital have come to a deal. Overriding decisions made by the Commission on School Utilization, CPS and Rahm Emanuel's own appointee, Barbara Byrd-Bennett, to place Lincoln Park's pet
project at the top of the priority list. We have confirmation from four sources that Rahm Emanuel at this time of fiscal austerity when 68 million is being slashed from school budgets and nearly 1500 teachers are being laid off, class sizes increasing, he has found funding for Lincoln's middle school. How could this be possible? How could the 51st most crowded school way down the line out of 58 schools get a brand new state-of-the-art middle school jumping over 50 more crowded schools in Chicago? Because it is located in Lincoln Park, as are his connected wealthy friends of Mayor Emanuel and Alderman Michele Smith. They demanded a new school as the only acceptable solution, no boundary change. No, that's for the rest of Chicago. Closing schools and boundary change, that's accepted by the rest of Chicago. It is mandated that you do so, not in Lincoln Park. And they would not accept boundary change because it might affect the property values in their neighborhood. They demanded the new school and they will receive it, that's what we've heard. While
at the same time nearly 50 CPS schools in poor
neighborhoods in Chicago are being shuttered
this fall and another 50 schools will remain
more overcrowded than Lincoln was ever projected
to be. Is this where we want our scarce
educational resources to go? To fund an
unnecessary middle school in Lincoln Park. Is
this a wise, fair or just decision? I ask that
you confirm or deny the funding of this
unnecessary school that sits in a sea of 2500
excess seats.

A VOICE: What's the answer please?
MR. ROGERS: I'm unable to answer the
question.
MS. VILLEGAS: Because you know the
State of Illinois is funding it, correct?
MR. ROGERS: No, I don't, I'm sorry.
But if you'd like a response to your inquiry I
suggest you put it in writing and send it in and
we'll get you a response.
MS. VILLEGAS: Okay.
MR. ROGERS: Thank you.
MS. VILLEGAS: To whom should I address
this?
MR. ROGERS: Why don't you send it to me, that's a start, and I will make sure you get an answer.

MR. FLOYD: Hello, my name is Ross Floyd, and I'm with Chicago students organizing to save our schools. If you didn't catch that, that's our schools, not my school. So please go tell Tim Cawley that what he said yesterday was a lie and we're here for all of our schools, not just our own.

You three seem pretty upset that we didn't want to hear your presentation and that we all walked out. And I want to tell you the reason for this is that we're tired of hearing CPS lies. On every single school in every single CPS building you say it's for the children first, let's put the children first, it's all for the children. If that's true, if that's true, then why are you giving money to Vienna Beef and why are you giving money to DePaul and not to schools so they can hire more teachers and have up-to-date textbooks? The answer is because those people aren't friends with Rahm Emanuel. Those at Vienna Beef and
those at DePaul are his rich pals. And that's not right.

The second issue I want to address is everyone that has spoken at this meeting so far, probably everyone in this meeting and definitely everyone that walked out is either a parent, a teacher, a student or a concerned community member that these budget cuts and school closings affect directly. You, Barbara Byrd-Bennett, Rahm Emanuel and everyone else who runs CPS is not affected by these school closings and budget cuts. So why are you making the decisions? Why wouldn't you push for a democratically-elected Board of Education? I understand it's not your power, it's in the state's power. But how about you get David Vitale, how about you get Jesse Ruiz and Barbara Byrd-Bennett to write resignation letters and then have a democratically-elected Board of education?

The second issue I want to address is TIF funds. A popular phrase among you and your friends is that the idea that we can fix our budget problems from TIF funds is, quote,
magical thinking. I go to Jones College Prep and at the last Board of Education meeting they said, oh, look how great we did with TIF funds, we gave Jones a new school, isn't that great for them? Yes, it was great for us because you used TIF funds for the right thing, you stopped investing in private corporations and you gave to our schools. So why can't you do that with the other $1.7 billion that's in a TIF surplus. How many books would that buy? How many schools would that reopen? How many teachers could that rehire?

