CHICAGO PUBLIC SCHOOLS

PUBLIC HEARING

FISCAL YEAR 2014 BUDGET PRESENTATION

held on

Friday, August 2, 2013

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

PRESENT:

MR. PETER ROGERS, Presenter

MS. CRYSTAL COOPER, Timekeeper

MR. MATT WALTERS, Capital Manager

Reported By: Karen Fatigato, CSR

License No.: 084-004072

- 1 MS. COOPER: Good evening, welcome to
- 2 the CPS FY '14 Budget Hearing. My name is
- 3 Crystal Cooper, and I'm from the budget office.
- 4 I want to introduce our panel first. We have
- 5 Peter Rogers, he's the CFO of CPS. And Matt
- 6 Walters is the capital manager.
- 7 The budget hearing will begin at 6 p.m.
- 8 and end promptly at 8 p.m. or when the last
- 9 speaker has concluded, whichever is earlier.
- 10 All those who signed up to speak will
- 11 be given an opportunity to ask a question or
- 12 make a statement until the meeting is adjourned.
- 13 All those wishing to speak are asked to
- 14 please sign in from 5 to 6:30 p.m. on the
- 15 speaker sign-in sheet at the entrance
- 16 registration table and each speaker will be
- 17 given a number. You will be called to speak by
- 18 your number, not your name.
- 19 Please note that no one will be able to
- 20 sign up to speak after 6:30.
- 21 Speakers will be limited to addressing
- 22 topics related to the budget.
- 23 Speakers are asked to limit their
- 24 comments to two minutes so that everyone that

- 1 would like to speak will have the opportunity to
- 2 do so. And when you have ten seconds remaining
- 3 I will hold this up, and in zero seconds I will
- 4 hold this up.
- 5 When multiple speakers from the same
- 6 organization or school are listed, only one
- 7 member per organization or school will be
- 8 allowed to speak regarding the same issue.
- 9 If the speaker has a follow-up question
- 10 we ask that you please speak to a CPS staff
- 11 member who will be on site to help you fill out
- 12 the follow-up card.
- 13 The public hearing is scheduled to
- 14 conclude at 8 or after the last speaker,
- 15 whichever is earlier.
- We also have a website where the public
- 17 can share their thoughts on the budget. It is
- 18 at cps.edu/budget.
- 19 I also want to point out that we have
- 20 sign language interpreters here. And we do have
- 21 a Spanish interpreter over to the right.
- I am now going to turn it over to Peter
- 23 Rogers.
- 24 MR. ROGERS: Well, good evening, and

- 1 welcome. Before we begin the formal procedure
- 2 we are honored tonight to have one of our
- 3 aldermen here, Alderman Fioretti. As I said, I
- 4 appreciate the fact that he is here. I've seen
- 5 him at many of the meetings and he's a tireless
- 6 supporter of what we're trying to accomplish in
- 7 the Chicago Public Schools overall in education.
- 8 I would like to ask the Alderman if he'd like to
- 9 say a few words before we begin. Thank you.
- 10 And I think you could probably use this mike or
- 11 this, whichever you prefer.
- 12 ALDERMAN FIORETTI: Thank you very much
- 13 for the opportunity. I think people know where
- 14 I stand on the school closures so I don't feel I
- 15 need to go into any of that.
- 16 My name is Alderman Bob Fioretti. I've
- 17 been the Alderman of the 2nd Ward of the city of
- 18 Chicago for the last six years. During that
- 19 time I've worked with more than 40 CPS schools
- 20 in my ward, and I want to testify today to give
- 21 CPS my perspective on the severe proposed cuts
- 22 that affect every classroom in CPS.
- Two weeks ago CPS announced that they
- 24 intend to lay off, and they did, 2100 employees,

- 1 including 1,074 teachers, 451 paraprofessionals
- 2 and 550 other school personnel. I was informed
- 3 today that 200 kitchen workers were also laid
- 4 off today. These layoffs, as we all know, will
- 5 have a drastic effect on the quality of
- 6 education of our children -- of Chicago's
- 7 children.
- 8 For weeks CPS leadership told the
- 9 public that expected budget cuts would have
- 10 little impact on the classrooms in CPS. We now
- 11 know that that is untrue. Many CPS schools in
- 12 the 2nd Ward and throughout the city will lose
- 13 essential classroom programs, such as, art,
- 14 music, world language and computer technology
- 15 instruction, as well as expected increases in
- 16 the class size. What was promised by Mayor
- 17 Emanuel was to be a full school day is now
- 18 missing what many of us expect from a 21st
- 19 Century public education. These cuts and
- 20 layoffs also disproportionately affect
- 21 low-income and working families in the African
- 22 American and Latino communities. Instead of
- 23 collaborating with the district's organized
- 24 labor boards, CTU, SEIU, United Here and others

- 1 to address a supposed manufactured 1 billion
- 2 deficit and find additional revenue, Mayor
- 3 Emanuel blames the employee pension plans and
- 4 their legally mandated obligations. I believe
- 5 that these -- I believe that these professionals
- 6 deserve a fair retirement plan for their service
- 7 for our city just like other public servants.
- 8 Teachers, for example, should not have to
- 9 receive Social Security upon retirement.
- 10 At City Council last Wednesday as many
- 11 of you know the progressive caucus introduced an
- 12 ordinance mandating that Chicago's 165
- 13 tax-increment finance districts, if you don't
- 14 remember what that is that's TIF, TIF districts,
- 15 be scoured for surplus funds. They can be used
- 16 to help revers the program cuts and teacher
- 17 layoffs.
- 18 (Whereupon, the audience was
- 19 applauding.)
- 20 ALDERMAN FIORETTI: I'm also encouraged
- 21 that 32 of my colleagues in the City Council
- 22 signed on to this proposed ordinance. These
- 23 temporary measures will generate millions of
- 24 dollars in needed revenue for CPS right now. I

