

In The Matter Of:
*2010-2011 PROPOSED BUDGET PUBLIC HEARING
AT CORLISS HIGH SCHOOL*

August 19, 2010



79 West Monroe Street, Suite 1325
Chicago, Illinois 60603
www.smithsreporting.com
Toll Free: (866) 654-3468 Fax: (312) 726-2336

Original File 8-19-10 Corliss.txt
Min-U-Script® with Word Index

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

OFFICE OF MANAGEMENT AND BUDGET
FISCAL YEAR 2010-2011 PROPOSED BUDGET
PUBLIC HEARING

Thursday
AUGUST 19, 2010
7:00 P.M.

Held at:
CORLISS HIGH SCHOOL
821 East 103rd St.
Chicago, Illinois

1 PRESENT:

2

3

MS MELANIE SHAKER,

4

Chief Financial Officer;

5

6

7

MS. CHRISTINA HERZOG,

8

Budget Officer

9

10

MS.JORY SIMMONS,

11

Moderator

12

13

14

15

16

17

18

19

20

Reporter by: Janice smith

21

License No. 084-001346

22

23

24

1 MS. SHAKER: Hi, everybody. I think
2 we are going to get started here. I just wanted
3 to introduce myself. I am Melanie Shaker. I am
4 the Deputy Chief Financial Officer of Chicago
5 Public Schools.

6 To my left is Christina Herzog, who is
7 the leader of our Office of Management and Budget.
8 And to my right is John Thomas, who is the Chief
9 Area Officer of Area 23.

10 So, I guess the first thing I
11 wanted to do is just thank everybody for being
12 here. I think it really expresses dedication to
13 Chicago Public Schools and also your engagement in
14 the budget hearings process. We do really
15 appreciate that.

16 We are here in front of everybody on
17 behalf of the Board. On behalf of the Board and
18 on behalf of the principals and everyone else who
19 is represented by this table here tonight.

20 So, first, what we want to tell you is
21 that tonight is really for us to listen and to
22 hear you. We are seeking your input. We are
23 writing things down. That is our goal tonight to
24 really hear from you and get your input, rather

1 than just start talking at you.

2 And to that end -- and we know you are
3 going to have a lot of questions. You are going
4 to have questions about tax increments financing,
5 probably, about the 800 million line of credit,
6 about class size reductions, layouts, all of this;
7 and the restorations we have talked about as well.
8 But each of these answers is really fairly
9 complicated, and we want to make sure that we
10 respond to all of these questions in a very
11 thorough and accurate manner.

12 So to that end, we are going to be
13 recording all these questions. We are going to be
14 writing all this down. We are going to be
15 compiling responses. And what we are going to do
16 is post all of those answers on the Web. So
17 starting probably late tomorrow and on a rolling
18 basis, you are going to see these addressed.

19 But the goal here is again, to get the
20 input and to start posting these things online.

21 Having a dialogue and an open exchange
22 between us would be very difficult with the size
23 of the audience here and with the number of
24 questions we know we are going to get. So in our

1 efforts to hear you all, we want to make sure we
2 allocate the time this year to really getting your
3 input, rather than making presentations. So we
4 will be listening to all your questions and,
5 again, really, really appreciate that you are
6 here. Thank you.

7 MS. HERZOG: Thanks, Melanie. Again, I
8 am Christina Herzog from the CPS Budget Office. I
9 want to take the opportunity as well to thank you
10 for coming tonight on behalf of Chicago Public
11 Schools, our budget office team who has worked
12 hard to put together this budget.

13 We are excited to hear your
14 feedback. We are looking forward to it. And I
15 think this just, again, shows your commitment to
16 Chicago Public Schools and our students. So I
17 want to thank you.

18 I also want to thank Anthony
19 Spivey, the principal of Corliss, for hosting the
20 event, and welcoming us here and making the space
21 available for us; and, again, John Thomas for
22 joining us as well from the chief area office.

23 We -- you know, Melanie kind of
24 talked a little bit about what we are going to do

1 tonight. I am going to go through some logistics
2 and some ground rules. But, you know, we know
3 that in a budget year as challenging as this one,
4 that some people will agree and understand the
5 tough decisions that we have had to make, and then
6 others will of course not. And so, again, that is
7 why we are here, to hear your feedback, to
8 understand your input.

9 And so we know that you have had an
10 opportunity to examine the budget both online. If
11 tonight you came and the budgets were gone by the
12 time you got here, let us know. We will gladly
13 send you a budget. It is also posted online and
14 is available there for you to take a look at as
15 well.

16 And, again, our job tonight is to
17 listen to you, ensure your questions and concerns
18 are put on record, and take those questions and
19 concerns back to our larger team and the Board of
20 Education.

21 So tonight many of my colleagues
22 sitting in the audience will be taking down your
23 questions, taking down your comments, so we can,
24 as Melanie said, post those responses online so

1 that everybody, even those who couldn't be at the
2 hearing tonight, could see the responses.

3 If you do have a question that is
4 specific about a particular school, a particular
5 budget, a particular position, that you want
6 feedback on that might not be appropriate to post
7 online, please make sure that we up here, Jory,
8 get your individual information so we can make
9 sure to get that individualized response back to
10 you on that.

11 You know, because we are here to
12 listen and not talk, and because we want to hear
13 from as many of you as possible tonight, there is
14 many of you out in the auditorium, we will only
15 comment, you know, to clarify certain things and
16 to make sure that, you know, we understand what
17 the parameters are of tonight.

18 So let's go over a few logistics
19 before we begin. For the evening we have provided
20 a Spanish translator, as well as a sign language
21 interpreter. If anyone needs assistance with
22 those, can you let us know? Okay. Thank you.

23 We have a list of registered
24 speakers for the evening, and when your name is

1 called, please proceed to the microphone. It is
2 right there in the middle. And you will be given
3 two minutes to speak. And you will be notified
4 when those two minutes are about to conclude, so
5 that you can conclude your comments in a timely
6 manner.

7 We ask that you adhere to the time
8 limit, so that we have an opportunity to hear from
9 all of you tonight. Ms. Simmons, from the budget
10 team, has graciously accepted the role to moderate
11 this evening, and so she will be the one that will
12 be calling your name, calling the name of the next
13 speaker so you can prepare to be able to walk to
14 the microphone, and also notify you of when the
15 time is up.

16 The public comments are scheduled
17 to conclude at 9:00. I know we started a little
18 bit late, so if they run a little bit late, I
19 understand. And so we are going to begin. And on
20 behalf of Chicago Public Schools again, the budget
21 office and the finance team, thank you for taking
22 the time to come here tonight and sharing with us
23 your feedback. We appreciate it. So let's get
24 started.

1 MS. SIMMONS: Anthony Spivey. And
2 following Anthony Spivey is Jeneva Ingram.

3 MR. SPIVEY: My question today is, when
4 would the actual budget be finalized and when will
5 the Chicago Public School Board actually vote on
6 it?

7 MS. HERZOG: Probably I can respond to
8 that question. The Board is going to be voting on
9 a budget next Wednesday.

10 MR. SPIVEY: They can't hear you.

11 MS. HERZOG: Oh, I'm sorry.

12 The Board of Ed will be voting on a
13 budget next Wednesday at their Board meeting.
14 Thanks.

15 MS. SIMMONS: Jeneva Ingram.

16 MS. INGRAM: I have a list of
17 questions. Will CPS ask the city to declare a TIF
18 surplus and then request those funds to help fund
19 schools? If not, why not?

20 Money from the government -- from
21 the settlement recent fail to restore teaching
22 positions is supposed to be used to put teachers
23 back to work. Will the Board guarantee that this
24 money will be used for its intended purpose? If

1 not, why not?

2 Regular teachers -- regular high
3 school teachers' school begin in two weeks. Why
4 are class sizes just now being restored to their
5 previous levels? What will the Board do to help
6 these schools restore the programs to all of their
7 students and ensure that qualified teachers are in
8 every classroom?

9 And the question I had last you
10 already answered. I need a physical copy of the
11 budget, if possible. Thank you.

12 MS. HERZOG: Give us your address and
13 we will definitely get it to you.

14 MS. INGRAM: Okay.

15 MS. HERZOG: Thanks for your comments.

16 MS. SIMMONS: Dr. Carmen Palmer. And
17 following Dr. Palmer is Alyson Kennedy.

18 DR. PALMER: Hi. I have five quick
19 questions. I am holding in my hand a copy of
20 information that was brought to my attention a
21 couple of weeks ago entitled, "The CPS millionaire
22 list." This is a 51-page document. The first
23 seven to eight pages is a narrative. And then on
24 the eighth page there is a portion that reads,

1 Below list of the employees of the Chicago Board
2 of Education, listed in the board's position, file
3 budget documents as being paid more than the CEO
4 of CPS during 2009-2010 school year, CEO salary
5 being 230,000 per year. Source is listed as
6 Chicago Public Schools position file budget,
7 obtained through the Freedom of Information Act.

8 And from page 7 to page 51 are
9 names of Board employees who are receiving sums of
10 money that are in the million dollars. And that
11 is for page 7 to page 51. So I was just figuring
12 to give CPS maybe the benefit of the doubt. I
13 will definitely be looking forward to a response
14 to that question.

15 And then number two, now that the Board
16 is going to vote on a budget that we haven't seen,
17 can copies of the budget be placed in the public
18 library, seeing as how the taxpayers are the ones
19 who provide those funds?

20 Three, how were these hearings
21 communicated? It is always so amazing that such
22 significant hearings and forums are conducted, and
23 so few of the taxpayers are made aware in ample
24 time to be able to attend.

1 Four, I definitely would like a
2 copy. I got here at 6:00 o'clock. I come at
3 7:00. And I find out -- I come back at 7:00 when
4 I had to step out for a second, to find out there
5 had been budgets provided. And the darling young
6 women at the table never said a word.

7 And so number five, the correct
8 online address, if we want to get those answers,
9 what is the correct online address to get these?

10 MS. HERZOG: You will be able to get
11 from the CPS home page, at www.cps.edu. There
12 will be a very clear link on there directing you
13 to the budget.

14 DR. PALMER: I am sorry, repeat that
15 again because everything has gone out. I don't
16 know what happen here.

17 MS. HERZOG: It is www.cps.edu.

18 DR. PALMER: Thank you.

19 MS. SIMMONS: Alyson Kennedy.

20 MS. KENNEDY: Good evening. My name is
21 Alyson Kennedy, and I am a Socialist Workers Party
22 Candidate for United States Senate in the State of
23 Illinois. I am a factory worker at an auto parts
24 transmission plant in Chicago.

1 And I want to make a statement in
2 solidarity with the teachers in the City of
3 Chicago and throughout the State of Illinois.
4 Working people throughout this state should oppose
5 the layoffs and cutbacks that Chicago Public
6 Schools CEO Robert Huberman is threatening in his
7 budgets.

8 In a cynical attempt to blame
9 teachers, Huberman says that Chicago Teachers
10 Union's refusal to give up a four percent pay
11 increase is one reason for the layoff of an
12 additional 1,200 city workers, city school
13 workers, on top of close to over 2,000 teachers
14 already laid off.

15 The financial crisis that Chicago
16 Public Schools is facing is totally bound up with
17 the financial and budget crisis faced by the state
18 of Illinois. The truth is the shortfall in tax
19 income that Illinois and every state in the
20 country is experiencing today stems from the deep
21 growing crisis that grips the United States and
22 the entire world, the world capitalist financial
23 crisis, the world depression that we are just in
24 the beginnings of.

1 This is just the beginning of cuts.
2 We will see more proposals for cuts in the coming
3 years. That is why it is very important in any
4 fight we wage today against these cuts will help
5 us build stronger fights in the future.

6 The capitalist and their democratic
7 and republican party representatives in government
8 are using this crisis, this economic crisis, to
9 hammer us, to hammer the working class through
10 layoffs, through furlough days, through wage cuts,
11 increased workloads, speed up on the job and
12 worsening of safety conditions and cutbacks in
13 social services.

14 The democratic and republican party
15 politicians try to convince us that there is a
16 limited pool of money in the city and state
17 budgets, and if this runs out everybody has to cut
18 back. But the truth is everybody doesn't cut
19 back. Only working people are told to cut back.
20 Only working people are told that our wages are
21 cut, that we have to work at temporary jobs and
22 factories. Most workers work today making eight,
23 \$10 an hour, if you are even lucky enough to make
24 that.

1 The attitude of the democratic and
2 republican politician holders from Daley,
3 Huberman, to Obama and Quinn make it clear that we
4 have to stop relying on these political parties to
5 solve our problems. These parties, the democrats
6 and republicans, always put the interest of the
7 bankers, the real estate developers, the
8 industrialist first. We need a labor party --

9 MS. SIMMONS: Ms. Speaker, please
10 conclude.

11 MS. KENNEDY: -- based on a fighting
12 union movement that puts workers' interests first,
13 a labor party that can challenge the political
14 power of the capitalists who exploit us.

15 And I just want to end by saying
16 that the Socialist Worker's Party urges the union
17 movement and all working people to join us in
18 demanding no cutbacks in education, no layoffs of
19 teachers and other school workers, no cuts in
20 bilingual education and other curricula, and hands
21 off the pensions of teachers and other state
22 workers. Thank you very much.

23 (Applause.)

24 MS. SIMMONS: Our next speaker is

1 Porcia Walton. And after Porcia Walton will be
2 Megan Cusick.

3 MS. WALTON: Good evening, ladies and
4 gentlemen. My name is Porcia Walton, and I am
5 from CORE Organization. And I am just here today
6 to talk about more funding for charter schools.

7 It is a serious epidemic in all
8 communities as far as gun violence, gun crime, gun
9 crimes, safety within schools, low income, loss of
10 jobs. I feel that we need more charter schools to
11 better our children's education. Whereas me, now
12 I am a CPS graduate and I take that with pride.
13 But if I was given a better opportunity then, I
14 would have took it. I feel like we need more
15 charter schools for our children nowadays, because
16 it is just not the same no more, ladies and
17 gentlemen. Everything is changed.

18 The gun crime is just overwhelming
19 with everything. And then I am not knocking CPS
20 schools, because I am a graduate. I love it. But
21 I feel like we do need more charter schools to
22 better our education for our students and our
23 children.

24 A wise friend told me if we don't

1 name our children, someone else will; meaning as,
2 if we don't place our children with better, like
3 better funding, better education, better this,
4 better that, someone else is going to name our
5 children. I am upset for mine. I want what is
6 best for my daughter as well as the next person's
7 child. More funding y'all.

8 (Applause.)

9 MS. CUSICK: Megan Cusick. I am a
10 casualty of the Department of Clever Terminology
11 at CPS, which I suspect is in the 1,500 page
12 appendix of the budget, which I did not receive
13 with my printed copy. However, I have been
14 honorably dismissed as a result of program
15 reduction.

16 I have several questions posed to
17 members of the Board and I would like to see the
18 answers online.

19 The first question I would like to know
20 is whether or not Board members are actually going
21 to review transcripts of these hearings prior to
22 voting on -- voting on the budget next week? I
23 expect that they would be reviewing transcripts
24 from all three days of the hearings.

1 My second question is that I would like
2 to know whose values this budget represents? I
3 think after a couple days of hearings, we can see
4 pretty clearly that it is not the values of the
5 teachers, the parents and the students. So whose
6 values are represented by this budget? Are they
7 Mr. Huberman's values? Are they Mayor Daley's
8 values? Perhaps they are the values of the Civic
9 Federation to whom Mr. Huberman appeared and
10 discussed the budget, despite the fact that he
11 won't come to these hearings and discuss them with
12 the community at large.