So I have a question for you now. Do you think that we could push and put your full commitment behind using a $1.7 billion TIF surplus towards our schools?

MR. ROGERS: That question needs to be addressed to the city and not me. I can tell that you as far as TIF money, I'm glad you made the point about Jones. Chicago Public Schools have benefitted greatly by TIF resources over the period of several years, and we continue to experience benefit from TIF funds each year in a number of different ways. First of all, we are
eligible for and receive surplus money from TIFs every year. We also experience the benefit of increased property values and the property taxes that are charged. TIFs have been very good for Chicago Public Schools over a long period of time, and I believe that they continue to be.

MR. FLOYD: I'm sorry, that wasn't my question.

MR. ROGERS: Thank you for your comments.

MR. FLOYD: I asked you will you push and give your full support for the $1.7 billion TIF surplus to be allocated to CPS schools -- CPS?

MR. ROGERS: May we have the next speaker please. Thank you.

MR. FLOYD: You're ignoring students' voices. You need to quit your job and tell the mayor to quit his as well.

MS. KEARNEY: My name is Caitlin Kearney, and I have an admittedly technical and a little bit lengthy question, but I'm sure you will be able to answer that.

So in that section of the budget where
there's other local revenues area and it states that there's an increase of $1.831 million from last year and that it's entirely attributed to anticipated reimbursement for capital projects from the city, and I was wondering if as someone who has been following the infrastructure trust from its inception if that expected revenue is expected from the infrastructure trust for the lightning project?

MR. WALTERS: The $1.8 million you referenced is related to other projects that were previously completed that we expect to receive TIF funds for.

MS. KEARNEY: Okay. So there is nowhere in this budget is expected from the Chicago infrastructure trust?

MR. WALTERS: I don't believe a decision has been made on exactly how the infrastructure trust will be structured.

MS. KEARNEY: Yeah, that's why I was wondering because I was at the meeting where a representative from CPS discussed the lighting project and seemed to indicate initially that it was going to be put into the budget, although at
later meetings it's now not going to be in the budget. So I was just wondering if any money from the Chicago infrastructure trust, which as you know isn't really operating yet, if it will be in the budget.

MR. WALTERS: So the revenue from the infrastructure trust hasn't been included in this budget. That doesn't mean that we cannot receive it. If we do decide to go forward with the infrastructure trust and receive the revenue it will come in, it will benefit from that.

MS. KEARNEY: Yeah, absolutely. I'm not saying that if it's not funded you can't get it, but just to be clear it's not going to be in the Fiscal Year 2014 budget until it's approved by the infrastructure trust?

MR. WALTERS: Correct. And so the appropriation of the energy projects were included in the FY '13 budget. So we have the projects already in the budget, we don't have the revenue yet because it's still undecided.

MS. KEARNEY: Okay, great. Thank you.

A VOICE: Are we on a number?

MS. COOPER: If you want to speak
please come forward. We have 30 minutes. 

A PERSON AT THE MICROPHONE: I also want to say this before I have to leave and join that meeting outside. I grew up in Roseland, I attended Whitney Young, that's an hour-and-a-half commute because I didn't have very good schools in my community as you may know. And I currently attend the University of Chicago. So I wanted to do some reading on what your new budget is because that's the person I am, I like to read. And I think it's really funny under pillar one you mentioned invested in magnet, gifted and talented programs when we students and stakeholders about the cuts that's happening. Those are really funny jokes you guys played.

Number two, supports that meet student needs. I think that's really funny also because I want to become a guidance counselor and I know those are being cut as well as social workers. I spoke with you guys all know Harper High School, I spoke to one of the social workers there and she was not sure she has a job next year because of budget cuts. I think
that's really funny that you don't mention that.
Pillar three, engaged and empowered families and communities. Did you see how people just walked out of here? They do not feel engaged. They do not feel like they're being listened to. Look at you up there right now, no one is taking notes. Even if I hate a professor I take notes in their class. You have this lady right here typing, will you actually read that transcript. Why aren't you taking notes? That's unacceptable. Also I think I saw you on your phone earlier, lady in the middle.