- 1 firmly believe that there is no time to waste as
- 2 our children will be starting school earlier
- 3 this year than ever before.
- 4 A few years ago with a similar budget
- 5 shortfall, former Mayor Daley declared \$187
- 6 million TIF surplus generating \$90 million for
- 7 CPS's similar times call -- and similar times
- 8 call for similar measures. Unfortunately, the
- 9 mayor and the Board have indicated that they do
- 10 not support this effort to use TIF funds to
- 11 support our public schools. I urge you to and I
- 12 urge the mayor, the members of the Board to
- 13 reconsider this position on this issue.
- 14 65 percent of CPS schools made gains in
- 15 recent ISAT assessments due to hard work of many
- 16 of our teachers and staff and despite all of the
- 17 chaos at CPS. Neighborhood schools outperformed
- 18 charter schools.
- 19 (Whereupon, the audience was
- 20 applauding.)
- 21 ALDERMAN FIORETTI: I am worried that
- 22 you, the Board of Education and CPS leadership
- 23 will reverse that positive growth. So please do
- 24 the right thing, urge the mayor and the Board to

- 1 support the use of TIF funds for these measures.
- 2 I just recently received something
- 3 from -- that somebody was passing out here
- 4 today. It talks about the money in TIF.
- 5 Actually, there's 1.7 billion in TIF funds. I
- 6 was informed that earlier this week by the
- 7 budget director in a budget briefing. But they
- 8 claim 1.5 billion of that 1.7 billion, which is
- 9 in the bank, is already committed for future
- 10 projects. Well, we can figure out how to do
- 11 that in the right way. Some of those
- 12 projects -- I mean, let's think about this 1.7
- 13 billion in the bank. For what? For DePaul's
- 14 stadium?
- 15 (Whereupon, the audience was
- screaming and yelling.)
- 17 ALDERMAN FIORETTI: For a Maggie Daley
- 18 park? For a park over at the riverfront? Right
- 19 there there's several hundred million dollars.
- You know, we have to look at what's
- 21 happening on these charter schools which are
- taking money away from our neighborhood schools.
- 23 There are long-term solutions.
- One, we have to invest in our children

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1
     no matter what.
 2
                      (Whereupon, the audience was
 3
                      screaming and yelling.)
 4
              ALDERMAN FIORETTI: Two, to clear the
 5
     TIF surplus and scour those TIFs for additional
 6
     money.
 7
              Three, I think we need to look at what
     can be a transactional on the Board. I raised
 8
9
     it in the budget hearings the other day and it
10
     sounded like they were all surprised, they never
11
     heard about that. And they said we have to go
12
     to Springfield to make the changes. Well, we're
     going to Springfield to make all the other
13
14
     changes, let's put another one on.
15
                      (Whereupon, the audience was
16
                      applauding.)
17
              ALDERMAN FIORETTI: Four, I think when
18
     we deal with the pension issues they are
19
     complicated. I'm not going to deny that, I
20
     don't think anybody in this room will and I know
21
     you won't, but pension obligation bonds are to
22
     be looked at. We ought to look at how we pay
23
     back those pension obligation bonds, what we're
24
     going to do because our children have to come
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- 1 first. If we're going to compete in a global
- 2 world and global society, and we can do it with
- 3 the few, you know, I'm blessed with some of the
- 4 best high schools, Whitney Young, I got Jones,
- 5 and at the same time Manley is across the
- 6 street, you know, we've got Crane. We've tried
- 7 to develop programs, we can do it if they want.
- 8 The political will is there, we will increase
- 9 all of our schools.
- 10 I just have to say one last thing on a
- 11 practical note. You know, South Loop, I don't
- 12 remember how many kids we have there, but on a
- 13 parents' night we raise over \$100,000. King
- 14 Elementary, which is being closed, which has had
- 15 a great principal and great staff, great
- 16 faculty, great parents, could only raise a
- 17 couple few thousand dollars because of the
- 18 economic constraints and, you know, that makes
- 19 all the difference. We have to target our
- 20 resources accordingly. And we can't -- I was
- 21 just at 63rd and Peoria on Sunday, I looked at
- 22 an old school building that had weeds growing
- 23 out of it, busted windows up and down, and I
- 24 said to myself, you know, we're foreclosing on

- 1 that school, we're foreclosing on communities.
- 2 We can't do that. We need to prepare for the
- 3 future and our kids are what we need to prepare
- 4 for.
- I unfortunately have another set -- I
- 6 have to be elsewhere. I got Leslie from my
- 7 staff she'll be here taking notes. And I
- 8 appreciate everybody coming out on a Friday
- 9 night. And I do appreciate the Board and I hope
- 10 you listen to us because that's what counts.
- 11 Thank you.
- 12 MR. ROGERS: Thank you, Alderman. I
- 13 thought it was very important to let the
- 14 Alderman speak first. He has a strong point of
- 15 view about this, and I know it's shared by many
- 16 of you, and I thought it was important that we
- 17 allow him to speak. I appreciate you coming.
- 18 Once again my name is Peter Rogers, I
- 19 am the Chief Financial Officer for Chicago
- 20 Public Schools. And I must say that just by way
- 21 of introducing what we're going to do this
- 22 evening, I would like to keep my remarks as
- 23 brief as possible. We have quite a few people
- 24 here as you can see, and I think and I know all

- 1 of you will have an opinion and many of you will
- 2 want to speak, and I want to make sure that we
- 3 hear your views on this. At the same time I'm
- 4 going to try to go through a presentation
- 5 that -- I will go through a presentation that
- 6 will highlight some of the aspects of this
- 7 budget we're going to go through.
- B Just a word on process and procedure.
- 9 In terms of the process of this budget, this is
- 10 the third of three public budget hearings which
- 11 we will hold. We had two last night, we have
- 12 one tonight. This will lead up to a vote by our
- 13 Board of Education on this budget coming up
- 14 later in the month of August. That's a
- 15 procedure that we will go through. As far as
- 16 tonight is concerned, I want to reiterate
- 17 something that Crystal said based on experiences
- 18 that I had last night. I know many of you want
- 19 to speak, as I do briefly, and when you do come
- 20 up I would only ask you that you try to keep
- 21 your remarks within the confines of the two
- 22 minutes we mentioned. There are a lot of people
- 23 and frankly out of consideration to all of you I
- 24 found that in meetings of this sort it's quite

1 important to stick to that schedule. I'm not 2 trying to cut anybody off, frankly we'd like to 3 hear what you have to say. 4 A VOICE: We're sick of your lies, man. 5 We don't want to see that presentation. Ιt ain't nothing but a bunch of lies up there. 6 7 (Whereupon, the audience was 8 screaming and yelling.) 9 MR. ROGERS: If you would just let me 10 get through this I will give you the same 11 respect and allow you to speak. 12 A VOICE: You ain't gave us no respect closing 50 schools in our neighborhood. 13 14 kind of respect is that? 15 (Whereupon, the audience was 16 screaming and yelling.) 17 A VOICE: What you want, man? I got 18 freedom of speech, you ain't going to tell me 19 when I can speak. The Constitution says I can 20 speak. 21 (Whereupon, the audience was 22 screaming and yelling.) 23 MR. ROGERS: When we get started I'm

going take you through a brief presentation.