13 So I am concerned, even though it
14 is difficult to find this information in the
15 budget both in the printed and online version,
16 that while we see cuts in classroom positions and
17 cuts in educators throughout the Board, not only
18 in the classroom, but in central office as well,
19 that we see increases in educational vendors,
20 increases in consultants, increases in business
21 analysts, increases in lawyers, and that is all
22 coming at the expense of our children.

23 And what we are creating is a
24 system where in a small number of schools, parents

1 will fund raise and they will fill a position, or
2 they will save a program. But in the majority of
3 schools our children are not going to have that
4 privilege, and they will lose out.

5 That creates an unequal education
6 system, and that it is undemocratic and it is
7 unethical. And that does not reflect my values.
8 And I suspect it does not reflect the values of
9 most people in here.

10 (Applause.)

11 MS. CUSICK: Two other quick comments.
12 The first one is that I am assuming that the
13 proposed revenue for the 2011 year has not been
14 received, that it is not all money in hand, which
15 makes me wonder why the Edu jobs money wouldn't be
16 considered anticipated revenue as part of the
17 budget as well?

18 And last a comment, and this is to
19 members of the audience. I strongly encourage you
20 to contact Dick Durbin and let him know that
21 Chicago seems to be confused about the real
22 purpose of the funds that he came to Robeson High
23 School to talk about last week. And express your
24 concern that somewhere in the past week there has

1 been some misunderstanding since that time. And
2 while you are at it, call your alderman as well,
3 because they are going to be up for election soon.

4 Thank you.

5 (Applause.)

6 MS. SIMMONS: Melita Patillo. And
7 following Melita is Danielle from Robeson High
8 School. If she could pronounce her name as well
9 when she comes to the mike, please?

10 MS. PATILLO: Hi. My name is
11 Melita Patillo.

12 Okay. As we all know, Chicago
13 Public Schools are faced with certain challenges
14 as far as education, party level and bias. Even
15 though charter schools are faced with some of the
16 same challenges, they are exceeding state level at
17 reading, math and science.

18 For example, the charter school in
19 Gage Park, they are exceeding the level -- the
20 state level in math, reading and science by
21 between 11 percent and 26 percent. They are
22 90 percent -- 99 percent Hispanic.

23 Another example, the charter school
24 in Austin, in the Austin Belmont Cragin area, they

1 are exceeding the state level in reading and math
2 by 13 to 19 percent. So, I feel that we should
3 get more charter schools within the community.

4 We said we wanted a change and we
5 wanted to better our children's education, and it
6 is factual that charter schools are doing so, are
7 helping us do so. So if we get more of them, then
8 we could probably have better results, you know,
9 things like that.

10 Thank you.

11 (Applause.)

12 MS. SIMMONS: Danielle Cieslelski. And
13 following Danielle will be Chloe Gilmore.

14 MS. CIESLELSKI: My name is
15 Danielle Cieslelski. I am a current teacher at
16 Robeson High School, not to last much longer. I
17 am going to eat up a lot of my time.

18 Charter schools, the studies has
19 come out, only perform about 17 percent of the
20 time better or even on par with public schools, so
21 please stop the lies.

22 (Applause.)

23 MS. CIESLELSKI: Secondly, Mr. Thomas,
24 I am so glad to see you here. My principal

1 reported to us today that we have to level our
2 classes in the middle of August. Not even the
3 first day of school when our kids are expecting to
4 come back, a lot of Robeson students still think
5 they are going to Dunbar or some kind of charter
6 school that's going to end up dumping them out,
7 like Noble Street (phonetic) always does with our
8 kids.

9 So what this is going to end up
10 doing is have about ten teachers in our building
11 with no students in front of them. It is two
12 weeks until they can fire us from September 7th.
13 So I want to say thank you for that. If you have
14 any more information about how that is going to
15 work, if you could explain to me and my students,
16 I am sure we would be more than interested.

17 And then the actual budget comment.
18 I went to the budget hearings for three years. I
19 hear about a crisis every year. The chief
20 financial officer has a proposed budget of almost
21 a million dollars and a staff of four. So I am
22 trying to figure out how a department of people
23 being paid \$250,000 a year with a mission of
24 ensuring that every child is on track to graduate,

1 and prepared for college work and life not manage
2 three years running to get a balanced budget.

3 In the meantime, what are you guys
4 doing that we can't get these questions answered.
5 This is the budget hearings. Isn't this the
6 biggest priority right now? Shouldn't this be the
7 focus? I want to know an answer to my questions
8 from Tuesday.

9 (Applause.)

10 MS. CIESLELSKI: At some point -- at
11 some point it needs to be understood that the
12 person has got to be paid. You've got to do it.
13 There is a legal requirement to pay the pension.
14 The teachers have to be paid. You made a contract
15 to pay these teachers their salaries. This needs
16 to be the basis and the budget goes from there.
17 Find some money somewhere and create a reserve
18 that is going to be ready, instead of saying, oh
19 my God, we are going to have to pay \$600 million
20 in four years from now.

21 Well, you got four years to build a
22 reserve. Do it. That should be the basis of your
23 budget. That shouldn't be an emergency thing that
24 we think of again in 2014.

1 (Applause.)

2 MS. CIESLELSKI: Three years is a
3 really long time to keep screwing up the budget.
4 Over time, consistent incompetence is usually
5 interpreted as sabotage. The only way the public
6 can interpret this is that CPS has no intent of
7 ever putting students first or ever creating a
8 balance in our budget.

9 MS. SIMMONS: Chloe Gilmore. And
10 following Chloe Gilmore will be Jermiska Smart.

11 MS. GILMORE: Hi, ladies and gentlemen.
12 My name is Chloe Gilmore.

13 My issue today is getting more
14 classrooms, getting more teachers, two to a
15 classroom, instead of one teacher to a classroom.
16 Let's make a better future for our children and a
17 success throughout the year. Our children is the
18 key to success. Our parents and teachers play an
19 important part in their lives and future. Because
20 I am a parent of three and I want the best
21 education for my children. Thank you guys.

22 (Applause.)

23 MS. SIMMONS: Jermiska Smart. And
24 please spell your name.

1 MS. SMART: Good evening. My name is
2 Jermiska Smart and I am a proud parent of a child
3 that is on a long waiting list for a charter
4 school. And I know what great things charter
5 schools have to offer. And I know our kids
6 deserve a better shot at a better education, safer
7 schools, access to computers in every classroom.

8 The 2010 consensus show that CPS
9 kids are getting better grade and are more college
10 bound. So that means our kids are striving
11 harder. So teachers, parents, mentors and friends
12 let's strive harder for them and get more charter
13 schools on the south side of Chicago and give our
14 kids an equal opportunity and a fair chance for
15 the generation of tomorrow.

16 Thank you.

17 (Applause.)

18 MS. SIMMONS: Rosland Johnson. And
19 following Rosland Johnson is Michael Brunson.

20 MS. JOHNSON: Good evening, ladies and
21 gentlemen. Hi. My name is Rosland Johnson and my
22 comment relates to the young ladies from earlier.
23 Five -- get more schools and charter schools,
24 because I am a young parent of a four-year-old

1 son. And I feel like if they have someone in
2 school to help him, he will look for love outside
3 the street, or whatever. Just help me help him
4 not be in jail, dead or anything, robbing or
5 stealing, none of that. I feel like if you all
6 will help him, show him he could do better than
7 that, he would do better than that.

8 Thank you.

9 (Applause.)

10 MS. SIMMONS: Michael Brunson. And
11 following Michael Brunson is Geraldine Howard.

12 MR. BRUNSON: My name is Michael
13 Brunson. And -- I hope I didn't break it. I am a
14 recording secretary of the Chicago Public Union --
15 Chicago Teachers Union, I meant. I'm sorry about
16 that.

17 And I just want to state a concern
18 that I have. You know, I went to the budget
19 hearing a couple of days ago up at Lane Tech and
20 there were about 200 people there. I didn't make
21 the one last night. But I come to this one and I
22 am counting close to a hundred people. And that
23 tells me that the public is very interested in
24 what is going on with our public schools.

1 (Applause.)

2 MR. BRUNSON: Now, we might have
3 differences on how to go about this, and I think
4 if some of our other members of the audience were
5 able to talk to me, and I would really like to
6 talk to you to state the case about why public
7 schools with teachers that are in a union, that
8 have good benefits, and good decent salaries, and
9 job protection is what you really want to go
10 after, I would really like to have that
11 conversation with you, because I don't think that
12 is offered in the charter schools. But that is a
13 whole other thing.

14 (Applause.)

15 MR. BRUNSON: Anyway, but I would
16 really like to talk to whoever has sent you up
17 here to state the case for the charter schools.
18 That is really what I want to do.

19 Anyway, what I am concerned about
20 is that because we have so many people from the
21 public here that are obviously involved in this, I
22 think they should have some input. Rather than
23 just coming up and asking questions that don't
24 really get answered, they should have an

1 opportunity. Everyone should have an opportunity
2 to actually look through this budget book,
3 understand what is going on, because the budget
4 has a whole philosophy behind it and it tells you
5 a lot about the future. At least, it is going to
6 tell you what is going to happen this year, so
7 that we can actually ask some questions on it and
8 not have to take them off the cuff.

9 Some people have studied. But
10 people like me, I didn't get the budget until a
11 couple of days ago. So I would like to see this
12 become a more public process. And I would like to
13 know that these questions are going to be answered
14 that these people are going to ask. But even more
15 importantly, I would like for Chicago Public
16 Schools or the Board of Education to take some of
17 the concerns that the public has, take them into
18 account, because people have good ideas. We know
19 what we want. We are here to serve the public
20 anyway. Let's serve the public. Take these ideas
21 and let's create a better school system that
22 actually serves the public. Thank you.

23 (Applause.)

24 MS. SIMMONS: Geraldine Howard. And

1 following Ms. Howard will be Richard Washington.

2 MS. HOWARD: Hi. My name is
3 Geraldine Howard.

4 I am a little nervous now, so I
5 might fumble on my question. But what I want to
6 know is, of all the teachers that were laid off,
7 as well as the substitute teachers that was laid
8 off, or terminated, will they be reinstated? I
9 mean, of the teachers -- first on hand, seeing
10 teachers being stressed out, I know they need more
11 substitute teachers. So that is my question.

12 Thank you.

13 (Applause.)

14 MS. SIMMONS: Mr. Richard Washington.

15 MR. WASHINGTON: You know a few years
16 back you used to hear on the news, and on TV, on
17 the radio a lot about No Child Left Behind. And
18 it was a program that was supposed to have an
19 impact all over the country, that our children in
20 the United States of America would be able to hold
21 their head up high and compete with any child in
22 the world.

23 Now, Chicago is called the Jewel of
24 the Midwest. But on my way to work this morning,

1 I heard that there are only three other places in
2 the United States that graduate a lower number of
3 African-American males. Three places. That means
4 that Chicago is the fourth lowest place in the
5 United States of America for the graduation of
6 African-American males.

7 Here is the question. If folks are
8 just falling out of school, then are the rest of
9 the kids even able to compete? Probably not.

10 Now, everybody has been impacted by the
11 global economic situation. Everyone in this room
12 has had to make some sort of adjustment in their
13 personal financial picture. But if you have a
14 home, you can't stop paying your mortgage. If you
15 have a car with an active loan, you can't stop
16 paying the car loan, because your budget is not
17 working out.

18 In the city of Chicago there are
19 certain things you absolutely can't cut. You
20 can't cut the police. I think that all the
21 murders that we see day after day after day proves
22 that. You can't cut the emergency personnel,
23 because there are fires, and there are floods, and
24 there are accidents and there are injuries. And

1 you can't cut the educators, because we are
2 talking about the future.

3 (Applause.)

4 MR. WASHINGTON: We are not just
5 talking about a budget. We are talking about
6 lives.

7 How can America stand up and say,
8 we are going to compete, if we turn around and say
9 oh, no, we have to cut these positions? 35, 40
10 kids in a classroom. Many of them from improvised
11 neighborhoods. Some of them just show up to
12 school to get a meal and heat.

13 (Applause.)

14 MR. WASHINGTON: But we are going to
15 cut teachers. It doesn't add up. Now, if you
16 think that these cuts are a good idea here is what
17 I would like you to do. Go home, talk to your
18 spouse, talk to your other family members and say,
19 we are going to stop paying our mortgage right
20 now. And the outcome of that decision will be the
21 same as the outcome of this decision. It will be
22 disastrous. It will be disastrous.

23 (Applause.)

24 MS. SIMMONS: Thank you.

1 Deborah Muhammad. And following Deborah Muhammad
2 is Teresa Daniels.

3 We just want to remind each
4 speaker, when you come to the mike, please say
5 your name before you begin speaking.

6 MS. MUHAMMAD: Good evening. I am
7 Deborah Muhammad.

8 I have a number of things that I
9 wanted to mention. And one has to do with the
10 Illinois State Lottery. Some people may recall
11 that at the inception of the Illinois State
12 Lottery, the whole con game was that the money was
13 supposed to go to support education. Did anybody
14 hear that?

15 (Applause.)

16 MS. MUHAMMAD: Okay. All right. I am
17 not the only one. With all of the lottery tickets
18 that are sold in the state of Illinois and
19 specifically in Chicago, and even to zero in on
20 certain zip codes, why in the world would anybody
21 stand before the people and say that there is no
22 money for education?

23 (Applause.)

24 MS. MUHAMMAD: It is easier -- it is

1 easier to buy a lottery ticket in Chicago than it
2 is to get a fresh piece of fruit. That is proven,
3 and the proliferation of the facilities for
4 lottery has proliferated throughout the poorest
5 communities.

6 And I got laid off from O'Toole
7 Elementary School. We had children, young people
8 murdered in that community on a ratio at least of
9 one or two a week this past year. So how dare the
10 people who make the decision in their ivory tower,
11 whose children, by the way, don't have to dodge
12 bullets, don't have to dodge bullets.

13 (Applause.)

14 MS. MUHAMMAD: They don't have to worry
15 about -- they don't have to worry about going from
16 block A to block B. They don't have to worry
17 about that. And my point is this -- my point is
18 this: There should be no taxation without
19 representation.

20 (Applause.)

21 MS. MUHAMMAD: We are being taxed more
22 than anybody else in Chicago; ten percent.
23 11 percent. That is the cost of living here in
24 Chicago. And then we are afraid to go anywhere.

1 We are afraid to do anything. And this is all
2 because the lip service that is given to education
3 is not real. America talks about the importance
4 of education, but where do we put our money?

5 And I want to end on this note. My
6 beloved passed on to heaven grandmother, who I
7 loved dearly, she said that you put your money
8 close to your heart. Meaning, you put your money
9 where the real priorities are. So are the
10 priorities on Clark Street or are they on
11 Damen Street? Thank you.

12 (Applause.)

13 MS. SIMMONS: Theresa Daniels. And
14 after Ms. Daniels, Ms. Rusita Chatonda.

15 MS. DANIELS: Theresa Daniels, retired
16 teacher. And this is a hard act to follow.

17 All the questions I wanted to ask
18 have been asked. Many of the points made. So, I
19 am just going to say that there has been skewed
20 priorities for a long time. And the people who
21 make us against one another, charter schools
22 against public schools, have been laughing all
23 along for decades now.

24 (Applause.)

1 MS. DANIELS: Making the public schools
2 as miserable as they can be. And this isn't new,
3 stuffing the classrooms full, overstuffing the
4 classrooms full of kids, more kids than desks.
5 Teachers struggling to teach, despite the fact
6 that every day five new kids come in. You have to
7 take their program, write down all their
8 information, find them a seat. And five kids are
9 being reprogrammed to another classroom. That
10 takes up the whole period.