MS. COOPER: Keeping time.

A PERSON AT THE MICROPHONE: Number five also does not make sense to me. I want you guys to go back when students walked out at the other proposed budget cuts as we saw here. We have of a student union that's meeting outside. You guys are forgetting that you are affecting families and communities as well as students, okay. This is run on students. This is run on poor people's taxes. You need to change your bilanguage, change -- open up your ears and listen to people and stop saying you want to
invest in us and you cut all the programs that we need. This does not make sense. Thank you. (Whereupon, the audience was applauding.)

A PERSON AT THE MICROPHONE: Good afternoon, I am an AFT, IFT, CTU delegate. We have had conventions, 2010 was my first in Seattle, Washington, and then again 2012 in Detroit, Michigan where all schools are charter now. So they opened up a privatization and all, you know, the teachers they don't have the salaries they used to have and so forth. The parents have to have somewhere to send their kids, they may or may not have anywhere to send their kids. The charter federation was voted to be stopped in the AFT convention and it was not stopped. When we get to a local levels like you just ignored that the charters were to stop being expanded and the schools were to stop closing. It's though as we wrote this thick book on AFT resolution and when it got to local government it was disregarded. Now, I know that you have $210 million you plan to use for school closings and
welcoming schools. You have 700 schools you're
responsible for, those 700 schools should
receive $300,000 apiece and maybe get another
teacher back in the classroom, maybe get another
program in the school, maybe stop a teacher from
being fired, maybe stop an engineer from being
fired.

These schools are the community and the
heart of everybody that lives in the community.
These schools build a community within a
community. So it's devastating for these
students to lose the community that their adults
and their role models have built for them.
That's just devastating and it's just not
acceptable. The structure of these school
systems can stay the same. The money is there
because the money is always diverted out of the
school system. If it's not through our pensions
then it's through TIFs or then it's through some
type of bad swap deal or it's no progressive tax
rate so then the kids who never had an
opportunity suffer.

Being an educator for 20 year the kids
never are promoted knowing what reading level
they're on, they're just promoted with some type of standardized test scores. So that keeps our kids from achieving too. It feels like to me with my 20 years of experience the system is just set up for failure. It's like our kids never had a chance because they may have been born into low and reduced lunches to say the least.

So it's important that we look at these kids as being humane just like the rest of society. It is inhumane to see these kids being undereducated. God gave them a gift. All of these kids have gifts. They have the potential to be college students, instead of that they drop out of high school. They drop out of high school frustrated because they never knew what reading level they're on in the first place. So this is a system that's set up for failure and the education policy is going to have to change. It cannot keep changing in the direction of corporate America and privatization. It has to change in the direction of the public sector.

You cannot make our education institution an industry, an education industry
for profit. Our kids are not commodities, they
deserve democracy. Our forefather left Great
Britain, fought in the Revolutionary War so they
could have independence. We want our kids to
have choice. We don't want a dictatorship or
corporation telling them that they can't go to
this school because their scores are not high
enough when they're reading levels have been
affected in the first place.

To end I would just like to say that
$210 million being spent on 100 schools is
irrational when $300,000 can be spent on 700
schools to get some teachers rehired. I have a
lot of points here that some of them may be
confusing if you don't have a lot of insight on
what's been going on in the economy, but I
passed these out. I hope most of you have them.
I hope most of you Skype me so we can just talk
so we get to root of the problem and we can get
our kids back in the schools.

Some of you may not know the U.S.
Federal court is deciding right now on an
injunction on the school closings. For some
reason I didn't hear it at the Board meeting
until I said it last Wednesday and I haven't heard it here. But the schools are not closed yet, there's an injunction on the school closings. And there are lawsuits on these school closings due to Americans with Disabilities Act and also a post racial era violation for not merging some white students.

MR. ROGERS: Thank you for your remarks. Can I show a hands of who else would like to speak? We want to make sure everybody has an opportunity.