24

1	(Whereupon, the audience was	
2	screaming and yelling.)	
3	A VOICE: We don't want to see the	
4	presentation. We already seen the budget	
5	online. We've been lied to enough.	
6	A VOICE: We don't want to see a	
7	presentation.	
8	(Whereupon, the audience was	
9	screaming and yelling.)	
10	MR. ROGERS: Well, I'm going to briefly	
11	go through a brief presentation.	
12	(Whereupon, the audience was	
13	screaming and yelling.)	
14	A VOICE: Let's take a vote. Let the	
15	people speak now.	
16	(Whereupon, the audience was	
17	screaming and yelling.)	
18	A VOICE: The people have spoken.	
19	Where's speaker one? Speaker one, let's go.	
20	MR. ROGERS: I will say this, as some	
21	of you have observed this entire budget is	
22	online, hopefully you'll look at it. I would be	
23	happy to comment on some elements of that	
24	presentation.	14

(Whereupon, the audience was	
screaming and yelling.)	
A VOICE: We don't want to hear no	
lies, just answer questions truthfully that the	
people ask you.	
A VOICE: Speaker number one. Speaker	
number one.	
(Whereupon, the audience was	
screaming and yelling.)	
MR. ROGERS: I'll conclude my remarks	
by saying the reason we are here	
(Whereupon, the audience was	
screaming and yelling.)	
MR. ROGERS: May I at least be afforded	
the opportunity to conclude my remarks. We came	
here tonight to discuss the Fiscal Year 2014	
Budget. I made an attempt to do that. I	
realize you'd rather	
A VOICE: How many schools did you	
close in your neighborhood?	
MR. ROGERS: I live in the city of	
Chicago like everybody else.	
A VOICE: How many schools closed in	
your neighborhood? Answer the question.	15
	screaming and yelling.) A VOICE: We don't want to hear no lies, just answer questions truthfully that the people ask you. A VOICE: Speaker number one. Speaker number one. (Whereupon, the audience was screaming and yelling.) MR. ROGERS: I'll conclude my remarks by saying the reason we are here (Whereupon, the audience was screaming and yelling.) MR. ROGERS: May I at least be afforded the opportunity to conclude my remarks. We came here tonight to discuss the Fiscal Year 2014 Budget. I made an attempt to do that. I realize you'd rather A VOICE: How many schools did you close in your neighborhood? MR. ROGERS: I live in the city of Chicago like everybody else. A VOICE: How many schools closed in

1	(Whereupon, the audience was
2	screaming and yelling.)
3	MR. ROGERS: We came here to discuss
4	the 2014 budget, it represents a number of we
5	are working through those challenges
6	collectively. It represents substantial issues
7	for us in the Chicago Public Schools. We have
8	found a way to balance our budget for fiscal
9	year '14
10	(Whereupon, the audience was
11	screaming and yelling.)
12	MR. ROGERS: which we will do. We
13	face continuing challenges which I hope you are
14	aware of. I was going to highlight a few
15	reasons why Chicago is in a position
16	A VOICE: Because of you.
17	A VOICE: How much you make a year?
18	(Whereupon, the audience was
19	screaming and yelling.)
20	MR. ROGERS: With that the State of
21	Illinois funds
22	(Whereupon, the audience was
23	screaming and yelling.)
24	MR. ROGERS: many of those I urge 16
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1
     you to go online and look at those.
 2
              So now we'll open it up for questioning
 3
     with speaker number one.
 4
                      (Whereupon, the audience was
 5
                      screaming and yelling.)
 6
              ASEAN JOHNSON:
                             Hello, my name is Asean
 7
     Johnson, I'm a 4th grader at Marcus Garvey
 8
     School.
 9
                      (Whereupon, the audience was
10
                      screaming and yelling.)
11
              ASEAN JOHNSON: -- budget cuts one of
12
     the teachers was my 4th grade teacher because of
     the budget cuts I have 39 kids in my classroom
13
14
     now I can't get my one-on-one attention with my
15
               There will be no -- there will be too
     teacher.
16
     many distractions and the teacher will not have
17
     time for small groups. My school is affected
18
     along with many others. All of the budget cuts
19
     that CPS have done is going to DePaul for a new
20
     stadium even though the United Center offered
21
     them free rent for ten years. DePaul turned it
22
     down and took the new stadium even knowing that
23
     the money for the new stadium is taking away
24
     from students like me.
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1	Today I went to the Illinois building
2	and requested that Attorney General Lisa Madigan
3	tell us where the TIF money went.
4	(Whereupon, the audience was
5	screaming and yelling.)
6	ASEAN JOHNSON: Why is basketball more
7	important than my education? I'm demanding that
8	the surplus of the TIF dollars will be used to
9	fund our schools. The mayor claims that a CPS
10	deficit of 1 billion requires him to close 50
11	schools and make the worst cuts in our schools'
12	budgets and a generation. The mayor wants to
13	use the TIF
14	(Whereupon, the audience was
15	screaming and yelling.)
16	ASEAN JOHNSON: So go and tell that
17	Mayor, I'm going to say it politely because I do
18	not want to disrespect anybody, tell the mayor
19	that he should not be closing these schools as I
20	said before when I walked into the room and that
21	this should not be a budget cut because it could
22	be the other way. Why didn't you take that
23	money from closing the schools, why did you open
24	the charter schools? Why wouldn't you close no