11 If you are smart you have some work
12 ready for the kids that they might see as
13 meaningful, maybe. But you are doing this for a
14 whole month, two months. Two months of learning,
15 one month of learning. More than that. Classes
16 sitting without a teacher half a year, all year.
17 A regular teacher, just substitutes, where no
18 learning can go on. No program of instruction.

19 This is what people who have been
20 in charge have done for a long time. And these
21 are the people, I'm sorry to say, that have set up
22 charter schools. They don't care about democratic
23 education for everybody.

24 Now, maybe the charter school you

1 are supporting is not that kind of charter school.
2 But there are charter schools where the people
3 just take the money that each kid brings, you
4 know, say 6,000 or 10,000, and they hire cheap
5 teachers, new teachers that can't teach them.

6 (Applause.)

7 MS. DANIELS: They are promised a hell
8 of a lot; you got computers, you are going to have
9 this, you are going to have that. Five years
10 later there is still no computers for every kid.
11 But they promise everything.

12 And in the meantime, let's say the
13 kid brings in 6,000 of public taxpayer money.
14 They will hire a cheap teacher, they burn her out.
15 They burn him out. That teacher, the statistics
16 show, leaves after two or three years. And out of
17 that 6,000, maybe 4,000 goes into the pocket of
18 the charter operator. And he wants to get
19 everybody thinking, oh, the charter schools are
20 really much better than public schools.

21 And you know we need the public
22 school system, because the public schools have to
23 educate everybody. They don't just kick people
24 out. They can't. And you have to make these

1 public schools better where you have decent
2 educational situations for kids to really learn.

3 You know, I think Mayor Daley
4 really hates teachers. You can tell from the way
5 he talks. Either he has dyslexia or, you know,
6 some learning problem the man has. I mean it is
7 clear, maybe he got it from environment. His
8 father talked like that, too. There is something
9 un -- is that is not working right.

10 (Applause.)

11 MS. DANIELS: And I think he is private
12 school oriented anyway from his cultural
13 background. But he hates teachers. I mean
14 something happened to him where he hates teachers
15 and he hates schools. Thank you. Thank you.

16 (Applause.)

17 MS. SIMMONS: Rusita Chatonda. And
18 following Ms. Chatonda will be David Vance.

19 MS. CHATONDA: Well, that is definitely
20 a hard act to follow. I am going to try. I am
21 Rusita Chatonda, and currently organizer for the
22 Chicago Teachers Union.

23 And first of all, would like to say to
24 everyone here, thank you for coming out because

1 this is what it is about.

2 (Applause.)

3 MS. CHATONDA: It is about our
4 communities coming together. It is about our
5 students. It is about our parents. It is about
6 our ESP's that are sitting over there. It is
7 about our teachers that have been displaced. And
8 it is about us as a community, finally; not being
9 duped by CPS, not really being lied to and
10 believing those lies, by becoming educated and
11 coming out here to find out what the real issues
12 were.

13 So, I am just going to say to
14 everyone, thank you for coming out. To my young
15 people back here, I really applaud you. I was
16 once a young mother. I am still a mother, not
17 that young anymore.

18 (Applause.)

19 MS. CHATONDA: But I remember I have
20 three sons and I have a daughter. And they were
21 educated in a variety of schools; public school,
22 they were educated in -- and some of them went to
23 the lab school. They went to Mount Carmel. And I
24 can, honestly, I would not lie when I say this,

1 that my children that went through CPS schools,
2 with the fantastic wonderful teachers that they
3 had, they achieved. They have been gifted -- in
4 the gifted programs at CPS. They both received
5 scholarships, and we have the best teachers
6 at CPS.

7 (Applause.)

8 MS. CHATONDA: I just wanted you to
9 know that. Don't be fooled. As Malcolm would
10 say, don't be bamboozled. And I want to say to
11 you, I know what you are going through. I know
12 what you want for your children.

13 Come out to some of our organizer
14 events and let's get educated on this issue.

15 (Applause.)

16 MS. CHATONDA: I do want to ask a few
17 questions, because funding public education is
18 personal for me. It is about the opportunities
19 that our children, not only my children
20 personally, because I have taught for years and I
21 call all of them my children. I have taught
22 thousands of children. And I want to say that it
23 is about them. It is about the budget. It is
24 about the children, and first the children. And

1 then it is about the teachers and the children.

2 Mr. Huberman and everybody else -- and
3 I don't want to say what they are doing, I am
4 going to be nice today, but what I am going to
5 say, to put children and teachers first. This is
6 what education is about. Everyone else is kind of
7 riding in on the party or the program. We have to
8 fund schools so that children can be educated, so
9 that teachers -- and it is not just about
10 teachers' jobs, because ultimately teachers and
11 children will always be tied together and we want
12 our parents to realize that. That we go into
13 schools with love and caring for our children, all
14 of our children. And it isn't a personal "my
15 child." We are working together.

16 We have some of our teachers --
17 every Tuesday night we host a forum at Operations
18 Push for some of the most dedicated people that I
19 have met. I have nothing but the utmost respect
20 for these teachers. And they have been cut. They
21 don't have jobs. And these are teachers that
22 don't deserve what is happening to them.

23 MS. SIMMONS: Ms. Speaker, please
24 conclude.

1 MS. CHATONDA: I will.

2 I am going to ask that public
3 education be about children and teachers. But I
4 am also going to ask, I would like for all of our
5 teachers who come out to Push, our ESPs, would you
6 please stand for a moment, because this is the
7 human casualty of what is going on with our
8 community.

9 Would you please give them a round
10 of applause?

11 Thank you very much, teachers, for
12 the service that you give.

13 (Applause.)

14 MS. SIMMONS: David Vance. And
15 following David Vance is Anna Ware.

16 MR. VANCE: Good evening, ladies and
17 gentlemen. Dave Vance. That was another hard act
18 to follow. And I really salute Chatonda for the
19 struggle that she has been upholding here for the
20 teachers of Chicago.

21 I am a parent. I am an LSC member
22 at J. N. Thorpe Elementary School.

23 And here is another issue. It is
24 wasting -- if I can save a million dollars of our

1 public money that is being wasted by CPS, would
2 you listen? Would you give me the page number on
3 your budget of where that money is being spent on
4 a total facelift to J.N. Thorpe for the charter
5 school that is coming in?

6 What page? And what page can you
7 show me? I understand it is a dollar a year. Oh,
8 that is our public schools you are giving away for
9 a dollar a year. What page?

10 Okay. And so this is where we are
11 coming from, to fight for our public schools. And
12 what it looks like is a lot of promises. Oh, they
13 are not going to close Thorpe. But they are doing
14 everything they can do to do it.

15 So my question is, you know, giving
16 away the newer section of our school to the
17 charter school, oh, it is going to make them look
18 good while they put us in the old school, over
19 with the poor kids from south Chicago.

20 Stop it. Stop wasting our money.
21 We want good education for our kids. Give us
22 after-school programs. And really put children
23 first. I really like that part about put your
24 money close to your heart. I want to stop there.

1 You guys should be ashamed. And we
2 are fighting for public schools. And we are
3 fighting for everybody to have a decent education.

4 Thank you.

5 (Applause.)

6 MS. SIMMONS: Anna Ware. And following
7 Anna Ware will be George Schmidt.

8 MS. WARE: Hi. My name is Anna Ware.
9 And I am a parent of a CPS high school student and
10 a parent of a former Corliss graduate.

11 And I am here tonight because when
12 we talk about budgets, budgets are supposed to
13 represent your programmatic goals, your
14 objectives. A budget is supposed to be flexible.
15 We make budgets seems as if they are scary. We
16 will just break it down.

17 It is just like your checkbook;
18 income, the money you have coming in. Expenses,
19 the money you have going out. Real simple. That
20 is a budget.

21 And the reality is, is that we say
22 that we value children, but we don't put our money
23 where our mouth is. Because if you really value
24 and finance -- when we talk about value, value is

1 something that you feel is very important. And we
2 always talk about educate the children. It takes
3 a village. But then on the down side you are not
4 funding the village. So it is hypocritical. Then
5 you wonder about crime.

6 But I guarantee you, if you do a
7 correlational study, there is a direct link to the
8 crimes that you see, which is really to me just
9 terrorism. It is terrorism. And we are sitting
10 around here tolerating this crap, all this
11 violence, but I bet you it is a direct link to
12 education.

13 And my point is, when it comes to
14 transportation, that is why I am here. When you
15 go to the new schools fair at McCormick Inn for
16 high schools, and you talk about all these new
17 schools you have, and what CPS is offering and
18 this and that, you don't tell the parent that on a
19 high school level if it is a new school, that they
20 are going to a co-share environment because you
21 are not building anymore new schools, because you
22 say you don't have enough capital money, or all
23 the capital money for building new schools have
24 been spent.

1 So you don't tell the new parent
2 looking for the best opportunity for their
3 children that they have a choice. If you go to a
4 new school to either go into a co-share situation
5 in which you are sharing with a high school, or
6 you are sharing with an elementary school, which
7 is to me key information that you should tell
8 these parents at the high school there. But you
9 don't say that.

10 Then you don't want to spend money.
11 And that is my appeal here, is that if you are
12 forcing parents to send their kids across avenue A
13 going to block B, they are going through different
14 territory, you need to increase your line item on
15 transportation and provide those high school
16 students buses. Buses to take them from here to
17 there.

18 Now, you say you value education.
19 Start showing it by increasing the line item under
20 transportation and bus the children to the
21 schools, because you know that they are in
22 different territories, different neighborhoods,
23 but you want to keep on just sacrificing our kids.
24 You are sacrificing our kids. We are burying our

1 kids. And I guarantee you if it was changed with
2 the kind of kids that they are burying, we would
3 tear the roof off of here.

4 (Applause.)

5 MS. SIMMONS: George Schmidt. And
6 following George Schmidt will be
7 Mary Ellen Sanchez.

8 MR. SCHMIDT: Good evening. My name is
9 George Schmidt.

10 And for 28 years I taught in
11 Chicago's high schools proudly. You heard of
12 names like Dusable, Marshall, Manley and so forth.
13 And I taught all those places. And I did so
14 proudly.

15 I won't talk about how I departed
16 from Chicago Public Schools tonight because it
17 would be a waste of the little time we have. But
18 now I am working both as a reporter at Substance
19 News, which is at substancenews.net, and for the
20 Chicago Teachers Union as a consultant.

21 And I can assure you, those of you
22 who think a charter school is your salvation, that
23 is not true.

24 For the first time this year, the

1 Board of Education has published all the data on
2 the financials of the charter schools in the
3 budgets. And if you go to those pages, starting I
4 believe page 283 in this budget, if you can get a
5 copy of it, because it is not in your public
6 library, it is not in your local school, it is not
7 in your alderman's office, but you should be able
8 to get a copy. Read those.

9 You will find that most of the
10 charter schools that have been in business for a
11 few years wound up settling down into about the
12 same performance as the rest of us. Because the
13 problem is not with the public schools. The
14 problem is with the society. And the problem is,
15 as everybody said, with the way society functions.
16 And the problem is the priorities that come out of
17 something like this budget.

18 If I wanted to demagogue this like
19 some people have, I could look around this room
20 and name ten people who are making over a \$100,000
21 a year working for CPS.

22 UNIDENTIFIED SPEAKER: Can you point
23 them out?

24 MR. SCHMIDT: I am not going to do

1 that.

2 You know who you are. You know
3 that in one case, the person stood up when my
4 friend Terry was teaching, and your position got a
5 raise from 115 to \$150,000 a year in last year's
6 budget, when you assumed the title that was once
7 held by somebody else. That is the way the
8 priorities are actually set and that is what has
9 to be talked about.

10 First of all, everybody in this town
11 should have a copy of this. The proposed budget.
12 It should not have been restricted, like water in
13 a desert, like you had to go to the oasis and
14 fight with everybody else to get one cup of water.
15 But that is what happened. And the reason is
16 because they don't want you to read this, but we
17 have been reading this.

18 In fact, some of us have read all
19 2,100 pages of it. Because this book is 400 pages
20 in print, and another 1,500 pages on the CD. And
21 every one of those pages bespeaking of priority
22 like, why did we decide to pay a man \$150,000 for
23 a job that was being done for 115. There is a
24 great answer for that. And I am going to be

1 publishing that answer.

2 The proposed budget should have
3 been in everyone's hands. But finally every year
4 we do get the truth, or at least close to it. It
5 is a book called The Audited Financial Reports,
6 which comes out in December.

7 Everyone sitting here knows the
8 budget, knows that every year for the past
9 15 years, Chicago has announced a deficit sometime
10 between January and March. This year it was a
11 little more pornographically exaggerated.

12 Mr. Huberman said 900 million in
13 January, knowing that it was going to be rounded
14 up to a billion by the morons who run --

15 MS. SIMMONS: Mr. Speaker, please
16 conclude.

17 MR. SCHMIDT: No. But I will try.

18 Who writes for the other press in
19 this town. The fact is when this fiscal year
20 ends, the audited financial statements will show
21 that those words of deficit were a lie.

22 The problem is that fiscal 2011,
23 which we talked about tonight, will not have an
24 exposure of financial statements until December of

1 2011. And by then the amnesia that dominates
2 public affairs in this city will be listening to
3 the next lie about the next deficit, while the
4 next patronage person will be getting the next
5 \$150,000 a year job. Because for a lot of
6 reasons, some of which have to do with family ties
7 and nothing to do with qualifications, while
8 teachers --

9 (Applause.)

10 MR. SCHMIDT: -- while teachers are
11 being laid off, while schools are being destroyed
12 and undermined. While 20 or \$30 million, like was
13 spent at Austin High School so it could become a
14 charter or Calumet High School, so it could become
15 a charter. That money gets put in now at Thorpe.
16 There is a vicious thing going on here that we are
17 going to continue to write about until more than
18 the 440 people who set history these three days by
19 coming to these hearings, until there is a
20 thousand people every night, and then 10,000.
21 Because everybody has to know the truth.

22 One last thing, thank you for the
23 time. Earlier the speaker asked about the
24 salaries that were budgeted \$2 million. That

1 document I published and it is still online.
2 Because I got that document from the Board of
3 Education under the Freedom of Information Act.
4 That was an example of how the Board was lying in
5 the fiscal 2010 budget.

6 They created over a hundred
7 positions. And they randomly inserted in the
8 budgeted salaries between 1 and \$15 million to
9 fill the hole they had to do to cover the lie and
10 the exaggerations they had told in talking about
11 the deficit.

12 So I got that information called
13 the Position File under the Freedom of Information
14 Act. I published it. After calling two of the
15 people whose names were on the list for those
16 million dollar salaries, I said, are you getting
17 paid a million dollars?

18 I mean, it was ridiculous. One of
19 them is John Butterfield, who works for the
20 principals' association, retired principal.

21 Now, I am not going to go on
22 because I can see you getting nervous and I know
23 they come in here after working --

24 MS. SHAKER: I just want to make sure

1 everyone can speak.

2 MR. SCHMIDT: Working at Fitch ratings
3 was an interesting transition. Believe me, we are
4 going to make it more interesting. But I am also
5 counting on more integrity.

6 And so I will end with this: For
7 the past nine months I have been waiting for an
8 updated Position File, not that piece of nonsense
9 that has been posted on the Board's website called
10 the Position Roster. That is not the budget
11 document that lists all the employees.

12 Since November we have been waiting
13 for that document because it is fundamental to
14 understanding the priorities of this system. It
15 tells you that the chief of security and safety is
16 now budgeted \$150,000 a year. His predecessor was
17 budgeted 115. You have to look back and forward
18 to see what is going on.