A VOICE: You can come outside and speak.

A PERSON AT THE MICROPHONE: Thank you and God bless everybody. It's more blessed to give than receive, give back our schools.

(Whereupon, the audience was applauding.)

A PERSON AT THE MICROPHONE: I am also a student at the University of Chicago like Sofia. And I can see how, you know, like she mentioned you guys are not taking notes so I just wanted to try to ask you some questions so that you could think personally about what this
means for you.

So I want these three questions to be -- so for all three of you, not just the CFO, please answer these three questions.

What neighborhood do you live in in Chicago? How many schools are closed in your area? And how do you feel about this?

MR. ROGERS: I don't think that's a relevant question for us.

(Whereupon, the audience was screaming and yelling.)

MR. ROGERS: We're here to discuss the budget of Chicago Public Schools and we're going to do that.

A VOICE: Answer the question, sir.

A PERSON AT THE MICROPHONE: I'm pretty sure that some other speakers have also strayed a little bit off topic and have asked you questions so I don't understand why you won't answer mine.

MR. ROGERS: As I said, we are here to discuss the Fiscal Year '14 budget for Chicago Public Schools, not our personal situation. I don't think it's relevant to what we're talking
about here and I'm not going to do it.

A VOICE: It's our tax money that

you're spending.

MR. ROGERS: Please continue with the

rest of your question, sir.

A PERSON AT THE MICROPHONE: Sure. So

if your opinion is not relevant to this

conversation then I don't understand why you

would sit there and pretend like our opinion is

also relevant. So thank you.

MS. PARA: Good evening, my name is

Angelica Para, I basically volunteer at my local

high school, which is Kelly High School. It is

a Chicago Public School. It's not a

selective-enrollment school so what that means

is that my school has to accept any incoming

students. Now, take into account we have over

3,000 students and we are very overcrowded. You

are closing schools so that may mean we may be

even more overcrowded. And that is considering

that thankfully we did have a small addition to

our school which still means we are still

overcrowded.

Closing these schools is not good for
our kids because of the fact that they have to
go into different areas maybe further and those
schools are going to be overcrowded. What are
you guys going to do when these schools are also
overcrowded? Are you going to reopen the old
schools that you guys closed?

I mean, we have personally lost over 20
faculty, that includes career service teachers,
like you said, lunch people, probably engineers
also. We're losing a music teacher which means
less music. And Kelly has represented the city
of Chicago in the Thanksgiving Day Parade that
we hold here when all these other bands that
play in that parade are from out of town. We
have lost an arts teacher which means those
students who want to enroll in art, we have a
lot of talented students in our school, but
we're losing the teachers that we need to
inspire those students to fulfill what they can.

Now, I understand you guys have no say
in what happens, you are supposed to take this
information back to the higher-ups. But I agree
with some of these people when they say I hear
about politicians getting raises. How can they
get raises when our city is in deficit? And why are we taking money from our schools instead of giving money to our schools? Like we all say, our children are our future. We're not proving that by closing these schools, taking away their programs and the art -- the arts programs are all the first to go when these students need a way to express themselves other than a violent way. The arts are a good way for them to express themselves and that's always the first program to go in all of the schools. My school has already been threatened more than once with the arts program being lost because of the deficit that our city has. But how can we say that our children come first when that's the first thing we cut is our schools? The money that we have extra we should be putting that into our schools, not putting that into everything else.

I agree also why does DePaul need a new stadium? What is the reason behind getting a new stadium for DePaul? What is the reason behind putting a small park downtown? Downtown is already beautiful as it is, we don't need
another park downtown. I think all the money that we have in the surplus should be put into our schools.

MR. ROGERS: May I please ask you to conclude so we may hear from other people.

MS. PARA: Okay, no problem. I'm just saying we should prove that our children are important instead of taking away from what they already have, barely have I should say. Thank you.

MR. ROGERS: I want to announce at this point because we have limited time left as we indicated at the start we had a process in place which we're going to stick to which called for people to register who had questions to ask by 6:30. I know that the two of you have raised your hand and said you would like to speak.