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1
     charter schools -- but this is the crazy thing
 2
     about it, you closed 54 schools and you say you
 3
     had a huge deficit but then you opened 16 new
 4
     charter schools.
 5
                      (Whereupon, the audience was
                      screaming and yelling.)
 6
 7
              ASEAN JOHNSON: And then you take the
 8
     budget cuts to DePaul for a new stadium.
9
                      (Whereupon, the audience was
10
                      screaming and yelling.)
11
              ASEAN JOHNSON: And then you say it's
12
     we put children first, you're not putting the
13
     children first, you put them last.
14
              MS. COOPER: We need you to conclude so
15
     speaker two can step up to the podium.
16
              A VOICE: Let the kid speak.
17
              ASEAN JOHNSON: Even though I'm going
18
     to conclude my mama is going to keep going with
19
     my protest.
20
                      (Whereupon, the audience was
21
                      screaming and yelling.)
22
              MS. COOPER:
                           Speaker two.
23
              MS. REYNOLDS: I am Asean Johnson's
24
     mother, I'm here to speak on behalf of Marcus
                                                        19
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- 1 Garvey, as well as every school in the City of2 Chicago. Marcus Garvey has received three cuts,
- 3 one of which will be my son's 4th grade teacher.
- 4 I did not enroll my child in a public school to
- 5 have him in the classroom with 39 to 41
- 6 students. Nor did I enroll him into my
- 7 neighborhood public school to have him in the
- 8 splits, which would still not give him the
- 9 individual attention that he needs or his
- 10 classmates.
- 11 The Board is claiming the deficit you
- 12 are blaming it on the citizens of Chicago as
- 13 well as working-class people. Since when did
- 14 working class people pull down a school system?
- 15 You're saying the pension are the reason why you
- 16 can't fund our schools. You closed 50 schools
- 17 in the city of Chicago, but yet our mayor has
- 18 money for Vienna Beef so they will be okay.
- 19 They have \$5 million for hot dogs and \$55
- 20 million for stadiums. It sounds like they're in
- 21 conjunction with each other, hot dogs and
- 22 stadiums go together.
- 23 (Whereupon, the audience was
- 24 screaming and yelling.)

20

1	We are demanding, we are demanding that	
2	the TIF money. I have walked the streets of	
3	this community for five weeks. I spoke with	
4	people from the south side and from the west	
5	side and everyone is blaming the Board of	
6	Education and the mayor of Chicago that we do	
7	not have proper things in our communities like a	
8	school. When we move into neighborhoods, we	
9	move into neighborhoods for schools, those are	
10	anchors in our communities, and we need our	
11	anchors in our communities.	
12	With all due respect to the Board I	
13	don't know how many of you all are educators, I	
14	don't know how many of you all worked in a	
15	school, but I am asking that you consider the	
16	cry of the people, the teachers, the parents and	
17	the community that these budget cuts will be	
18	detrimental to our students' education and	
19	detrimental to our neighborhoods. If there's no	
20	school, there's no community, there's no	
21	neighborhood. These cuts are only happening in	
22	African American and Latino communities.	
23	(Whereupon, the audience was	
24	screaming and yelling.)	21

- 1 MS. REYNOLDS: They're only happening
- 2 on the west side and the south side of Chicago.
- 3 They're only happening in low-income communities
- 4 and communities where there's no jobs. The
- 5 money from the TIF is to bring up a community,
- 6 which is a school, which is to put jobs back
- 7 into our community, programs. There's no way
- 8 possible a school of 309 students --
- 9 MS. COOPER: Please conclude.
- 10 MS. REYNOLDS: -- only received 40 slots
- 11 for after school programs. You need to
- 12 reconsider your budgets and put money back into
- 13 our schools. Thank you.
- 14 (Whereupon, the audience was
- screaming and yelling.)
- MS. COOPER: Speaker three.
- 17 MS. PEARSON: My name is Wendy Pearson,
- 18 I'm here to speak on budget woes of the city of
- 19 Chicago as well as the public schools and the
- 20 manner in which it deals with the taxpayer's
- 21 money and the blame game that the city continues
- 22 to play. CPS would love to pass the buck to
- 23 Springfield, but if we look at CPS, CPS
- 24 administrative offices downtown, the payroll

- 1 consists of over a hundred people being paid
- 2 over \$100,000, some of whom hold no teacher
- 3 certificates, they are ESPs.
- 4 The mayor likes to say not on his watch
- 5 when it comes to corrupt police, but as of today
- 6 the city of Chicago has paid \$70 million in
- 7 settlements and legal fees related to John
- 8 Burge's case and the costs are likely to rise as
- 9 the citizens still pay John Burge's pension as
- 10 he gets more than \$3,000 a month for life. Just
- 11 think what could be done could and should be
- done with moneys that have been spent on because
- 13 of John Burge, that's where we're supposed to
- 14 serve and protect those that look like us.
- We don't just blame Springfield, we
- 16 blame the boards, presidents, the five
- 17 superintendents, the mayor, some of the
- 18 aldermen, the elected -- non-elected School
- 19 Board. We say to all of you it's time to stop
- 20 passing the buck.
- 21 (Whereupon, the audience was
- screaming and yelling.)
- MS. PEARSON: -- 108 of our children's
- 24 blood has ran down the gutters of Chicago

- 1 streets, they watch from their graves. Let me
- 2 give you some numbers. In 2008, 2,400
- 3 shootings. As of today 2,670, 504 total
- 4 murders, 319 shootings of our children, 108
- 5 murders of youth and children, 19 percent
- 6 increase in the murder rate, 270 Chicago
- 7 children killed. That's our children you're
- 8 talking about.
- 9 MS. COOPER: Please conclude.
- 10 (Whereupon, the audience was
- 11 screaming and yelling.)
- 12 MS. PEARSON: -- Huffington Post
- 13 reported, 2013 the murder rate, 232, shot 458
- 14 school-aged children have been shot in the city
- of Chicago, 63 murders. As of today's date,
- 16 July 9th, 2013 --
- 17 MS. COOPER: Please conclude. Speaker
- 18 four come to the podium.
- 19 MS. PEARSON: I am concluding. What I
- 20 want you to understand is as of today we're
- 21 laying the death of our children at the feet of
- 22 your houses. We're going to let you know that
- as our children die on the street and you talk
- 24 about safe haven and Safe Passages, we're going