19 It tells you how much the CFO is
20 budgeted for. Tells you that we didn't have the
21 Deputy CFO until a couple of weeks ago. And I
22 think actually some things we need. But we sure
23 as heck need to get accurate information.
24 Especially now. And it has to come through the

1 Board without fun and games, without a promise
2 saying we are going to be more transparent, and
3 then another lie on the Board's website, like the
4 position roster, like the consultant's list.

5 So let's get these numbers
6 straightened out so that next year, instead of
7 hearing this deficient pornography from January
8 through June, we can have some real numbers to
9 talk about and real priorities to discuss.

10 Thank you.

11 (Applause.)

12 MS. SIMMONS: Mary Ellen Sanchez. And
13 following Mary Ellen Sanchez is Renee Riley.

14 MS. SANCHEZ: Mary Ellen Sanchez, Byrne
15 Elementary School.

16 First of all, thank you very much
17 for giving up your evening to be here. I'm sorry
18 you have to get a taste of what it is like to be a
19 teacher, where we have to give up your evenings
20 every day grading papers, preparing lessons and
21 reading book reports.

22 Please know that we in the trenches
23 do appreciate your time. You are looking for
24 waste in the budget and some things came up.

1 First of all, I would like to
2 propose that we eliminate some of these area
3 platforms, all these area offices, the personnel
4 and the buildings.

5 Last January my principal returned
6 from an Area 11 field trip to a school in Austin,
7 Texas. Returned with photos of word walls. That
8 is it. My question is: How much did we taxpayers
9 pay for round trip airfare, meals and hotels for
10 these administrators, who could have taken
11 photographs of our own schools?

12 Last spring our teachers were
13 pulled away from our students on a nonprofessional
14 development day so that we could be in-serviced on
15 guided reading. My question is: How much did we
16 taxpayers pay for a hundred substitute teachers,
17 round trip airfare, hotels, meals and supplies for
18 two Boston consultants to teach a program that we
19 have been using by Board of Ed mandates for the
20 past five years?

21 Now, at the same in-service I
22 observed was held in a CPS building that was
23 utilized for nothing more than area staff and
24 storage. So, my question is: How many such

1 buildings are presently owned, operated, heated,
2 cooled and maintained by CPS? Do we actually
3 still own Pershing Road? Please provide this list
4 of all CPS buildings and note which are actually
5 used by students on your website.

6 I also ask that you stop giving to
7 the charter schools because at the hearings held
8 at last January at Clark Street a parent described
9 how her baby had to sit through asbestos removal
10 and then watch air conditioning being installed in
11 her building, only to then be told that her school
12 was being closed.

13 So my question is: Does the Board
14 have that kind of extra money to throw away, or
15 are they actually spending this money on a
16 building to improve it, because then they turn
17 around and give that building to a private
18 corporation for a charter school?

19 Equal treatment under the law. I
20 am asking for this.

21 While attending these hearings on
22 Clark Street I observed actual toilet paper in
23 each bathroom stall. My question is: Why do
24 people, your people downtown, have such luxuries

1 while our students have to request a few sheets at
2 a time? And those of us who actually do have
3 rolls of toilet paper, it disintegrates on contact
4 and we end up with rashes.

5 Speaking of paper, who rations out
6 your paper? Because my question is: Why is it
7 that you all downtown have access to as much paper
8 and photocopying as needed, but I have to request
9 actual sheets of construction paper, 25 at the
10 most for a classroom of 31 students. It is --
11 that doesn't mesh.

12 In Chicago Public Schools we are
13 separate and we are unequal. We don't have the
14 luxuries of paper and air conditioning that you
15 all have in central office. Yet, thanks to state
16 mandates, we do have excellent credentials.

17 I would bet that the number of
18 master's degrees and Ph.D's, as well as years of
19 experience held by those of us in the trenches,
20 outnumber the degrees at central office.

21 (Applause.)

22 MS. SANCHEZ: And then you call in Arne
23 Duncan, who came in with nothing more than a BA in
24 Sociology. Yet, downtown continues to treat our

1 female dominant profession as if citizens from a
2 third world country. We aren't even paid on time.

3 The Board seems to think that we
4 can't budget our own money, so they hold onto it.
5 They collect interest. And then they dole it out
6 to us over the summer. So here is my next
7 question; how much interest does the Board of Ed
8 make off of my money?

9 (Applause.)

10 MS. SANCHEZ: I ask you as people who
11 actually do hold positions of authority to say no
12 to Mr. Huberman. You are the financial officer.
13 You are the budget director. I respect those
14 positions. And you actually do hold the purse
15 strings so you have the power to say no to him.
16 You can tell him that there is no money for his
17 cohorts. There is no money for reams of paper on
18 data. There is no money for after school data
19 meetings. Because that money has to be budgeted
20 for the students, so they can be in after school
21 classes. That money should be budgeted for truant
22 officers to get the students back into the
23 classrooms.

24 (Applause.)

1 MS. SANCHEZ: And that money is
2 budgeted for teacher to actually spend teaching
3 those students and not waste it on filling out
4 more paperwork for those cohorts who are using
5 areas administrators trying to justify their
6 positions.

7 (Applause.)

8 MS. SANCHEZ: Please utilize your
9 authority to put children first. Please look
10 Huberman in the eye and just say no.

11 (Applause.)

12 MS. SIMMONS: Ursula Whitfield.
13 Whitfield, maybe? Please say your name again.

14 MS. RILEY: Good evening. My name is
15 Renee Riley. And I have a question that
16 Mayor Daley asked, the first Mayor Daley asked
17 44 years ago when the Chicago Teachers Union was
18 on strike. He said, "What about the little kids?"
19 And he asked that question. They have played that
20 over and over and over again on the news. "What
21 about the little kids?"

22 Well, I ask that same question
23 today. Because if you don't care about
24 children -- I mean if you don't care about the

1 teachers, then you can't possibly care about the
2 children either.

3 They are cutting all the teachers,
4 cutting all the jobs, closing down positions all
5 over in the schools, overcrowding the classrooms.
6 But the area offices are remaining opened. And I
7 can't understand why there is money for
8 administrative jobs if there is not enough money
9 for the teachers.

10 The area offices have not been able
11 to solve any of the problems that I have gone
12 there with. I have gone there and I told them
13 that the principal closed down the computer lab at
14 my school and the children will not having a level
15 playing field. They will not be able to compete
16 in this 21st century.

17 Everybody has to have technology.
18 And they can't just learn it from themselves.
19 They couldn't just cut and paste and type around
20 with two fingers, and think that they are going to
21 be able to make it in this world. Well, the area
22 office did absolutely nothing about it.

23 I went to the area office and I
24 told them that the principal was underreporting

1 tardies. Three tardies turns into an absence. So
2 she was in fact stealing money from the state.
3 God knows the state has no money to be stolen, but
4 they are stealing money from the state. They did
5 absolutely nothing about it.

6 There has been several problems
7 that has not been resolved at the area offices,
8 but these people continue to have their jobs. So
9 I can't understand what is the purpose. If you
10 want to cut back, cut back on some more
11 administrative positions, not the classroom
12 teachers.

13 Keep in mind, there is one big
14 question that we have to always remember: "What
15 about the little kids?"

16 Thank you.

17 (Applause.)

18 MS. WHITEFIELD: Good evening. My name
19 is Ursula Whitfield. And I have worked in
20 Englewood as well as now I have just been laid off
21 from Roseland community where, you know, we have
22 the violence and the shootings in both.

23 But my questions are: Is it true
24 that the cuts came from downtown by position

1 numbers personally, or were the cuts made by
2 principals according to the anticipated budget?

3 And my next question is: Will we
4 have to reapply for our jobs or will we be
5 reinstated? And why is cuts being made in special
6 ed, when I know personally that there is still a
7 great need for children to learn in special ed.
8 Because I had students just last year that totally
9 didn't want to leave me because she continually,
10 continuously need the help.

11 This child is very, very special
12 ed. and I am working with her down at Roseland.
13 Now I have been laid off, so when school starts
14 back in September, she has not me to look forward
15 to, but now she's got to cling onto someone else
16 who is already helping five other students. So
17 now there goes my special ed. position that I
18 have worked so hard for.

19 And next Wednesday when the budget
20 is set, what percentage of teachers and TA's,
21 including myself, will be getting back to work?
22 Because when September come I am really ready to
23 go back to work.

24 I have had children and my children

1 are in college now, and I am trying to keep them
2 going so they can become something. I have had a
3 child graduate from Northern with -- one of them,
4 associate in hospital administrator, and the other
5 one is a social worker. And I have one going down
6 in Normal, Illinois, now that I am trying to keep
7 in school.

8 And I really do not have time to be
9 trying to figure out when am I going back to work.
10 And my child need a computer and she needs to be
11 in school.

12 (Applause.)

13 MS. WHITEFIELD: And this is college
14 that is going to prepare us for our future. Not
15 only for now, but when I get 70 or 60, and when
16 you guys retire. I have great children; A, B
17 students, great status, all college. And this is
18 what -- they are going to work for us, and I need
19 to work for them now in order for them to be a
20 success for us later.

21 And charter schools are fine. But
22 a lot of our children, I am telling you right now,
23 will not make it in a charter school. Because I
24 go to work in Roseland and Englewood, and five

1 fights jump out before I get to the door. You
2 can't tell me nothing about what these kids is
3 doing at CPS versus a charter school. Yes, we
4 have a lot of problems at CPS, but these children
5 are still children and they need to learn.

6 But the children that is in these
7 charter schools, they are more disciplined and
8 willing to sit down. We work hard in these CPS
9 schools trying to get these kids to sit down, and
10 trying to get them to listen, and trying to get
11 the three that couldn't make it into a charter
12 school, or whose name hasn't been called yet, to
13 try to sit down with Johnny and Johnny won't sit
14 still, and he is pulling and cutting on people's
15 hair.

16 And then we got the special ed.
17 children, who are trying to -- when we go off into
18 these regular ed classrooms with these special ed.
19 children, because I am following them around
20 trying to help with their studies all day, they're
21 already being challenged within the regular ed.
22 classroom. They are having a very hard time in
23 these classrooms. They are not learning enough.

24 The children won't sit down. They

1 got one teacher in there and they're steady
2 hollering, and I am in there with her. And there
3 is another person in there trying to come in
4 there. Then they have got to call the principal.
5 And they don't respect nobody but the principal,
6 because by the time you get through talking to
7 them you have already reached your limit.

8 We work very, very, very hard in
9 these CPS schools trying to get these children to
10 sit it down. And what would we do with the
11 children who won't make it in these charter
12 schools? They got to learn. What we going to do
13 with them?

14 (Applause.)

15 MS. HERZOG: Are there any more
16 speakers?

17 MS. SIMMONS: Yeah. I think we have
18 covered all the speakers.

19 UNIDENTIFIED SPEAKER: In anticipation
20 of a night when everyone is here, I was just
21 concerned about why there is only 20 copies of the
22 budget? If you are inviting people from the
23 community, why is it that it wasn't at least a
24 hundred copies of the budget? That really has

1 bothered me since I have been here.

2 MS. SHAKER: I think we understand and
3 that is something we are going to need to address.

4 MS. HERZOG: It is posted online. So
5 it is posted online. And we brought CD's. And if
6 you need a budget book, if you give us your
7 address --

8 MS. SHAKER: We have already offered to
9 send it to you as well, which we can do.

10 MS. SIMMONS: We have Terry Wilford.

11 MS. WILFORD: Good evening. I am
12 Terry Wilford. I am a teacher. I am a parent.
13 And I would like to say to the young ladies in the
14 back, I also taught at charter schools. And I
15 taught at a charter school. And I also am a
16 teacher at a public school today.

17 And what I want to say about that,
18 too. I want to take the first note to say that my
19 children attend public school. One thing is, my
20 children attend school all over the city. I have
21 a daughter at Walter Payton. I have a son at
22 Kenwood Academy. I also have another son at
23 Marcus Garvey Elementary School.

24 And as an parent, I am going to say

1 this: School, public education is so unequal here
2 in Chicago. I really can't even explain it. To
3 go to Walter Payton on the north side, to go to
4 Kenwood Academy on the south side, to go to Marcus
5 Garvey Elementary School on the west side, it is
6 totally different.

7 Parents, we have to tell them what
8 we want. They do not dictate to us what they are
9 going to give us.

10 (Applause.)

11 MS. WILFORD: You all have it
12 backwards. We are the taxpayers. We pay their
13 salaries. We have to demand what we need that is
14 necessary. Because the bottom line, our children
15 are in these schools. I don't care if it is
16 charter. I don't care if it is public. You have
17 to wake up. Because they are not interested in
18 educating our children.

19 Let me tell you something. The
20 playing field is like this. And it is going to
21 get wider. And it is not going to change until
22 parents are more responsible in going to these
23 schools and knowing what is going on, because I
24 take that responsibility. I expect that from

1 myself and other parents, because I teach their
2 children. I want to see you in a school. I want
3 to see why so-and-so didn't do their homework. No
4 one in these schools are going to do that. The
5 parents have to do that. You have to demand that
6 you have qualified teachers in the classrooms.
7 That is the bottom line.

8 (Applause.)

9 MS. WILFORD: And most of us, I am
10 going to tell you the truth, because of the
11 qualifications for CPS, most of us have master
12 degrees, maybe two master degrees. But we are
13 overwhelmed. We need parents back in the school.
14 They don't want you in the school. They don't
15 want you in the school. But it is your right as a
16 taxpayer to come out to these schools and see what
17 is going on. And matter of fact, they need to
18 open the schools to have the parents, show them
19 the curriculum and teach them as well. Because we
20 have to get this together, people.

21 This is not going to change because
22 the economy is worse. The working people --

23 MS. SIMMONS: Ms. Speaker, please
24 conclude.

1 MS. WILFORD: I will.

2 The working are working harder,
3 then losing their jobs. We all have bills, but
4 our salaries are not increasing \$50,000 every
5 year, they are laying us off. Now, these are the
6 people who are educated. So what is going to
7 happen? You think about it.

8 Demand what you want from these
9 people. We pay them. And if they don't give us
10 what we want, then they don't keep our children
11 because they get money for our children attending
12 these schools. That's the bottom line.

13 Thank you.

14 (Applause.)

15 MS. SIMMONS: Ms. Price. Ms. Price
16 will be our last speaker for the evening.

17 MS. PRICE: My name is Willette Price.
18 You are looking at a face of an honorably
19 dismissed highly qualified teacher.

20 I want to know when will you place
21 these highly qualified, great, displaced teachers
22 back in front of students?

23 I have a friend here with me
24 tonight. She is a great teacher. She can't find

1 a job. Many of my friends can't find jobs. Many
2 of my colleagues can't find jobs. You are looking
3 in the face of a highly qualified teacher, and
4 there are many more out here out of work.

5 I am asking the Board, the
6 budgeters to take it to Ron Huberman to please
7 reinstate these great teachers for our students.
8 You are leaving -- you are leaving other teachers
9 who are not as qualified as we are to be teaching
10 these students. Teaching and learning needs to
11 exist on a lot higher level.

12 Thank you.

13 (Applause.)

14 MS. SHAKER: Okay. I think that was
15 our last speaker. I just want to reiterate again
16 that we really appreciate your presence here. We
17 are taking note of everything that you are saying.
18 And we are going to translate this internally to
19 our team. And that, you know, your questions are
20 serious and are of the utmost concern.

21 So thank you for coming.

22 MS. HERZOG: Also, thank you. But I do
23 want to make sure that -- there are no more cards
24 up front, so if you write down your address and

1 your name, we will get more and we will send it to
2 your address. Laurie is going to hand them out to
3 you.

4 So thank you, everyone. I
5 appreciate the feedback.

6 (Which were all the proceedings
7 had in the above-entitled
8 matter.)