A VOICE: Three.

MR. ROGERS: I'm sorry, sir, did you register by 6:30?

A VOICE: The lady in the middle, what's your name, ma'am?

MR. ROGERS: I'm sorry, we're going back to our rules. I believe you're a student
at the University of Chicago, let's hear from
the people that are registered.

          A VOICE:  I think I should speak, sir.
          MR. ROGERS:  Next speaker please.
          A PERSON AT THE MICROPHONE:  I have two
daughters attending Chicago Public Schools and
like everyone else who is here now and who has
been here I care passionately about fully
funding a public school education for every
child in Chicago no matter where they live.  I
care passionately about that.

          But the things that I'd like to address
are much more in the long-term view and they're
things that I haven't really heard people talk
about because the situation is so dire, but I'm
going to address my long-term.  Of course, I am
also programmatic enough to know that you have
to be here for a certain amount of time and you
kind of have to listen to this whole thing.  And
I know that there's an element of fear involved
so I want to thank you for listening to me and I
hope that you might be able to think about some
things that at least we also think about but
we're not really saying as much.
I've never addressed you before but that's because you've never done what you're about to do before. Soon you are going to allow big business back to charter schools to take over closed schools in Chicago. This action diverts public tax dollars to a for-profit business model. And I think there's a huge difference between contracting private businesses to provide goods and services for any given school and then handing over the financial control to charter schools. I think I must be hitting the nail on the head because you're not looking at me anymore. Thank you.

I think at some point down the line, I'm talking about decades down the line, I've been in Chicago for decades, and I imagine I'll stay in Chicago for decades, down the line these for-profit models are going to have to return some kind of money to their investors, right? So it's just another way of paying for private gain with public tax money. And I think it's a brilliant plan on the part of big business because they're really hungry to tap into public tax revenue stream all over the country. As a
private company they will have a guaranteed revenue stream at the front end, but unlike the mortgage bailout that happened and the recent housing bubble where the savings and loan crisis where the public tax money was used at the end to revert the crisis, this is going to be a slow and steady gradual stiffening away of putting a percentage of the budget from charter schools into the hands of private companies. It's not going to be coming back into the community ever again. Once the schools are closed and you give it to charter schools there's not going to be a chance for them to come back and be public schools again.

And I don't believe that there are at this point enough checks and balances, enough transparency or enough standards for accountability on the charter schools to prevent them from becoming really an incredibly corrupt force inside getting money off of the public tax revenue for private gain. Not everything -- some of it is going to be given to kids, but I don't believe the same percentage is. Thanks a lot.
MR. ROGERS: Thank you. Can we have the next speaker and last speaker? Thank you.

A PERSON AT THE MICROPHONE: What an honor. I had not intended to speak this evening, I'm a Local School Council chairperson from Soloman Elementary. I didn't even intend to be here tonight, I spoke at the meeting last night. I attended last night's meeting. But I felt compelled and many people commented on Mr. Cawley's remarks about the fact that people care about the schools in their neighborhoods. Yeah, we do. Our neighborhood is about as far north as you can get, yet I felt compelled to come here to say you will not pit one side of the city against the other.

(Whereupon, the audience was screaming and yelling.)

A PERSON AT THE MICROPHONE: Those comments were not made by you, but they were made by one of your peers and a representative of CPS.

I guess I really just have one question and that is have any of you, and I didn't get here early enough to know exactly who you are in.
the system, I know that you're not Board
members. I know that the odds of them having
gone through this again after going through it
last night was slim to none. Have any of you
ever been in a CPS school for more than just a
few minutes in fiscal year 2013 when you were
preparing the budget? I'm just really curious
about that.

MR. ROGERS: Yes, all of us have been
at Chicago Public Schools on numerous occasions.

A PERSON AT THE MICROPHONE: For more
than just a few minutes?

MR. ROGERS: Yes.

A PERSON AT THE MICROPHONE: Like you
spent a few days, a few weeks?

MR. ROGERS: Yes.