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1
     to be at your doors knocking. We're going to be
 2
     at your --
 3
                      (Whereupon, the audience was
 4
                      screaming and yelling.)
 5
              MS. PEARSON: -- as they cross gang
 6
     lines.
             Remember this, your budget lays at the
 7
     feet of your house on your heart in your schools
 8
     as our children die.
 9
                      (Whereupon, the audience was
10
                      screaming and yelling.)
11
              MS. COOPER: Speaker four please.
12
              MR. PALLASCH:
                             I'd like to begin on
13
     some positive note and just say thank you for
14
     skipping over the presentation. Thank you.
15
                      (Whereupon, the audience was
16
                      screaming and yelling.)
17
              MR. PALLASCH: We've heard several
18
     different proposals on how to solve the budget
19
     problem and you've dismissed all the math as the
20
     magical thinking, so I just wanted to bore you
21
     guys with your tactics. It's my belief that
22
     when CPS lies to the public they are usually
23
     well aware that they are lying. For example, I
24
     doubt anyone with honesty would believe that a
                                                        25
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1	child would benefit from having their school
2	close.
3	(Whereupon, the audience was
4	screaming and yelling.)
5	MR. PALLASCH: The misconception that
6	everyone who resists CPS does so exclusively for
7	their own school seems to be the earnest belief
8	of CPS. This misconception is reflected not
9	only in accusations from Board members but also
10	in the divide and conquer tactics being
11	practiced by CPS. This belief that each
12	student, teacher and parent is in it for
13	themselves cannot be further from the truth. As
14	an example this petition being promoted by
15	DePaul students and staff requesting that you do
16	not waste money on the new basketball arena.
17	You will not be able to conquer us with your
18	tactics because we will not be divided. Thank
19	you.
20	(Whereupon, the audience was
21	screaming and yelling.)
22	MS. COOPER: Speaker five.
23	JESUS: That's all we are to you,
24	speaker five, speaker six, we're just numbers,

```
1
     right? You got a name, say our names.
 2
              Anyway, I'm addressing -- I am
 3
     addressing to the crowd because I'm disgusted
 4
     that this guy is sitting here in front after
 5
     last night. He clearly said that we're just in
     it for our schools, that we don't care about the
 6
 7
     city -- that we don't care about the rest of the
 8
     schools. So I'm not facing him, all right, I'm
9
     facing the crowd. And I'm taking a poll
10
     tonight. How many of you are against school
11
     closings? Stand up.
12
                      (Whereupon, the audience was
13
                      screaming and yelling.)
14
              JESUS:
                      You heard it. You heard it.
15
     All these people here tonight are against school
16
     closings. Period. Period. Last night I was
17
     disgusted by your remarks. I was disgusted by
18
     your remarks. And I'm surprised that you're
19
     even showing your face here tonight. And don't
20
     worry, you don't have to hold that sign up for
21
          Next speaker, speaker six, because that's
     me.
22
     all we are to them is numbers.
23
                      (Whereupon, the audience was
24
                      screaming and yelling.)
                                                        27
```

```
1
              MR. TRUSS:
                          Hello, my name is Dwayne
 2
     Truss, a west side resident from the Austin
 3
     community.
                 Somebody say west side.
 4
                      (Whereupon, the audience was
 5
                      screaming and yelling.)
              MR. TRUSS: Well, speaking of the west
 6
 7
            How many black elected officials are here
 8
     from the west side? There lies our problem with
9
     these cuts.
10
              Now, I got to ask another question to
11
     these fine people here. Are there any Board
12
     members here tonight present, the ones that
13
     actually make decisions? All right, I got to do
14
     a --
15
                      (Whereupon, the audience was
16
                      screaming and yelling.)
17
              MR. TRUSS: We here because no
18
     disrespect to none of you all, not here to shoot
19
     the messenger, you know, take a coffee break or
20
     whatever. What we're documenting with Raise
21
     Your Hand for Illinois public education is that
22
     we so far documented $162 million in cuts to
23
     neighborhood schools. A $58 million increase in
24
     Central Office and they keep saying they're
                                                        28
```

- 1 cutting Central Office staff when they bring the
- 2 people in the private industry. We're talking
- 3 about a \$20 million no-bid contract. Network
- 4 chief training, it's not enough that the
- 5 principals and superintendents went to college,
- 6 got there Type 75 and all that, they give a low
- 7 bid contract to a non-certified company which is
- 8 supposed to train educators. Help me out with
- 9 that one. They borrow \$329 million with a
- 10 capital M and add \$25 million to the debt
- 11 service saying they got to spend this money to
- 12 close schools rather than reinvest this money in
- 13 the schools.
- 14 Last year you had Andrew Broy of the
- 15 Illinois Charter School Network out there
- 16 begging during the teachers strike, hey, we got
- 17 two, 3,000 seats open, plenty of room for the
- 18 students, right? But yet CPS is increasing the
- 19 total dollars for charter schools I think
- 20 somebody at that table is quoted about choice.
- 21 Let me tell you about choice in the
- 22 Austin community. Austin community is the
- 23 largest community in the city of Chicago. We
- 24 have no magnet schools. When you look at

- 1 Ravenswood Ridge, they're rich with magnet
- 2 schools and programs. I'm not getting mad at
- 3 Ravenswood Ridge. Let's get mad at our black
- 4 elected officials, that's who you get mad at.
- 5 And it's a shame --
- 6 MS. COOPER: Please conclude.
- 7 MR. TRUSS: One question I got, you
- 8 answer this question if you can. Of the moving
- 9 contract do you know who was the minority
- 10 participation in those contracts?
- 11 (Whereupon, the audience was
- 12 screaming and yelling.)
- 13 MR. TRUSS: And then there lies the
- 14 problem, they're going to spend this kind of
- 15 money because you're talking about black
- 16 lunchroom workers, black ancillary staff
- 17 members. I mean, I'm not trying to bring a
- 18 wedge issue here between black and white and
- 19 brown --
- 20 MS. COOPER: Please conclude.
- 21 MR. TRUSS: The reality is this is our
- 22 community, they talking about bringing jobs in
- 23 the city of Chicago and all that TIF money, but
- 24 yet they're hurting our community and we don't