9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

1 STATE OF ILLINOIS)
2 COUNTY OF C O O K) ss:

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

I, Janice Smith, being first duly sworn,
on oath says that she is a Registered Professional
Reporter, License No. 084-001346, and Notary
Public in and for the County of Cook, State of
Illinois, and that she reported in shorthand the
foregoing report of proceedings, and that the
aforementioned proceedings are a true and correct
transcript of her shorthand notes so taken as
aforesaid, and contains the proceedings given at
said hearing.



Janice Smith, RPR
LIC. NO. 084-001346

	11: 4	11: 8,11	actually (14)	Alyson (3)
\$	2010 (3)	7:00 (3)	9: 5;17:20;28: 2, 7,22;	10:17;12:19,21
	1: 9;25: 8;51: 5	1:10;12: 3, 3	48: 8;52:22;55: 2, 4,15;	amazing (1)
\$10 (1)	2010-2011 (1)	70 (1)	56: 2;57:11,14;58: 2	11:21
14:23	1: 2	62:15	add (1)	America (4)
\$100,000 (1)	2011 (3)	7th (1)	31:15	29:20;30: 5;31: 7;
47:20	19:13;49:22;50: 1	22:12	additional (1)	34: 3
\$15 (1)	2014 (1)	8	13:12	amnesia (1)
51: 8	23:24		address (7)	50: 1
\$150,000 (4)	21st (1)	800 (1)	10:12;12: 8, 9;65: 3, 7;	ample (1)
48: 5,22;50: 5;52:16	59:16	4: 5	69:24;70: 2	11:23
\$2 (1)	23 (1)	821 (1)	addressed (1)	analysts (1)
50:24	3: 9	1:18	4:18	18:21
\$250,000 (1)	230,000 (1)	9	adhere (1)	Anna (4)
22:23	11: 5		8: 7	41:15;43: 6, 7, 8
\$30 (1)	25 (1)	9:00 (1)	adjustment (1)	announced (1)
50:12	56: 9	8:17	30:12	49: 9
\$50,000 (1)	26 (1)	90 (1)	administrative (2)	answered (4)
68: 4	20:21	20:22	59: 8;60:11	10:10;23: 4;27:24;
\$600 (1)	28 (1)	900 (1)	administrator (1)	28:13
23:19	46:10	49:12	62: 4	Anthony (3)
0	283 (1)	99 (1)	administrators (2)	5:18;9: 1, 2
	47: 4	20:22	54:10;58: 5	anticipated (2)
084-001346 (3)	3	A	affairs (1)	19:16;61: 2
2:21;71: 9,19			50: 2	anticipation (1)
1	31 (1)	able (10)	aforementioned (1)	64:19
	56:10	8:13;11:24;12:10;	71:13	anymore (2)
1 (1)	35 (1)	27: 5;29:20;30: 9;47: 7;	aforesaid (1)	38:17;44:21
51: 8	31: 9	59:10,15,21	71:15	appeal (1)
1,200 (1)	4	above-entitled (1)	afraid (2)	45:11
13:12		70: 7	33:24;34: 1	appeared (1)
1,500 (2)	4,000 (1)	absence (1)	African-American (2)	18: 9
17:11;48:20	36:17	60: 1	30: 3, 6	appendix (1)
10,000 (2)	40 (1)	absolutely (3)	after-school (1)	17:12
36: 4;50:20	31: 9	30:19;59:22;60: 5	42:22	applaud (1)
103rd (1)	400 (1)	Academy (2)	again (13)	38:15
1:18	48:19	65:22;66: 4	4:19;5: 5, 7,15,21;6: 6,	Applause (49)
11 (3)	44 (1)	accepted (1)	16:8;20;12:15;23:24;	15:23;17: 8;19:10;
20:21;33:23;54: 6	58:17	8:10	58:13,20;69:15	20: 5;21:11,22;23: 9;
115 (3)	440 (1)	access (2)	against (3)	24: 1,22;25:17;26: 9;
48: 5,23;52:17	50:18	25: 7;56: 7	14: 4;34:21,22	27: 1,14;28:23;29:13;
13 (1)	5	accidents (1)	ago (5)	31: 3,13,23;32:15,23;
21: 2		30:24	10:21;26:19;28:11;	33:13,20;34:12,24;36: 6;
15 (1)	51 (2)	according (1)	52:21;58:17	37:10,16;38: 2,18;39: 7,
49: 9	11: 8,11	61: 2	agree (1)	15;41:10,13;43: 5;46: 4;
17 (1)	51-page (1)	account (1)	6: 4	50: 9;53:11;56:21;57: 9,
21:19	10:22	28:18	air (2)	24:58: 7,11;60:17;
19 (2)	6	accurate (2)	55:10;56:14	62:12;64:14;66:10;
1: 9;21: 2		4:11;52:23	airfare (2)	67: 8;68:14;69:13
2	6,000 (3)	achieved (1)	54: 9,17	appreciate (6)
	36: 4,13,17	39: 3	alderman (1)	3:15;5: 5;8:23;53:23;
2,000 (1)	6:00 (1)	across (1)	20: 2	69:16;70: 5
13:13	12: 2	45:12	alderman's (1)	appropriate (1)
2,100 (1)	60 (1)	Act (6)	47: 7	7: 6
48:19	62:15	11: 7;34:16;37:20;	allocate (1)	Area (13)
20 (2)	7	41:17;51: 3,14	5: 2	3: 9, 9;5:22;20:24;
50:12;64:21		active (1)	almost (1)	54: 2, 3, 6,23;59: 6,10,
200 (1)	7 (2)	30:15	22:20	21,23;60: 7
26:20		actual (4)	along (1)	areas (1)
2009-2010 (1)		9: 4;22:17;55:22;56: 9	34:23	58: 5
			always (6)	Arne (1)
			11:21;15: 6;22: 7;	56:22
			40:11;44: 2;60:14	around (6)

1:19;3: 4,13;5:10,16; 8:20;9: 5;11: 1, 6;12:24; 13: 3, 5, 9,15;19:21; 20:12;25:13;26:14,15; 28:15;29:23;30: 4,18; 32:19;33: 1,22,24;37:22; 41:20;42:19;46:16,20; 49: 9;56:12;58:17;66: 2	12:12;15: 3;37: 7 clearly (1) 18: 4 Clever (1) 17:10 cling (1) 61:15 close (6) 13:13;26:22;34: 8; 42:13,24;49: 4 closed (2) 55:12;59:13 closing (1) 59: 4 codes (1) 32:20 cohorts (2) 57:17;58: 4 colleagues (2) 6:21;69: 2 collect (1) 57: 5 college (5) 23: 1;25: 9;62: 1,13,17 coming (13) 5:10;14: 2;18:22; 27:23;37:24;38: 4,11,14; 42: 5,11;43:18;50:19; 69:21 comment (4) 7:15;19:18;22:17; 25:22 comments (5) 6:23;8: 5,16;10:15; 19:11 commitment (1) 5:15 communicated (1) 11:21 communities (3) 16: 8;33: 5;38: 4 community (7) 18:12;21: 3;33: 8; 38: 8;41: 8;60:21;64:23 compete (4) 29:21;30: 9;31: 8; 59:15 compiling (1) 4:15 complicated (1) 4: 9 computer (2) 59:13;62:10 computers (3) 25: 7;36: 8,10 con (1) 32:12 concern (3) 19:24;26:17;69:20 concerned (3) 18:13;27:19;64:21 concerns (3) 6:17,19;28:17	conclude (7) 8: 4, 5,17;15:10; 40:24;49:16;67:24 conditioning (2) 55:10;56:14 conditions (1) 14:12 conducted (1) 11:22 confused (1) 19:21 consensus (1) 25: 8 considered (1) 19:16 consistent (1) 24: 4 construction (1) 56: 9 consultant (1) 46:20 consultants (2) 18:20;54:18 consultant's (1) 53: 4 contact (2) 19:20;56: 3 contains (1) 71:15 continually (1) 61: 9 continue (2) 50:17;60: 8 continues (1) 56:24 continuously (1) 61:10 contract (1) 23:14 conversation (1) 27:11 convince (1) 14:15 Cook (1) 71:10 cooled (1) 55: 2 copies (3) 11:17;64:21,24 copy (7) 10:10,19;12: 2;17:13; 47: 5, 8;48:11 CORE (1) 16: 5 CORLISS (3) 1:17;5:19;43:10 corporation (1) 55:18 correlational (1) 44: 7 co-share (2) 44:20;45: 4 cost (1)	33:23 counting (2) 26:22;52: 5 country (3) 13:20;29:19;57: 2 COUNTY (2) 71: 2,10 couple (5) 10:21;18: 3;26:19; 28:11;52:21 course (1) 6: 6 cover (1) 51: 9 covered (1) 64:18 CPS (27) 5: 8;9:17;10:21;11: 4, 12;12:11;16:12,19; 17:11;24: 6;25: 8;38: 9; 39: 1, 4, 6;42: 1;43: 9; 44:17;47:21;54:22; 55: 2, 4;63: 3, 4, 8;64: 9; 67:11 Cragin (1) 20:24 crap (1) 44:10 create (2) 23:17;28:21 created (1) 51: 6 creates (1) 19: 5 creating (2) 18:23;24: 7 credentials (1) 56:16 credit (1) 4: 5 crime (3) 16: 8,18;44: 5 crimes (2) 16: 9;44: 8 crisis (7) 13:15,17,21,23;14: 8, 8;22:19 cuff (1) 28: 8 cultural (1) 37:12 cup (1) 48:14 current (1) 21:15 currently (1) 37:21 curricula (1) 15:20 curriculum (1) 67:19 Cusick (4) 16: 2;17: 9, 9;19:11	cut (14) 14:17,18,19,21;30:19, 20,22;31: 1, 9,15;40:20; 59:19;60:10,10 cutbacks (3) 13: 5;14:12;15:18 cuts (11) 14: 1, 2, 4,10;15:19; 18:16,17;31:16;60:24; 61: 1, 5 cutting (3) 59: 3, 4;63:14 cynical (1) 13: 8
D				
			Daley (4) 15: 2;37: 3;58:16,16 Daley's (1) 18: 7 Damen (1) 34:11 Danielle (4) 20: 7;21:12,13,15 Daniels (8) 32: 2;34:13,14,15,15; 35: 1;36: 7;37:11 dare (1) 33: 9 darling (1) 12: 5 data (3) 47: 1;57:18,18 daughter (3) 17: 6;38:20;65:21 Dave (1) 41:17 David (3) 37:18;41:14,15 day (8) 22: 3;30:21,21,21; 35: 6;53:20;54:14;63:20 days (6) 14:10;17:24;18: 3; 26:19;28:11;50:18 dead (1) 26: 4 dearly (1) 34: 7 Deborah (3) 32: 1, 1, 7 decades (1) 34:23 December (2) 49: 6,24 decent (3) 27: 8;37: 1;43: 3 decide (1) 48:22 decision (3) 31:20,21;33:10 decisions (1)	

6: 5 declare (1) 9:17 dedicated (1) 40:18 dedication (1) 3:12 deep (1) 13:20 deficient (1) 53: 7 deficit (4) 49: 9,21;50: 3;51:11 definitely (4) 10:13;11:13;12: 1; 37:19 degrees (4) 56:18,20;67:12,12 demagogue (1) 47:18 demand (3) 66:13;67: 5;68: 8 demanding (1) 15:18 democratic (4) 14: 6,14;15: 1;35:22 democrats (1) 15: 5 departed (1) 46:15 Department (2) 17:10;22:22 depression (1) 13:23 Deputy (2) 3: 4;52:21 described (1) 55: 8 desert (1) 48:13 deserve (2) 25: 6;40:22 desks (1) 35: 4 despite (2) 18:10;35: 5 destroyed (1) 50:11 developers (1) 15: 7 development (1) 54:14 dialogue (1) 4:21 Dick (1) 19:20 dictate (1) 66: 8 differences (1) 27: 3 different (4) 45:13,22,22;66: 6 difficult (2)	4:22;18:14 direct (2) 44: 7,11 directing (1) 12:12 director (1) 57:13 disastrous (2) 31:22,22 disciplined (1) 63: 7 discuss (2) 18:11;53: 9 discussed (1) 18:10 disintegrates (1) 56: 3 dismissed (2) 17:14;68:19 displaced (2) 38: 7;68:21 document (5) 10:22;51: 1, 2;52:11, 13 documents (1) 11: 3 dodge (2) 33:11,12 dole (1) 57: 5 dollar (3) 42: 7, 9;51:16 dollars (4) 11:10;22:21;41:24; 51:17 dominant (1) 57: 1 dominates (1) 50: 1 done (2) 35:20;48:23 door (1) 63: 1 doubt (1) 11:12 down (18) 3:23;4:14;6:22,23; 35: 7;43:16;44: 3;47:11; 59: 4,13;61:12;62: 5; 63: 8, 9,13,24;64:10; 69:24 downtown (4) 55:24;56: 7,24;60:24 Dr (5) 10:16,17,18;12:14,18 duly (1) 71: 7 dumping (1) 22: 6 Dunbar (1) 22: 5 Duncan (1) 56:23	duped (1) 38: 9 Durbin (1) 19:20 during (1) 11: 4 Dusable (1) 46:12 dyslexia (1) 37: 5 E earlier (2) 25:22;50:23 easier (2) 32:24;33: 1 East (1) 1:18 eat (1) 21:17 economic (2) 14: 8;30:11 economy (1) 67:22 Ed (11) 9:12;54:19;57: 7; 61: 6, 7,12,17;63:16,18, 18,21 Edu (1) 19:15 educate (2) 36:23;44: 2 educated (6) 38:10,21,22;39:14; 40: 8;68: 6 educating (1) 66:18 Education (28) 6:20;11: 2;15:18,20; 16:11,22;17: 3;19: 5; 20:14;21: 5;24:21;25: 6; 28:16;32:13,22;34: 2, 4; 35:23;39:17;40: 6;41: 3; 42:21;43: 3;44:12; 45:18;47: 1;51: 3;66: 1 educational (2) 18:19;37: 2 educators (2) 18:17;31: 1 efforts (1) 5: 1 eight (2) 10:23;14:22 eighth (1) 10:24 Either (3) 37: 5;45: 4;59: 2 election (1) 20: 3 Elementary (6) 33: 7;41:22;45: 6; 53:15;65:23;66: 5	eliminate (1) 54: 2 Ellen (4) 46: 7;53:12,13,14 else (9) 3:18;17: 1, 4;33:22; 40: 2, 6;48: 7,14;61:15 emergency (2) 23:23;30:22 employees (3) 11: 1, 9;52:11 encourage (1) 19:19 end (8) 4: 2,12;15:15;22: 6, 9; 34: 5;52: 6;56: 4 ends (1) 49:20 engagement (1) 3:13 Englewood (2) 60:20;62:24 enough (4) 14:23;44:22;59: 8; 63:23 ensure (2) 6:17;10: 7 ensuring (1) 22:24 entire (1) 13:22 entitled (1) 10:21 environment (2) 37: 7;44:20 epidemic (1) 16: 7 equal (2) 25:14;55:19 Especially (1) 52:24 ESPs (1) 41: 5 ESP's (1) 38: 6 estate (1) 15: 7 even (11) 7: 1;14:23;18:13; 20:14;21:20;22: 2; 28:14;30: 9;32:19;57: 2; 66: 2 evening (15) 7:19,24;8:11;12:20; 16: 3;25: 1,20;32: 6; 41:16;46: 8;53:17; 58:14;60:18;65:11; 68:16 evenings (1) 53:19 event (1) 5:20 events (1)	39:14 everybody (17) 3: 1,11,16;7: 1;14:17, 18;30:10;35:23;36:19, 23;40: 2;43: 3;47:15; 48:10,14;50:21;59:17 everyone (10) 3:18;28: 1;30:11; 37:24;38:14;40: 6;49: 7; 52: 1;64:20;70: 4 everyone's (1) 49: 3 exaggerated (1) 49:11 exaggerations (1) 51:10 examine (1) 6:10 example (3) 20:18,23;51: 4 exceeding (3) 20:16,19;21: 1 excellent (1) 56:16 exchange (1) 4:21 excited (1) 5:13 exist (1) 69:11 expect (2) 17:23;66:24 expecting (1) 22: 3 expense (1) 18:22 Expenses (1) 43:18 experience (1) 56:19 experiencing (1) 13:20 explain (2) 22:15;66: 2 exploit (1) 15:14 exposure (1) 49:24 express (1) 19:23 expresses (1) 3:12 extra (1) 55:14 eye (1) 58:10 F face (2) 68:18;69: 3 faced (3) 13:17;20:13,15
---	--	---	---	--