A PERSON AT THE MICROPHONE: Can you
recall what schools those were?

MR. ROGERS: No.

Are there questions related to the
budget that we're talking about?

A PERSON AT THE MICROPHONE: This very
much relates to the budget, sir. Can you
recall -- okay, so I don't want to tax your
memory to recall the school. Can you recall
anything that struck you about any of the
students at the school, about any of the
programs at the school?

MR. ROGERS: We're here to talk about
the budget for Fiscal Year '14, and we're not
here to talk about our own personal experiences
in schools. Do you have other comments you'd
like to make?

A PERSON AT THE MICROPHONE: No, I'm
just really disappointed that you weren't able
to answer that question because it disturbs me
that you're making decisions about the budget,
I'm on the budget now, and about how the money
is being spent to educate our students who work
really hard and do their jobs, yet you don't
feel compelled to recall encountering them other
than when you encounter them at these meetings,
and it's just disturbing to me.

MR. ROGERS: Thank you for your time.
We have now concluded with all the
speakers that registered to speak at this
session. I want to thank those that are here --

MR. ANDERSON: I did register.
MR. ROGERS: And your name, sir?

MR. ANDERSON: My name is Mahiri Andersson.

MR. ROGERS: I beg your pardon.

MR. ANDERSON: No problem. A couple of questions that I do have since we are speaking on the budget.

The projections that were given to the schools based on the student-based budget were -- started when? When you began to project this budget when -- what was the date or the time frame? I want to kind of speak to the time frame to the establishment of this budget so I have several questions that we can kind of get through very quickly.

MR. ROGERS: Then you should go through and make your comments and questions and we'll figure out how to answer them if we can.

MR. ANDERSON: Well, it feeds into my questions it feeds into this conversation. I don't want to have a conversation -- I would like to have a conversation back and forth.

MR. ROGERS: If I understand your question it is when did we begin thinking about
student-based budgeting?

MR. ANDERSON: No. When did you begin
the process for the projections on this year?

MR. ROGERS: We've been thinking about
projections for this year and try to determine
what the best budget would be to deliver the
quality of education we would like to
continuously for the last several years.

MR. ANDERSON: All right. For the last
several years?

MR. ROGERS: Yes.

MR. ANDERSON: Based on that history
you all have stuck with the plan that schools
will get money based on those projections in
June, March, April, when, when does that --

MR. ROGERS: I'm sorry, I'm not
following your question.

MR. ANDERSON: When does that -- when
the school gets that initial budget at the
beginning of the summer, June -- July 1,
beginning of fiscal year for CPS, when they get
that budget what are those numbers based upon?

MR. ROGERS: Those numbers are based on
the information we have available to us at that
time, including what revenue we expect and as a result of the expenses that we think are best allocated for the programs that we believe to be the most important in the schools.

MR. ANDERSON: Since -- based on that student-based budget -- based on moving to a student-based budget, did you project these budgets based on the number of students that you currently have in CPS?

MR. ROGERS: Yes, we have.

MR. ANDERSON: If that's the case why do we have several schools throughout the Rock Island and Englewood network that currently if we are talking about all the students that are within CPS and we're talking about closing schools, allocating funding for the official receiving schools, why are there schools that are still not being properly funded to this date as of three weeks before the start of school based on the number of students that have come from those neighborhood schools and other schools? Why is that money still not -- why has that money still not been pushed down to schools if we are working with a student-based budget at
this point then why has there not been some
foresight or some allocation or reallocation of
money since we've had these cuts, why has that
money not been pushed down to this date for a
number of schools across the city that have had
influxes of students of 60, 100, 20, 89, several
schools throughout the Rock Island network and
also the Englewood-Gresham network?

MR. ROGERS: Would you like to provide
us with details of your question? You're
speaking in generalities and we cannot answer.
I can tell you that we review
continuously what we believe to be the
population of the schools, we're looking at
students based on our best assumption of where
they're going to go and we base our budgets
accordingly.

Are there further questions you have?