- 1 have not one black elected official who could
- 2 stand up against the \$55 million going to DePaul
- 3 University, but yet it's okay to spend all that
- 4 money to close schools. There's something
- 5 wrong. When we leave here --
- 6 MS. COOPER: Speaker -- please
- 7 conclude.
- 8 (Whereupon, the audience was
- 9 screaming and yelling.)
- 10 MR. TRUSS: All of a sudden State Rep,
- 11 State Senator such and such, you need to get off
- 12 your you know what and come and you're going to
- 13 represent us. We got in this -- we got
- 14 something before, don't we, Beverly? Monday,
- 15 5:30 Franklin Street we're bringing it to the
- 16 street when we're going to go door to --
- 17 (Whereupon, the audience was
- 18 screaming and yelling.)
- 19 MS. COOPER: Speaker seven please.
- MS. TRUSS: Good evening to the members
- 21 of the Board of Education who are present. I'm
- 22 sorry, I'm sorry that you were sent out here to
- 23 us to misrepresent the cause because that's what
- 24 you're doing. I think that it's disrespectful

```
1
     that the president of the Board of Education is
 2
     not here. It's disrespectful that the mayor is
 3
     not here.
 4
                      (Whereupon, the audience was
 5
                      screaming and yelling.)
              MS. TRUSS: It's disrespectful that
 6
 7
     Barbara Byrd-Bennett is not here. Because those
 8
     are the persons who have to make the decisions.
 9
     It is disrespectful to us to call us out to a
10
     meeting to say that you want to hear what we
11
     think and you want to hear our concerns, but the
12
     last three years we've been meeting to meeting
     with the Board of Education allowing you to hear
13
14
     our concerns and then you've gone back and
15
     you've done exactly what you wanted to do.
16
                      (Whereupon, the audience was
17
                      screaming and yelling.)
18
              MS. TRUSS: You made decisions that did
19
     not include the people of this community. You
20
     have disrespected us and we are tired of being
21
     disrespected. And so you don't have to hold up
22
     your sign for me. All I want to say to you is
```

concerns to the people who make decisions, let

since you want to hear us and take back our

23

24

1	them know that we're tired of being	
2	disrespected. It is disrespectful for us	
3	(Whereupon, the audience was	
4	screaming and yelling.)	
5	MS. TRUSS: for the people here who	
6	are going to be making decisions on behalf of	
7	our children. It is disrespectful for Rahm	
8	Emanuel to stand in front of the media and say	
9	now that he's making cuts because of the	
10	pension. It's disrespectful to say to us that	
11	you closed 54 schools to give our kids the	
12	quality education right after that and cut over	
13	2,000 members of the staff which means that the	
14	classroom size is going to go up. You guys	
15	continue to disrespect us and then you seriously	
16	think that you're going to be able to come in	
17	here and have us listen to you. Really?	
18	(Whereupon, the audience was	
19	screaming and yelling.)	
20	MS. COOPER: Speaker eight please	
21	approach the podium.	
22	(Whereupon, the audience was	
23	screaming and yelling.)	
24	MS. COOPER: Can we please have speaker	33

- 1 eight to voice their opinion?
- A VOICE: You stop letting them tell
- 3 you all how to speak. This ain't your
- 4 neighborhood.
- 5 (Whereupon, the audience was
- 6 screaming and yelling.)
- 7 MS. BROWN: My name is Carolyn Brown.
- 8 I have one of those too. And I want to start
- 9 out by addressing just really quickly last night
- 10 Mr. Cawley, who is not here tonight, in his
- 11 patronizing manner started out his presentation
- 12 by saying that he knew that we were only here
- 13 because we cared about our own students, our own
- 14 children's education. And then he, you know,
- 15 carried on and treated everyone with contempt
- 16 for his entire presentation, which could explain
- 17 people's reluctance to hear one tonight.
- So I just wanted to address, you know,
- 19 what the people here care about, you know. I do
- 20 care about my child's education. I do have a
- 21 daughter in CPS and her school is losing a
- 22 million dollars in their budget this year. I
- 23 also care about my students' education. I teach
- 24 at Kelly High School, which is at the top of the

- 1 list in the number of dollars cut from our
- 2 budget. I also live near Lafayette Elementary
- 3 which doesn't exist anymore. And I have friends
- 4 and family at Mitchell and Jones and Kenwood and
- 5 Roosevelt, Curie, Lane, Bell, Social Justice
- 6 High School and a whole bunch of others that I
- 7 can't think of off the top of my head. So we
- 8 care about our children's education, but every
- 9 child in the city is my child and every school
- 10 in the city is my school.
- 11 (Whereupon, the audience was
- 12 screaming and yelling.)
- MS. BROWN: So when you accuse us of
- 14 only caring about our children, Mr. Cawley, who
- is not present, maybe he's right and maybe he
- 16 doesn't understand why he's right though because
- 17 this is our city and these are our children,
- 18 every single one of them, even the children who
- 19 are suffering in the charter schools, and we
- 20 don't accept this budget. We don't accept the
- 21 blame for the budget. We don't accept the loss
- 22 of our teachers, our janitors, our cafeteria
- 23 workers, our social workers, our librarians.
- 24 And we don't accept the loss of our textbooks

```
1
     and our buses and our bathroom supplies.
 2
     don't accept the idea that we're supposed to
 3
     figure out how to come up with the revenue for
 4
     the schools because that's not our job. We give
 5
     you solutions and we give you ideas and no one
 6
     listens to them. We go to hearings where no one
 7
     cares. We talk to the Board where they text and
 8
     fall asleep right while we're speaking to them.
9
     All right. At this point the only reason we
10
     show up is because this is a good place for us
11
     to talk to each other and remind ourselves that
12
     we're not the only ones who have these concerns.
13
                      (Whereupon, the audience was
                      screaming and yelling.)
14
15
              MS. BROWN: So my request, and it is a
16
     request not really a demand, my request is that
17
     the people who are in charge, the leaders who
18
     are supposed to be making decisions regarding
19
     our schools, do that job. And it's a request
20
     because I don't expect it to happen. If they
21
     don't we'll find other people who will.
22
                      (Whereupon, the audience was
23
                      screaming and yelling.)
24
              MS. COOPER:
                           Speaker number nine
```

```
1
     please.
 2
              A VOICE: They're cowards.
 3
                      (Whereupon, the audience was
 4
                      screaming and yelling.)
 5
              MS. CRESWELL: Hi, my name is Cassie
 6
     Creswell, I'm a parent of a soon-to-be 2nd
 7
     grader and soon-to-be preschooler. I'm going to
 8
     tell you about what's happening at my daughter's
9
     school, but I'm using it as an example so you
10
     know what's being cut and how it affects
11
     individual kids and individual families and
12
     individual schools. But I am here because of
13
     every school is my school, every child in CPS is
14
     being hurt by these ridiculous cuts.
15
     ridiculous.
16
                      (Whereupon, the audience was
17
                      screaming and yelling.)
18
              MS. CRESWELL: If I only cared about my
19
     child, let's be honest, I'd have my house on the
20
     market, I'd be moving away, right? Come on.
21
              So my daughter will not have a computer
22
     teacher next year. You know, computers are our
23
     future, blah, blah, but they don't have
24
     enough money to pay for it. Her class size this
                                                       37
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- 1 year was 21, which is incredible in CPS, next
- 2 year it's going to be 27 because we're losing
- 3 teachers. And, of course, that is way above
- 4 average in Chicago suburbs and everywhere else
- 5 in the state for 2nd grade. She's a lucky one
- 6 because she could have 39 kids like Asean is
- 7 going to have. Frankly, we're one of the lucky
- 8 schools because we're only losing three and a
- 9 half positions. And unlike other children in
- 10 the city my daughter has her school to go back
- 11 to and its doors will be open and no one has
- 12 fired all her teachers and her staff and her
- 13 beloved adults in her life.
- 14 Meanwhile, I see that the strategy
- 15 management office at the budget is getting
- 16 another \$10 million next year and their budget
- 17 will be \$19 million for ten positions.
- 18 (Whereupon, the audience was
- 19 screaming and yelling.)
- 20 MS. CRESWELL: Down the street from the
- 21 Board of Ed and Central Office is sitting on
- 22 \$1.7 billion, funds that are going to desperate,
- 23 desperate entities like United Airlines, Miller,
- 24 Coors Toyota and, of course, in private