facelift (1) 42: 4	9: 4	43:10	generation (1) 25:15	9:23;44: 6;46: 1
facilities (1) 33: 3	finally (2) 38: 8;49: 3	forth (1) 46:12	gentlemen (5) 16: 4,17;24:11;25:21; 41:17	guess (1) 3:10
facing (1) 13:16	finance (2) 8:21;43:24	forum (1) 40:17	George (4) 43: 7;46: 5, 6, 9	guided (1) 54:15
fact (6) 18:10;35: 5;48:18; 49:19;60: 2;67:17	Financial (11) 2: 4;3: 4;13:15,17,22; 22:20;30:13;49: 5,20,24; 57:12	forums (1) 11:22	Geraldine (3) 26:11;28:24;29: 3	gun (4) 16: 8, 8, 8,18
factories (1) 14:22	financials (1) 47: 2	forward (4) 5:14;11:13;52:17; 61:14	gets (1) 50:15	guys (4) 23: 3;24:21;43: 1; 62:16
factory (1) 12:23	financing (1) 4: 4	Four (5) 12: 1;13:10;22:21; 23:20,21	gifted (2) 39: 3, 4	H
factual (1) 21: 6	find (10) 12: 3, 4;18:14;23:17; 35: 8;38:11;47: 9;68:24; 69: 1, 2	fourth (1) 30: 4	Gilmore (5) 21:13;24: 9,10,11,12	hair (1) 63:15
fail (1) 9:21	fine (1) 62:21	four-year-old (1) 25:24	given (4) 8: 2;16:13;34: 2;71:15	half (1) 35:16
fair (2) 25:14;44:15	fingers (1) 59:20	Freedom (3) 11: 7;51: 3,13	giving (4) 42: 8,15;53:17;55: 6	hammer (2) 14: 9, 9
fairly (1) 4: 8	fire (1) 22:12	fresh (1) 33: 2	glad (1) 21:24	hand (4) 10:19;19:14;29: 9; 70: 2
falling (1) 30: 8	fires (1) 30:23	friend (3) 16:24;48: 4;68:23	gladly (1) 6:12	hands (2) 15:20;49: 3
family (2) 31:18;50: 6	first (22) 3:10,20;10:22;15: 8, 12;17:19;19:12;22: 3; 24: 7;29: 9;37:23;39:24; 40: 5;42:23;46:24; 48:10;53:16;54: 1;58: 9, 16;65:18;71: 7	friends (2) 25:11;69: 1	global (1) 30:11	happen (3) 12:16;28: 6;68: 7
fantastic (1) 39: 2	FISCAL (4) 1: 2;49:19,22;51: 5	front (4) 3:16;22:11;68:22; 69:24	goal (2) 3:23;4:19	happened (2) 37:14;48:15
far (2) 16: 8;20:14	Fitch (1) 52: 2	fruit (1) 33: 2	goals (1) 43:13	happening (1) 40:22
father (1) 37: 8	five (9) 10:18;12: 7;25:23; 35: 6, 8;36: 9;54:20; 61:16;62:24	full (2) 35: 3, 4	God (2) 23:19;60: 3	hard (8) 5:12;34:16;37:20; 41:17;61:18;63: 8,22; 64: 8
Federation (1) 18: 9	flexible (1) 43:14	fumble (1) 29: 5	goes (3) 23:16;36:17;61:17	harder (3) 25:11,12;68: 2
feedback (5) 5:14;6: 7;7: 6;8:23; 70: 5	floods (1) 30:23	fun (1) 53: 1	Good (16) 12:20;16: 3;25: 1,20; 27: 8, 8;28:18;31:16; 32: 6;41:16;42:18,21; 46: 8;58:14;60:18;65:11	hates (4) 37: 4,13,14,15
feel (7) 16:10,14,21;21: 2; 26: 1, 5;44: 1	focus (1) 23: 7	functions (1) 47:15	government (2) 9:20;14: 7	head (1) 29:21
female (1) 57: 1	folks (1) 30: 7	fund (3) 9:18;19: 1;40: 8	graciously (1) 8:10	hear (11) 3:22,24;5: 1,13;6: 7; 7:12;8: 8;9:10;22:19; 29:16;32:14
few (6) 7:18;11:23;29:15; 39:16;47:11;56: 1	follow (3) 34:16;37:20;41:18	fundamental (1) 52:13	grade (1) 25: 9	heard (2) 30: 1;46:11
field (3) 54: 6;59:15;66:20	following (15) 9: 2;10:17;20: 7; 21:13;24:10;25:19; 26:11;29: 1;32: 1;37:18; 41:15;43: 6;46: 6;53:13; 63:19	funding (5) 16: 6;17: 3, 7;39:17; 44: 4	grading (1) 53:20	HEARING (5) 1: 3;7: 2;26:19;53: 7; 71:16
fight (3) 14: 4;42:11;48:14	fooled (1) 39: 9	funds (3) 9:18;11:19;19:22	graduate (6) 16:12,20;22:24;30: 2; 43:10;62: 3	hearings (12) 3:14;11:20,22;17:21, 24;18: 3,11;22:18;23: 5; 50:19;55: 7,21
fighting (3) 15:11;43: 2, 3	forcing (1) 45:12	furlough (1) 14:10	graduation (1) 30: 5	heart (2) 34: 8;42:24
fighths (2) 14: 5;63: 1	foregoing (1) 71:12	future (6) 14: 5;24:16,19;28: 5; 31: 2;62:14	grandmother (1) 34: 6	heat (1) 31:12
figure (2) 22:22;62: 9	former (1)	G	great (8) 25: 4;48:24;61: 7; 62:16,17;68:21,24;69: 7	heated (1) 55: 1
figuring (1) 11:11		Gage (1) 20:19	grips (1) 13:21	heaven (1) 34: 6
file (4) 11: 2, 6;51:13;52: 8		game (1) 32:12	ground (1) 6: 2	heck (1) 52:23
fill (2) 19: 1;51: 9		games (1) 53: 1	growing (1) 13:21	
filling (1) 58: 3		Garvey (2) 65:23;66: 5	guarantee (3)	
finalized (1)				

<p>Held (5) 1:16;48: 7;54:22; 55: 7;56:19 hell (1) 36: 7 help (9) 9:18;10: 5;14: 4;26: 2, 3, 3, 6;61:10;63:20 helping (2) 21: 7;61:16 HERZOG (13) 2: 7;3: 6;5: 7, 8;9: 7, 11;10:12,15;12:10,17; 64:15;65: 4;69:22 Hi (7) 3: 1;10:18;20:10; 24:11;25:21;29: 2;43: 8 HIGH (15) 1:17;10: 2;19:22; 20: 7;21:16;29:21;43: 9; 44:16,19;45: 5, 8,15; 46:11;50:13,14 higher (1) 69:11 highly (3) 68:19,21;69: 3 hire (2) 36: 4,14 Hispanic (1) 20:22 history (1) 50:18 hold (3) 29:20;57: 4,11 holders (1) 15: 2 holding (1) 10:19 hole (1) 51: 9 hollering (1) 64: 2 home (3) 12:11;30:14;31:17 homework (1) 67: 3 honestly (1) 38:24 honorably (2) 17:14;68:18 hope (1) 26:13 hospital (1) 62: 4 host (1) 40:17 hosting (1) 5:19 hotels (2) 54: 9,17 hour (1) 14:23 Howard (5)</p>	<p>26:11;28:24;29: 1, 2, 3 Huberman (9) 13: 6, 9;15: 3;18: 9; 40: 2;49:12;57:12; 58:10;69: 6 Huberman's (1) 18: 7 human (1) 41: 7 hundred (4) 26:22;51: 6;54:16; 64:24 hypocritical (1) 44: 4</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>idea (1) 31:16 ideas (2) 28:18,20 Illinois (11) 1:19;12:23;13: 3,18, 19;32:10,11,18;62: 6; 71: 1,11 impact (1) 29:19 impacted (1) 30:10 importance (1) 34: 3 important (3) 14: 3;24:19;44: 1 importantly (1) 28:15 improve (1) 55:16 improvised (1) 31:10 inception (1) 32:11 including (1) 61:21 income (3) 13:19;16: 9;43:18 incompetence (1) 24: 4 increase (2) 13:11;45:14 increased (1) 14:11 increases (4) 18:19,20,20,21 increasing (2) 45:19;68: 4 increments (1) 4: 4 individual (1) 7: 8 individualized (1) 7: 9 industrialist (1) 15: 8</p>	<p>information (11) 7: 8;10:20;11: 7; 18:14;22:14;35: 8;45: 7; 51: 3,12,13;52:23 Ingram (4) 9: 2,15,16;10:14 injuries (1) 30:24 Inn (1) 44:15 input (6) 3:22,24;4:20;5: 3;6: 8; 27:22 inserted (1) 51: 7 in-service (1) 54:21 in-serviced (1) 54:14 installed (1) 55:10 instead (3) 23:18;24:15;53: 6 instruction (1) 35:18 integrity (1) 52: 5 intended (1) 9:24 intent (1) 24: 6 interest (3) 15: 6;57: 5, 7 interested (3) 22:16;26:23;66:17 interesting (2) 52: 3, 4 interests (1) 15:12 internally (1) 69:18 interpret (1) 24: 6 interpreted (1) 24: 5 interpreter (1) 7:21 into (9) 28:17;36:17;40:12; 45: 4;47:11;57:22;60: 1; 63:11,17 introduce (1) 3: 3 inviting (1) 64:22 involved (1) 27:21 issue (3) 24:13;39:14;41:23 issues (1) 38:11 item (2) 45:14,19</p>	<p>ivory (1) 33:10</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>jail (1) 26: 4 Janice (3) 2:20;71: , 7 January (5) 49:10,13;53: 7;54: 5; 55: 8 Jeneva (2) 9: 2,15 Jermiska (3) 24:10,23;25: 2 Jewel (1) 29:23 JN (1) 42: 4 job (6) 6:16;14:11;27: 9; 48:23;50: 5;69: 1 jobs (12) 14:21;16:10;19:15; 40:10,21;59: 4, 8;60: 8; 61: 4;68: 3;69: 1, 2 John (3) 3: 8;5:21;51:19 Johnny (2) 63:13,13 Johnson (4) 25:18,19,20,21 join (1) 15:17 joining (1) 5:22 Jory (1) 7: 7 jump (1) 63: 1 June (1) 53: 8 justify (1) 58: 5</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>keep (6) 24: 3;45:23;60:13; 62: 1, 6;68:10 Kennedy (5) 10:17;12:19,20,21; 15:11 Kenwood (2) 65:22;66: 4 key (2) 24:18;45: 7 kick (1) 36:23 kid (3) 36: 3,10,13 kids (26)</p>	<p>22: 3, 8;25: 5, 9,10,14; 30: 9;31:10;35: 4, 4, 6, 8, 12;37: 2;42:19,21;45:12, 23,24;46: 1, 2;58:18,21; 60:15;63: 2, 9 kind (6) 5:23;22: 5;36: 1;40: 6; 46: 2;55:14 knocking (1) 16:19 knowing (2) 49:13;66:23 knows (3) 49: 7, 8;60: 3</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>lab (2) 38:23;59:13 labor (2) 15: 8,13 ladies (7) 16: 3,16;24:11;25:20, 22;41:16;65:13 laid (7) 13:14;29: 6, 7;33: 6; 50:11;60:20;61:13 Lane (1) 26:19 language (1) 7:20 large (1) 18:12 larger (1) 6:19 last (13) 10: 9;19:18,23;21:16; 26:21;48: 5;50:22;54: 5, 12;55: 8;61: 8;68:16; 69:15 late (3) 4:17;8:18,18 later (2) 36:10;62:20 laughing (1) 34:22 Laurie (1) 70: 2 law (1) 55:19 lawyers (1) 18:21 laying (1) 68: 5 layoff (1) 13:11 layoffs (3) 13: 5;14:10;15:18 layouts (1) 4: 6 leader (1) 3: 7 learn (5)</p>
--	--	---	---	--