MR. ANDERSON: I do. I just want to
clarify. You're basing it off of assumption, is
that what you just stated?

MR. ROGERS: Actual facts in terms of
students in schools.

MR. ANDERSON: And those numbers that
MR. ROGERS: I think I answered your question, sir.

MR. ANDERSON: Well, the last one is where are you actually getting those numbers from for the current population in those schools?

MR. ROGERS: The students that are currently attending we're well-aware of the number of students in the school.

Thank you for your comments. I would like to conclude now and thank everyone for coming. I'm sorry we didn't have a chance to go through the budget, but I'm sure that all of you will have an opportunity to look at it. As I would have mentioned it is available online in considerable detail and I urge you to take a look at it. And I thank you once again for coming this evening.

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

COUNTY OF COOK   

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
public 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 public hearing.

Karen Fatigato, CSR
LIC. NO. 084-004072
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page 1</th>
<th>Page 2</th>
<th>Page 3</th>
<th>Page 4</th>
<th>Page 5</th>
<th>Page 6</th>
<th>Page 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>students</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>struck</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>strong</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>street</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>students</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>street</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>students</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>street</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>students</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>street</td>
<td>123</td>
<td>456</td>
<td>789</td>
<td>234</td>
<td>567</td>
<td>890</td>
<td>123</td>
</tr>
<tr>
<td>11</td>
<td>46:3</td>
<td>47:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>48:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>67:19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2:2</td>
<td>16:9</td>
<td>40:23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>75:22</td>
<td>85:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>55:4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500</td>
<td>60:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>19:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>162</td>
<td>28:22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>165</td>
<td>6:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>7:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>24:5</td>
<td>38:17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td>1:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1:5</td>
<td>24:2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33:13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>29:3</td>
<td>41:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7:23</td>
<td>42:13</td>
<td>71:23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>72:4</td>
<td>77:7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>89:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>5:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>24:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>70:7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>70:8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>1:5</td>
<td>24:13</td>
<td>16:4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>1:3</td>
<td>15:16</td>
<td>16:4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>67:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20th</td>
<td>55:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>38:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>70:23</td>
<td>73:11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100</td>
<td>4:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st</td>
<td>5:18</td>
<td>54:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>232</td>
<td>24:13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>29:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2500</td>
<td>41:19</td>
<td>42:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>58:14</td>
<td>61:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>38:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>270</td>
<td>24:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>46:22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28th</td>
<td>46:22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>4:17</td>
<td>5:12</td>
<td>37:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23:10</td>
<td>29:17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:14</td>
<td>20:15</td>
<td>31:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68:1</td>
<td>79:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>71:3</td>
<td>73:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>309</td>
<td>22:8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>319</td>
<td>24:4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>6:21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>329</td>
<td>29:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>53:17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>17:13</td>
<td>20:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38:6</td>
<td>40:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>4:19</td>
<td>22:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>24:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>20:5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>451</td>
<td>5:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>458</td>
<td>24:13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>17:12</td>
<td>20:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:14</td>
<td>8:8</td>
<td>20:19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31:15</td>
<td>41:21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>13:13</td>
<td>18:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20:16</td>
<td>45:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>51:23</td>
<td>24:24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52:2</td>
<td>4:54:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>57:23</td>
<td>60:11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>61:1</td>
<td>1:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>504</td>
<td>24:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51st</td>
<td>59:2</td>
<td>60:8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>19:2</td>
<td>33:11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>20:19</td>
<td>31:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>550</td>
<td>5:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>28:23</td>
<td>59:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60:9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>2:7</td>
<td>14:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>79:16</td>
<td>20:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>89:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600</td>
<td>41:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>24:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63rd</td>
<td>10:21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>7:14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>670</td>
<td>24:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60:3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:5:8:12</td>
<td>38:22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>64:9:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>23:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>700</td>
<td>71:1</td>
<td>73:12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>29:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:28</td>
<td>3:14</td>
<td>66:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>831</td>
<td>66:2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>89:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>7:6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>24:16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>