```
1
     institution DePaul.
 2
                      (Whereupon, the audience was
 3
                      screaming and yelling.)
 4
              MS. CRESWELL: My other budget question
 5
     is why is money going out for charter contract
     schools but it's not for neighborhood schools
 6
 7
     like my child's? We're not getting that much
 8
     cut because we've already been. There's nothing
 9
     to cut. We don't have language teachers to cut.
10
     We don't have a drama teacher, a dance teacher
11
     to cut.
12
              My final question that I want to ask
     here, and I really do want an answer to this. I
13
14
     have a report from a teacher at a closing school
15
     that multiple members of the Board of Ed arrived
16
     at her school and arrived there with chauffeurs
17
     and personal drivers that drove them there, got
18
     there, hopped out of the car, let them into the
19
     school. And then a couple of days later also a
20
     CPS employee, Denise Little, arrived with a
21
     driver in a car. Is this actually -- are there
22
     actual CPS employees and Board of Ed members who
23
     are having cars and drivers paid for? Is that
24
     really happening?
```

1	(Whereupon, the audience was	
2	screaming and yelling.)	
3	MS. CRESWELL: Hypocrisy in this city	
4	is out of control. The people running our state	
5	and our city are thieves	
6	(Whereupon, the audience was	
7	screaming and yelling.)	
8	MS. CRESWELL: Meanwhile our children	
9	are sitting in classes of 39 kids. It is wrong	
10	and it is shameful and it should not be	
11	happening in the fifth richest country in the	
12	world. It's wrong.	
13	(Whereupon, the audience was	
14	screaming and yelling.)	
15	MS. COOPER: Speaker ten.	
16	(Whereupon, the audience was	
17	screaming and yelling.)	
18	MR. ROGERS: I'm not familiar with the	
19	situation that you described, therefore, I'm not	
20	going to answer the question.	
21	Speaker number ten.	
22	MS. HOGAN: My name is Katie Hogan, I'm	
23	a teacher for now 14 years in the Chicago Public	
24	Schools. Also DePaul University we neither	40

- 1 wanted nor asked for the stadium.
- I have a serious budget question,
- 3 Mr. Rogers, I'm hoping actually you can answer
- 4 this because I think it's a really a legitimate
- 5 question. It's about the \$20 million no-bid
- 6 contract given to Supes Academy.
- 7 Now, \$20 million is a lot of money, and
- 8 a no-bid contract is usually given when there's
- 9 an emergency situation like a tornado. And I
- 10 don't want this thrown back into my face that I
- 11 don't want principals to have preparation, I do,
- 12 I believe in it, but here's the problem. I
- 13 actually went on Supes' website and went to
- 14 apply for them. Do you know how much it costs
- 15 to attend and receive all of their services, the
- 16 coaching, the mentorship, the institute? Do you
- 17 know, Mr. Rogers?
- 18 MR. ROGERS: No. I don't.
- 19 MS. HOGAN: \$2500. In fact, if you
- 20 multiply that by 600 professionals, do you know
- 21 what that number is? 1.5 million. And so you
- 22 multiply that by three years you can see why I
- 23 have a problem with a \$20 million contract when
- 24 I teach in a high school that just lost its only

- 1 music position. I think it's just a legitimate 2 question that needs to be answered. I called 3 Supes myself, and when I say DePaul I get a lot 4 of answers, to just check if this was something 5 I might be missing, if this was just one man 6 versus the entire program. And they kindly 7 informed me that, no, it's not, that this is 8 also paid for and assisted by private companies that basically give part of the tuition they pay 9 10 for. 11 So, Mr. Rogers, please answer how is a 12 program that costs \$2500 per person being put in the budget at \$20 million? That's legitimate. 13 14 It's honest. Please answer that for me. 15 on their own website. If you go to website you 16 can apply right now. 17 (Whereupon, the audience was 18 screaming and yelling.) 19 MS. HOGAN: Thank you. 20 (Whereupon, the audience was
- 21 screaming and yelling.)
- 22 MR. ROGERS: I'd like to answer the 23 question if you'd allow me to. One of the
- 24 things I would have mentioned had I been allowed