<p>37: 2;59:18;61: 7; 63: 5;64:12 learning (6) 35:14,15,18;37: 6; 63:23;69:10 least (4) 28: 5;33: 8;49: 4; 64:23 leave (1) 61: 9 leaves (1) 36:16 leaving (2) 69: 8, 8 left (2) 3: 6;29:17 legal (1) 23:13 lessons (1) 53:20 level (9) 20:14,16,19,20;21: 1; 22: 1;44:19;59:14;69:11 levels (1) 10: 5 library (2) 11:18;47: 6 LIC (1) 71:19 License (2) 2:21;71: 9 lie (5) 38:24;49:21;50: 3; 51: 9;53: 3 lied (1) 38: 9 lies (2) 21:21;38:10 life (1) 23: 1 limit (2) 8: 8;64: 7 limited (1) 14:16 line (6) 4: 5;45:14,19;66:14; 67: 7;68:12 link (3) 12:12;44: 7,11 lip (1) 34: 2 list (8) 7:23;9:16;10:22;11: 1; 25: 3;51:15;53: 4;55: 3 listed (2) 11: 2, 5 listen (5) 3:21;6:17;7:12;42: 2; 63:10 listening (2) 5: 4;50: 2 lists (1) 52:11</p>	<p>little (9) 5:24;8:17,18;29: 4; 46:17;49:11;58:18,21; 60:15 lives (2) 24:19;31: 6 living (1) 33:23 loan (2) 30:15,16 local (1) 47: 6 logistics (2) 6: 1;7:18 long (4) 24: 3;25: 3;34:20; 35:20 longer (1) 21:16 look (8) 6:14;26: 2;28: 2; 42:17;47:19;52:17; 58: 9;61:14 looking (6) 5:14;11:13;45: 2; 53:23;68:18;69: 2 looks (1) 42:12 lose (1) 19: 4 losing (1) 68: 3 loss (1) 16: 9 lot (11) 4: 3;21:17;22: 4;28: 5; 29:17;36: 8;42:12;50: 5; 62:22;63: 4;69:11 Lottery (5) 32:10,12,17;33: 1, 4 love (3) 16:20;26: 2;40:13 loved (1) 34: 7 low (1) 16: 9 lower (1) 30: 2 lowest (1) 30: 4 LSC (1) 41:21 lucky (1) 14:23 luxuries (2) 55:24;56:14 lying (1) 51: 4</p>	<p>majority (1) 19: 2 makes (1) 19:15 making (5) 5: 3,20;14:22;35: 1; 47:20 Malcolm (1) 39: 9 males (2) 30: 3, 6 man (2) 37: 6;48:22 manage (1) 23: 1 MANAGEMENT (2) 1: 1;3: 7 mandates (2) 54:19;56:16 Manley (1) 46:12 manner (2) 4:11;8: 6 many (10) 6:21;7:13,14;27:20; 31:10;34:18;54:24; 69: 1, 1, 4 March (1) 49:10 Marcus (2) 65:23;66: 4 Marshall (1) 46:12 Mary (4) 46: 7;53:12,13,14 master (2) 67:11,12 master's (1) 56:18 math (3) 20:17,20;21: 1 matter (2) 67:17;70: 8 may (1) 32:10 maybe (7) 11:12;35:13,24;36:17; 37: 7;58:13;67:12 Mayor (4) 18: 7;37: 3;58:16,16 McCormick (1) 44:15 meal (1) 31:12 meals (2) 54: 9,17 mean (5) 29: 9;37: 6,13;51:18; 58:24 meaning (2) 17: 1;34: 8 meaningful (1) 35:13</p>	<p>means (2) 25:10;30: 3 meant (1) 26:15 meantime (2) 23: 3;36:12 meeting (1) 9:13 meetings (1) 57:19 Megan (2) 16: 2;17: 9 MELANIE (5) 2: 3;3: 3;5: 7,23;6:24 Melita (3) 20: 6, 7,11 member (1) 41:21 members (5) 17:17,20;19:19;27: 4; 31:18 mention (1) 32: 9 mentors (1) 25:11 mesh (1) 56:11 met (1) 40:19 Michael (4) 25:19;26:10,11,12 microphone (2) 8: 1,14 middle (2) 8: 2;22: 2 Midwest (1) 29:24 might (4) 7: 6;27: 2;29: 5;35:12 mike (2) 20: 9;32: 4 million (11) 4: 5;11:10;22:21; 23:19;41:24;49:12; 50:12,24;51: 8,16,17 millionaire (1) 10:21 mind (1) 60:13 mine (1) 17: 5 minutes (2) 8: 3, 4 miserable (1) 35: 2 mission (1) 22:23 misunderstanding (1) 20: 1 moderate (1) 8:10 Moderator (1) 2:11</p>	<p>moment (1) 41: 6 Money (41) 9:20,24;11:10;14:16; 19:14,15;23:17;32:12, 22;34: 4, 7, 8;36: 3,13; 42: 1, 3,20,24;43:18,19, 22;44:22,23;45:10; 50:15;55:14,15;57: 4, 8, 16,17,18,19,21;58: 1; 59: 7, 8;60: 2, 3, 4;68:11 month (2) 35:14,15 months (3) 35:14,14;52: 7 more (38) 11: 3;14: 2;16: 6,10, 14,16,21;17: 7;21: 3, 7; 22:14,16;24:13,14;25: 9, 12,23;28:12,14;29:10; 33:21;35: 4,15;49:11; 50:17;52: 4, 5;53: 2; 54:23;56:23;58: 4; 60:10;63: 7;64:15; 66:22;69: 4,23;70: 1 morning (1) 29:24 morons (1) 49:14 mortgage (2) 30:14;31:19 Most (7) 14:22;19: 9;40:18; 47: 9;56:10;67: 9,11 mother (2) 38:16,16 Mount (1) 38:23 mouth (1) 43:23 movement (2) 15:12,17 MSJORY (1) 2:10 much (10) 15:22;21:16;36:20; 41:11;52:19;53:16; 54: 8,15;56: 7;57: 7 Muhammad (8) 32: 1, 1, 6, 7,16,24; 33:14,21 murdered (1) 33: 8 murders (1) 30:21 myself (3) 3: 3;61:21;67: 1</p>
	M			N
	maintained (1) 55: 2			name (26) 7:24;8:12,12;12:20; 16: 4;17: 1, 4;20: 8,10;

<p>21:14;24:12,24;25: 1,21; 26:12;29: 2;32: 5;43: 8; 46: 8;47:20;58:13,14; 60:18;63:12;68:17;70: 1 names (3) 11: 9;46:12;51:15 narrative (1) 10:23 necessary (1) 66:14 need (20) 10:10;15: 8;16:10,14, 21;29:10;36:21;45:14; 52:22,23;61: 7,10;62:10, 18;63: 5;65: 3, 6;66:13; 67:13,17 needed (1) 56: 8 needs (5) 7:21;23:11,15;62:10; 69:10 neighborhoods (2) 31:11;45:22 nervous (2) 29: 4;51:22 new (10) 35: 2, 6;36: 5;44:15, 16,19,21,23;45: 1, 4 newer (1) 42:16 news (3) 29:16;46:19;58:20 next (14) 8:12;9: 9,13;15:24; 17: 6,22;50: 3, 3, 4, 4; 53: 6;57: 6;61: 3,19 nice (1) 40: 4 night (4) 26:21;40:17;50:20; 64:20 nine (1) 52: 7 Noble (1) 22: 7 nobody (1) 64: 5 none (1) 26: 5 nonprofessional (1) 54:13 nonsense (1) 52: 8 Normal (1) 62: 6 north (1) 66: 3 Northern (1) 62: 3 Notary (1) 71: 9 note (4) 34: 5;55: 4;65:18;</p>	<p>69:17 notes (1) 71:14 notified (1) 8: 3 notify (1) 8:14 November (1) 52:12 nowadays (1) 16:15 number (8) 4:23;11:15;12: 7; 18:24;30: 2;32: 8;42: 2; 56:17 numbers (3) 53: 5, 8;61: 1</p>	<p>6: 3;8:11;13:11;19:12; 24:15;26:21,21;32: 9,17; 33: 9;34:21;35:15;48: 3, 14,21;50:22;51:18; 60:13;62: 3, 5, 5;64: 1; 65:19;67: 4 ones (1) 11:18 online (12) 4:20;6:10,13,24;7: 7; 12: 8, 9;17:18;18:15; 51: 1;65: 4, 5 only (12) 7:14;14:19,20;18:17; 21:19;24: 5;30: 1;32:17; 39:19;55:11;62:15; 64:21 onto (2) 57: 4;61:15 open (2) 4:21;67:18 opened (1) 59: 6 operated (1) 55: 1 Operations (1) 40:17 operator (1) 36:18 opportunities (1) 39:18 opportunity (8) 5: 9;6:10;8: 8;16:13; 25:14;28: 1, 1;45: 2 oppose (1) 13: 4 order (1) 62:19 Organization (1) 16: 5 organizer (2) 37:21;39:13 oriented (1) 37:12 others (1) 6: 6 O'Toole (1) 33: 6 out (37) 7:14;12: 3, 4, 4,15; 14:17;19: 4;21:19;22: 6, 22;29:10;30: 8,17;36:14, 15,16,24;37:24;38:11, 11,14;39:13;41: 5; 43:19;47:16,23;49: 6; 53: 6;56: 5;57: 5;58: 3; 62: 9;63: 1;67:16;69: 4, 4;70: 2 outcome (2) 31:20,21 outnumbers (1) 56:20 outside (1)</p>	<p>26: 2 over (14) 7:18;13:13;24: 4; 29:19;38: 6;42:18; 47:20;51: 6;57: 6;58:20, 20,20;59: 5;65:20 overcrowding (1) 59: 5 overstuffing (1) 35: 3 overwhelmed (1) 67:13 overwhelming (1) 16:18 own (3) 54:11;55: 3;57: 4 owned (1) 55: 1</p>	<p>12:21;14: 7,14;15: 8, 13,16;20:14;40: 7 passed (1) 34: 6 past (5) 19:24;33: 9;49: 8; 52: 7;54:20 paste (1) 59:19 Patillo (3) 20: 6,10,11 patronage (1) 50: 4 pay (9) 13:10;23:13,15,19; 48:22;54: 9,16;66:12; 68: 9 paying (3) 30:14,16;31:19 Payton (2) 65:21;66: 3 pension (1) 23:13 pensions (1) 15:21 people (39) 6: 4;13: 4;14:19,20; 15:17;19: 9;22:22; 26:20,22;27:20;28: 9,10, 14,18;32:10,21;33: 7,10; 34:20;35:19,21;36: 2,23; 38:15;40:18;47:19,20; 50:18,20;51:15;55:24, 24;57:10;60: 8;64:22; 67:20,22;68: 6, 9 people's (1) 63:14 per (1) 11: 5 percent (9) 13:10;20:21,21,22,22; 21: 2,19;33:22,23 percentage (1) 61:20 perform (1) 21:19 performance (1) 47:12 Perhaps (1) 18: 8 period (1) 35:10 Pershing (1) 55: 3 person (4) 23:12;48: 3;50: 4; 64: 3 personal (3) 30:13;39:18;40:14 personally (3) 39:20;61: 1, 6 personnel (2) 30:22;54: 3</p>
	O		P	
<p>oasis (1) 48:13 oath (1) 71: 8 Obama (1) 15: 3 objectives (1) 43:14 observed (2) 54:22;55:22 obtained (1) 11: 7 obviously (1) 27:21 o'clock (1) 12: 2 off (13) 13:14;15:21;28: 8; 29: 6, 8;33: 6;46: 3; 50:11;57: 8;60:20; 61:13;63:17;68: 5 offer (1) 25: 5 offered (2) 27:12;65: 8 offering (1) 44:17 OFFICE (12) 1: 1;3: 7;5: 8,11,22; 8:21;18:18;47: 7;56:15, 20;59:22,23 Officer (6) 2: 4, 8;3: 4, 9;22:20; 57:12 officers (1) 57:22 offices (4) 54: 3;59: 6,10;60: 7 old (1) 42:18 once (2) 38:16;48: 6 one (24)</p>				

<p>person's (1) 17: 6</p> <p>PhD's (1) 56:18</p> <p>philosophy (1) 28: 4</p> <p>phonetic (1) 22: 7</p> <p>photocopying (1) 56: 8</p> <p>photographs (1) 54:11</p> <p>photos (1) 54: 7</p> <p>physical (1) 10:10</p> <p>picture (1) 30:13</p> <p>piece (2) 33: 2;52: 8</p> <p>place (3) 17: 2;30: 4;68:20</p> <p>placed (1) 11:17</p> <p>places (3) 30: 1, 3;46:13</p> <p>plant (1) 12:24</p> <p>platforms (1) 54: 3</p> <p>play (1) 24:18</p> <p>played (1) 58:19</p> <p>playing (2) 59:15;66:20</p> <p>please (18) 7: 7;8: 1;15: 9;20: 9; 21:21;24:24;32: 4; 40:23;41: 6, 9;49:15; 53:22;55: 3;58: 8, 9,13; 67:23;69: 6</p> <p>PM (1) 1:10</p> <p>pocket (1) 36:17</p> <p>point (6) 23:10,11;33:17,17; 44:13;47:22</p> <p>points (1) 34:18</p> <p>police (1) 30:20</p> <p>political (2) 15: 4,13</p> <p>politician (1) 15: 2</p> <p>politicians (1) 14:15</p> <p>pool (1) 14:16</p> <p>poor (1) 42:19</p>	<p>poorest (1) 33: 4</p> <p>Porcia (3) 16: 1, 1, 4</p> <p>pornographically (1) 49:11</p> <p>pornography (1) 53: 7</p> <p>portion (1) 10:24</p> <p>posed (1) 17:16</p> <p>position (11) 7: 5;11: 2, 6;19: 1; 48: 4;51:13;52: 8,10; 53: 4;60:24;61:17</p> <p>positions (9) 9:22;18:16;31: 9; 51: 7;57:11,14;58: 6; 59: 4;60:11</p> <p>possible (2) 7:13;10:11</p> <p>possibly (1) 59: 1</p> <p>post (3) 4:16;6:24;7: 6</p> <p>posted (4) 6:13;52: 9;65: 4, 5</p> <p>posting (1) 4:20</p> <p>power (2) 15:14;57:15</p> <p>predecessor (1) 52:16</p> <p>prepare (2) 8:13;62:14</p> <p>prepared (1) 23: 1</p> <p>preparing (1) 53:20</p> <p>presence (1) 69:16</p> <p>PRESENT (1) 2: 1</p> <p>presentations (1) 5: 3</p> <p>presently (1) 55: 1</p> <p>press (1) 49:18</p> <p>pretty (1) 18: 4</p> <p>previous (1) 10: 5</p> <p>Price (4) 68:15,15,17,17</p> <p>pride (1) 16:12</p> <p>principal (8) 5:19;21:24;51:20; 54: 5;59:13,24;64: 4, 5</p> <p>principals (2) 3:18;61: 2</p>	<p>principals' (1) 51:20</p> <p>print (1) 48:20</p> <p>printed (2) 17:13;18:15</p> <p>prior (1) 17:21</p> <p>priorities (7) 34: 9,10,20;47:16; 48: 8;52:14;53: 9</p> <p>priority (2) 23: 6;48:21</p> <p>private (2) 37:11;55:17</p> <p>privilege (1) 19: 4</p> <p>probably (5) 4: 5,17;9: 7;21: 8; 30: 9</p> <p>problem (6) 37: 6;47:13,14,14,16; 49:22</p> <p>problems (4) 15: 5;59:11;60: 6; 63: 4</p> <p>proceed (1) 8: 1</p> <p>proceedings (4) 70: 6;71:12,13,15</p> <p>process (2) 3:14;28:12</p> <p>profession (1) 57: 1</p> <p>Professional (1) 71: 8</p> <p>program (7) 17:14;19: 2;29:18; 35: 7,18;40: 7;54:18</p> <p>programmatic (1) 43:13</p> <p>programs (3) 10: 6;39: 4;42:22</p> <p>proliferated (1) 33: 4</p> <p>proliferation (1) 33: 3</p> <p>promise (2) 36:11;53: 1</p> <p>promised (1) 36: 7</p> <p>promises (1) 42:12</p> <p>pronounce (1) 20: 8</p> <p>proposals (1) 14: 2</p> <p>propose (1) 54: 2</p> <p>PROPOSED (5) 1: 2;19:13;22:20; 48:11;49: 2</p> <p>protection (1)</p>	<p>27: 9</p> <p>proud (1) 25: 2</p> <p>proudly (2) 46:11,14</p> <p>proven (1) 33: 2</p> <p>proves (1) 30:21</p> <p>provide (3) 11:19;45:15;55: 3</p> <p>provided (2) 7:19;12: 5</p> <p>PUBLIC (50) 1: 3;3: 5,13;5:10,16; 8:16,20;9: 5;11: 6,17; 13: 5,16;20:13;21:20; 24: 5;26:14,23,24;27: 6, 21;28:12,15,17,19,20, 22;34:22;35: 1;36:13,20, 21,22;37: 1;38:21; 39:17;41: 2;42: 1, 8,11; 43: 2;46:16;47: 5,13; 50: 2;56:12;65:16,19; 66: 1,16;71:10</p> <p>published (3) 47: 1;51: 1,14</p> <p>publishing (1) 49: 1</p> <p>pulled (1) 54:13</p> <p>pulling (1) 63:14</p> <p>purpose (3) 9:24;19:22;60: 9</p> <p>purse (1) 57:14</p> <p>Push (2) 40:18;41: 5</p> <p>put (14) 5:12;6:18;9:22;15: 6; 34: 4, 7, 8;40: 5;42:18, 22,23;43:22;50:15;58: 9</p> <p>puts (1) 15:12</p> <p>putting (1) 24: 7</p>	<p>29:17</p> <p>raise (2) 19: 1;48: 5</p> <p>randomly (1) 51: 7</p> <p>rashes (1) 56: 4</p> <p>rather (3) 3:24;5: 3;27:22</p> <p>ratings (1) 52: 2</p> <p>ratio (1) 33: 8</p> <p>rations (1) 56: 5</p> <p>reached (1) 64: 7</p> <p>Read (3) 47: 8;48:16,18</p> <p>reading (6) 20:17,20;21: 1;48:17; 53:21;54:15</p> <p>reads (1) 10:24</p> <p>ready (3) 23:18;35:12;61:22</p> <p>real (8) 15: 7;19:21;34: 3, 9; 38:11;43:19;53: 8, 9</p> <p>reality (1) 43:21</p> <p>realize (1) 40:12</p> <p>really (30) 3:12,14,21,24;4: 8; 5: 2, 5, 5;24: 3;27: 5, 9, 10,16,18,24;36:20;37: 2, 4;38: 9,15;41:18;42:22, 23;43:23;44: 8;61:22; 62: 8;64:24;66: 2;69:16</p> <p>reams (1) 57:17</p> <p>reapply (1) 61: 4</p> <p>reason (2) 13:11;48:15</p> <p>reasons (1) 50: 6</p> <p>recall (1) 32:10</p> <p>receive (1) 17:12</p> <p>received (2) 19:14;39: 4</p> <p>receiving (1) 11: 9</p> <p>recent (1) 9:21</p> <p>record (1) 6:18</p> <p>recording (2) 4:13;26:14</p> <p>reduction (1)</p>
			Q	
			<p>qualifications (2) 50: 7;67:11</p> <p>qualified (6) 10: 7;67: 6;68:19,21; 69: 3, 9</p> <p>quick (2) 10:18;19:11</p> <p>Quinn (1) 15: 3</p>	
			R	
			<p>radio (1)</p>	

<p>17:15 reductions (1) 4: 6 reflect (2) 19: 7, 8 refusal (1) 13:10 registered (2) 7:23;71: 8 regular (5) 10: 2, 2;35:17;63:18, 21 reinstate (1) 69: 7 reinstated (2) 29: 8;61: 5 reiterate (1) 69:15 relates (1) 25:22 relying (1) 15: 4 remaining (1) 59: 6 remember (2) 38:19;60:14 remind (1) 32: 3 removal (1) 55: 9 Renee (2) 53:13;58:15 repeat (1) 12:14 report (1) 71:12 reported (2) 22: 1;71:11 Reporter (3) 2:20;46:18;71: 9 Reports (2) 49: 5;53:21 represent (1) 43:13 representation (1) 33:19 representatives (1) 14: 7 represented (2) 3:19;18: 6 represents (1) 18: 2 reprogrammed (1) 35: 9 republican (3) 14: 7,14;15: 2 republicans (1) 15: 6 request (3) 9:18;56: 1, 8 requirement (1) 23:13 reserve (2)</p>	<p>23:17,22 resolved (1) 60: 7 respect (3) 40:19;57:13;64: 5 respond (2) 4:10;9: 7 response (2) 7: 9;11:13 responses (3) 4:15;6:24;7: 2 responsibility (1) 66:24 responsible (1) 66:22 rest (2) 30: 8;47:12 restorations (1) 4: 7 restore (2) 9:21;10: 6 restored (1) 10: 4 restricted (1) 48:12 result (1) 17:14 results (1) 21: 8 retire (1) 62:16 retired (2) 34:15;51:20 returned (2) 54: 5, 7 revenue (2) 19:13,16 review (1) 17:21 reviewing (1) 17:23 Richard (2) 29: 1,14 ridiculous (1) 51:18 riding (1) 40: 7 right (8) 3: 8;8: 2;23: 6;31:19; 32:16;37: 9;62:22;67:15 Riley (3) 53:13;58:14,15 Road (1) 55: 3 robbing (1) 26: 4 Robert (1) 13: 6 Robeson (4) 19:22;20: 7;21:16; 22: 4 role (1) 8:10</p>	<p>rolling (1) 4:17 rolls (1) 56: 3 Ron (1) 69: 6 roof (1) 46: 3 room (2) 30:11;47:19 Roseland (3) 60:21;61:12;62:24 Rosland (3) 25:18,19,21 Roster (2) 52:10;53: 4 round (3) 41: 9;54: 9,17 rounded (1) 49:13 RPR (1) 71: rules (1) 6: 2 run (2) 8:18;49:14 running (1) 23: 2 runs (1) 14:17 Rusita (3) 34:14;37:17,21</p>	<p>scary (1) 43:15 scheduled (1) 8:16 Schmidt (9) 43: 7;46: 5, 6, 8, 9; 47:24;49:17;50:10;52: 2 scholarships (1) 39: 5 SCHOOL (68) 1:17;7: 4;9: 5;10: 3, 3; 11: 4;13:12;15:19; 19:23;20: 8,18,23;21:16; 22: 3, 6;25: 4;26: 2; 28:21;30: 8;31:12;33: 7; 35:24;36: 1,22;37:12; 38:21,23;41:22;42: 5,16, 17,18;43: 9;44:19,19; 45: 4, 5, 6, 8,15;46:22; 47: 6;50:13,14;53:15; 54: 6;55:11,18;57:18,20; 59:14;61:13;62: 7,11,23; 63: 3,12;65:15,16,19,20, 23;66: 1, 5;67: 2,13,14, 15 Schools (79) 3: 5,13;5:11,16;8:20; 9:19;10: 6;11: 6;13: 6, 16;16: 6, 9,10,15,20,21; 18:24;19: 3;20:13,15; 21: 3, 6,18,20;25: 5, 7, 13,23,23;26:24;27: 7,12, 17;28:16;34:21,22;35: 1, 22;36: 2,19,20,22;37: 1, 15;38:21;39: 1;40: 8,13; 42: 8,11;43: 2;44:15,16, 17,21,23;45:21;46:11, 16;47: 2,10,13;50:11; 54:11;55: 7;56:12;59: 5; 62:21;63: 7, 9;64: 9,12; 65:14;66:15,23;67: 4,16, 18;68:12 science (2) 20:17,20 screwing (1) 24: 3 seat (1) 35: 8 second (2) 12: 4;18: 1 Secondly (1) 21:23 secretary (1) 26:14 section (1) 42:16 security (1) 52:15 seeing (2) 11:18;29: 9 seeking (1) 3:22 seems (3)</p>	<p>19:21;43:15;57: 3 Senate (1) 12:22 send (4) 6:13;45:12;65: 9;70: 1 sent (1) 27:16 separate (1) 56:13 September (3) 22:12;61:14,22 series (2) 16: 7;69:20 serve (2) 28:19,20 serves (1) 28:22 service (2) 34: 2;41:12 services (1) 14:13 set (4) 35:21;48: 8;50:18; 61:20 settlement (1) 9:21 settling (1) 47:11 seven (1) 10:23 several (2) 17:16;60: 6 SHAKER (7) 2: 3;3: 1, 3;51:24; 65: 2, 8;69:14 sharing (3) 8:22;45: 5, 6 sheets (2) 56: 1, 9 shootings (1) 60:22 shortfall (1) 13:18 shorthand (2) 71:11,14 shot (1) 25: 6 show (7) 25: 8;26: 6;31:11; 36:16;42: 7;49:20;67:18 showing (1) 45:19 shows (1) 5:15 side (5) 25:13;44: 3;66: 3, 4, 5 sign (1) 7:20 significant (1) 11:22 SIMMONS (30) 2:10;8: 9;9: 1,15; 10:16;12:19;15: 9,24;</p>
		S		
		<p>sabotage (1) 24: 5 sacrificing (2) 45:23,24 safer (1) 25: 6 safety (3) 14:12;16: 9;52:15 salaries (7) 23:15;27: 8;50:24; 51: 8,16;66:13;68: 4 salary (1) 11: 4 salute (1) 41:18 salvation (1) 46:22 same (6) 16:16;20:16;31:21; 47:12;54:21;58:22 Sanchez (9) 46: 7;53:12,13,14,14; 56:22;57:10;58: 1, 8 save (2) 19: 2;41:24 saying (4) 15:15;23:18;53: 2; 69:17</p>		

62:22 tells (5) 26:23;28: 4;52:15,19, 20 temporary (1) 14:21 ten (3) 22:10;33:22;47:20 Teresa (1) 32: 2 terminated (1) 29: 8 Terminology (1) 17:10 territories (1) 45:22 territory (1) 45:14 terrorism (2) 44: 9, 9 Terry (3) 48: 4;65:10,12 Texas (1) 54: 7 Thanks (4) 5: 7;9:14;10:15;56:15 Theresa (2) 34:13,15 thinking (1) 36:19 third (1) 57: 2 Thomas (3) 3: 8;5:21;21:23 thorough (1) 4:11 Thorpe (4) 41:22;42: 4,13;50:15 though (2) 18:13;20:15 thousand (1) 50:20 thousands (1) 39:22 threatening (1) 13: 6 Three (13) 11:20;17:24;22:18; 23: 2;24: 2,20;30: 1, 3; 36:16;38:20;50:18; 60: 1;63:11 throughout (5) 13: 3, 4;18:17;24:17; 33: 4 throw (1) 55:14 Thursday (1) 1: 8 ticket (1) 33: 1 tickets (1) 32:17 tied (1)	40:11 ties (1) 50: 6 TIF (1) 9:17 timely (1) 8: 5 title (1) 48: 6 today (10) 9: 3;13:20;14: 4,22; 16: 5;22: 1;24:13;40: 4; 58:23;65:16 together (5) 5:12;38: 4;40:11,15; 67:20 toilet (2) 55:22;56: 3 told (7) 14:19,20;16:24;51:10; 55:11;59:12,24 tolerating (1) 44:10 tomorrow (2) 4:17;25:15 tonight (17) 3:19,21,23;5:10;6: 1, 11,16,21;7: 2,13,17;8: 9, 22;43:11;46:16;49:23; 68:24 took (1) 16:14 top (1) 13:13 total (1) 42: 4 totally (3) 13:16;61: 8;66: 6 tough (1) 6: 5 tower (1) 33:10 town (2) 48:10;49:19 track (1) 22:24 transcript (1) 71:14 transcripts (2) 17:21,23 transition (1) 52: 3 translate (1) 69:18 translator (1) 7:20 transmission (1) 12:24 transparent (1) 53: 2 transportation (3) 44:14;45:15,20 treat (1)	56:24 treatment (1) 55:19 trenches (2) 53:22;56:19 trip (3) 54: 6, 9,17 truant (1) 57:21 true (3) 46:23;60:23;71:13 truth (5) 13:18;14:18;49: 4; 50:21;67:10 try (4) 14:15;37:20;49:17; 63:13 trying (12) 22:22;58: 5;62: 1, 6, 9; 63: 9,10,10,17,20;64: 3, 9 Tuesday (2) 23: 8;40:17 turn (2) 31: 8;55:16 turns (1) 60: 1 TV (1) 29:16 two (15) 8: 3, 4;10: 3;11:15; 19:11;22:11;24:14; 33: 9;35:14,14;36:16; 51:14;54:18;59:20; 67:12 type (1) 59:19	Union's (1) 13:10 United (5) 12:22;13:21;29:20; 30: 2, 5 up (28) 7: 7;8:15;13:10,16; 14:11;20: 3;21:17;22: 6, 9;24: 3;26:19;27:16,23; 29:21;31: 7,11,15;35:10, 21;47:11;48: 3;49:14; 53:17,19,24;56: 4;66:17; 69:24 updated (1) 52: 8 upholding (1) 41:19 upset (1) 17: 5 urges (1) 15:16 Ursula (2) 58:12;60:19 used (4) 9:22,24;29:16;55: 5 using (3) 14: 8;54:19;58: 4 usually (1) 24: 4 utilize (1) 58: 8 utilized (1) 54:23 utmost (2) 40:19;69:20	W wage (2) 14: 4,10 wages (1) 14:20 waiting (3) 25: 3;52: 7,12 wake (1) 66:17 walk (1) 8:13 walls (1) 54: 7 Walter (2) 65:21;66: 3 Walton (4) 16: 1, 1, 3, 4 wants (1) 36:18 Ware (5) 41:15;43: 6, 7, 8, 8 Washington (5) 29: 1,14,15;31: 4,14 waste (3) 46:17;53:24;58: 3 wasted (1) 42: 1 wasting (2) 41:24;42:20 watch (1) 55:10 water (2) 48:12,14 way (6) 24: 5;29:24;33:11; 37: 4;47:15;48: 7 Web (1) 4:16 website (3) 52: 9;53: 3;55: 5 Wednesday (3) 9: 9,13;61:19 week (4) 17:22;19:23,24;33: 9 weeks (4) 10: 3,21;22:12;52:21 welcoming (1) 5:20 west (1) 66: 5 Whereas (1) 16:11 WHITEFIELD (2) 60:18;62:13 Whitfield (3) 58:12,13;60:19 whole (6) 27:13;28: 4;32:12; 35:10,14;57:14 whose (5) 18: 2, 5;33:11;51:15;
			V	
		U	value (5) 43:22,23,24,24;45:18 values (8) 18: 2, 4, 6, 7, 8, 8; 19: 7, 8 Vance (5) 37:18;41:14,15,16,17 variety (1) 38:21 vendors (1) 18:19 version (1) 18:15 versus (1) 63: 3 vicious (1) 50:16 village (2) 44: 3, 4 violence (3) 16: 8;44:11;60:22 vote (2) 9: 5;11:16 voting (4) 9: 8,12;17:22,22	
		ultimately (1) 40:10 un (1) 37: 9 undemocratic (1) 19: 6 under (4) 45:19;51: 3,13;55:19 undermined (1) 50:12 underreporting (1) 59:24 understood (1) 23:11 unequal (3) 19: 5;56:13;66: 1 unethical (1) 19: 7 UNIDENTIFIED (2) 47:22;64:19 union (8) 15:12,16;26:14,15; 27: 7;37:22;46:20;58:17		

<p>63:12 wider (1) 66:21 Wilford (6) 65:10,11,12;66:11; 67: 9;68: 1 Willette (1) 68:17 willing (1) 63: 8 wise (1) 16:24 within (3) 16: 9;21: 3;63:21 without (4) 33:18;35:16;53: 1, 1 women (1) 12: 6 wonder (2) 19:15;44: 5 wonderful (1) 39: 2 word (2) 12: 6;54: 7 words (1) 49:21 work (16) 9:23;14:21,22;22:15; 23: 1;29:24;35:11; 61:21,23;62: 9,18,19,24; 63: 8;64: 8;69: 4 worked (3) 5:11;60:19;61:18 worker (2) 12:23;62: 5 Workers (6) 12:21;13:12,13;14:22; 15:19,22 Worker's (1) 15:16 workers' (1) 15:12 Working (16) 13: 4;14: 9,19,20; 15:17;30:17;37: 9; 40:15;46:18;47:21; 51:23;52: 2;61:12; 67:22;68: 2, 2 workloads (1) 14:11 works (1) 51:19 world (7) 13:22,22,23;29:22; 32:20;57: 2;59:21 worry (3) 33:14,15,16 worse (1) 67:22 worsening (1) 14:12 wound (1) 47:11</p>	<p>write (3) 35: 7;50:17;69:24 writes (1) 49:18 writing (2) 3:23;4:14 wwwcpsedu (2) 12:11,17</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>y'all (1) 17: 7 YEAR (27) 1: 2;5: 2;6: 3;11: 4, 5; 19:13;22:19,23;24:17; 28: 6;33: 9;35:16,16; 42: 7, 9;46:24;47:21; 48: 5;49: 3, 8,10,19; 50: 5;52:16;53: 6;61: 8; 68: 5 years (16) 14: 3;22:18;23: 2,20, 21;24: 2;29:15;36: 9,16; 39:20;46:10;47:11; 49: 9;54:20;56:18;58:17 year's (1) 48: 5 young (8) 12: 5;25:22,24;33: 7; 38:14,16,17;65:13</p> <hr/> <p style="text-align: center;">Z</p> <hr/> <p>zero (1) 32:19 zip (1) 32:20</p>			
---	---	--	--	--