```
1
     to make the presentation was that we think it's
 2
     critically important, one of the most important
 3
     things we can do and we're intending to fund it
 4
     with great thought is to make sure certain that
     the leaders at each one of our schools are fully
 5
 6
     capable in the most professional --
 7
                      (Whereupon, the audience was
 8
                      screaming and yelling.)
 9
              MR. ROGERS: We think it's critically
10
     important that all the principals are trained,
11
     educated, as well as assistant principals.
12
                      (Whereupon, the audience was
13
                      screaming and yelling.)
14
              MR. ROGERS:
                           These are the people that
15
     will lead our children and it's very important
16
     they receive the utmost --
17
                      (Whereupon, the audience was
18
                      screaming and yelling.)
19
              A VOICE: You did not answer the
20
     question. You did not answer the question.
21
                      (Whereupon, the audience was
22
                      screaming and yelling.)
23
              A PERSON AT THE MICROPHONE: I'm a
24
     parent for one of the Chicago children.
                                               And I
                                                        43
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- 1 just want to speak upon a little of my history.
- 2 I lived on the west side all my life, I went to
- 3 Ryerson School, that's the school they changed
- 4 the name. And when I was going to school it was
- 5 almost like kids in the classroom. And when I
- 6 sat in that classroom all the kids I couldn't
- 7 barely learn or the teacher didn't give me the
- 8 attention one on one or however in a situation
- 9 the case might be. I don't have facts or I
- 10 don't have experience. And you haven't -- you
- 11 know, these kids of Chicago in urban
- 12 neighborhood have suffered enough, you know.
- 13 You working on a number of ways of the path for
- 14 the families, trying too make ends meet, take
- 15 their kids, you know, what schools they going to
- 16 out their neighborhood. It's enough that we
- 17 have to worry about our children, now we have to
- 18 worry about if they going to get an education if
- 19 my kid going to come home. You know, it's
- 20 enough that we have to worry about citizens in
- 21 Chicago and you all politicians or Board members
- 22 you all can't be reasonable and see these people
- 23 suffering and see that our children need
- 24 schools --

1	(Whereupon, the audience was
2	screaming and yelling.)
3	A PERSON AT THE MICROPHONE: You know,
4	all you all care about is in your own pockets.
5	You all can go home in a nice house in a nice
6	neighborhood and eat and go to the grocery
7	store, but we are the people we are suffering.
8	Our children are suffering. How is America or
9	our kids going to make it in a system if we
10	can't get anything? How is we going to do it?
11	Be reasonable, people. Start being reasonable.
12	Be reasonable. Talk to your coworkers. Talk to
13	whoever. Stop this. People are tired. We are
14	tired. We're tired of hearing the same thing
15	over and over again.
16	(Whereupon, the audience was
17	screaming and yelling.)
18	A PERSON AT THE MICROPHONE: People
19	from other countries come here open up
20	businesses, we been here 40, 50 years and we
21	can't get a break and our neighborhoods is
22	looking like, you know, like we don't have
23	nothing. We work hard. We work hard for our
24	money. Please you all need to do something.

1	(Whereupon, the audience was
2	screaming and yelling.)
3	MS. COOPER: Speaker 11.
4	A VOICE: Excuse me, you know what, I'm
5	pleading to everybody in this audience, these
6	are professional liars so you're not going to
7	get anything from them. We need to stand up as
8	parents as citizens. We are the taxpayers. The
9	money belongs to us, okay. So therefore we need
10	to all gather together, let our elected
11	officials know we're not taking it no more.
12	We're tired. We're tired of Rahm Emanuel and of
13	the other elected officials robbing us, taking
14	from the poor and giving it to the rich. It's
15	real plain. Can't you see where all these
16	moneys they're giving 55 million to DePaul and
17	our children are suffering.
18	(Whereupon, the audience was
19	screaming and yelling.)
20	A VOICE: How long are we going to keep
21	taking this? We're not taking it no more.
22	Let's march, let's march 28 August 28th.
23	Let's march. Let us let everybody in here
24	march and let our voice be heard, okay? Forget

```
1
     this, they don't care. This is done on purpose
 2
     by design. By design. You got to understand
 3
     that.
 4
                      (Whereupon, the audience was
 5
                      screaming and yelling.)
              A VOICE: Don't listen to them because
 6
 7
     they're lying to us.
                          They're feeding us a bunch
                          I'm tired. I'm tired.
 8
     of lies. I'm tired.
9
              MS. COOPER:
                           Speaker 11.
10
                      (Whereupon, the audience was
11
                      screaming and yelling.)
12
              A VOICE: You ain't answer no questions
13
     these people asked you.
14
                      (Whereupon, the audience was
15
                      screaming and yelling.)
16
              A VOICE: It's an insult. It's an
17
     insult. How many schools do your children go to
18
     that's being closed? I bet your children got
19
     music, art, computers. Listen up. Listen up.
20
     There's only one thing left to do. Does this
21
     man -- did he answer the question? It's time to
22
          Let's go.
     go.
23
                      (Whereupon, the audience was
24
                      screaming and yelling.)
                                                        47
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- 1 MR. PORFIRIO: I'm speaker 12. There
- 2 is one other thing. Who is from the Local
- 3 School Council? There is something that we can
- 4 do. Look up by coalition the coalition for LSC
- 5 for Common Sense, we can reject our budgets.
- 6 There's something we can do and we are elected
- 7 to do it.
- 8 (Whereupon, the audience was
- 9 screaming and yelling.)
- 10 MR. PORFIRIO: My name is Tony
- 11 Porfirio, I'm a CPS parent, and I'm the chair of
- 12 the LSC at Blaine Elementary. I'm just going to
- 13 keep it very, very short and sweet. We rejected
- 14 our budget. We didn't know what we were doing,
- 15 we just did it. We didn't see any other
- 16 opportunity, didn't see any other answer. We
- 17 formed a coalition to be strong and to get our
- 18 coalition -- to get our LSCs together. You can
- 19 use this vehicle, we understand the problems are
- 20 beyond, we really do. But short-term we have
- 21 got to get the city to do this TIF surplus.
- There's no way the state is going to be able to
- 23 react in time to help our kids this year. The
- 24 only way is this TIF surplus short-term.

- 1 Long-term we are committed to correct this --
- 2 correct all the way at the state and the Federal
- 3 level. Please do not allow this budget to go --
- 4 to go this way. We have to make the city fill
- 5 the offer this year and then talk about
- 6 long-term. We can't talk about long-term
- 7 solutions with this year so far in jeopardy.
- 8 A PERSON AT THE MICROPHONE: First of
- 9 all, you can see that I'm older than dirt, but
- 10 here is a young man, he wants to say something,
- 11 and you guys aren't listening.
- 12 ASEAN JOHNSON: I wanted to say
- 13 something that you could tell to Barbara
- 14 Byrd-Bennett what she said over the radio about
- 15 me after she said that she listened to me --
- 16 (Whereupon, the audience was
- 17 screaming and yelling.)
- 18 ASEAN JOHNSON: She said she listened
- 19 to me at the Board, but then she said whoever is
- 20 on the radio she said whoever is giving him
- 21 these words to tell him the truth. I was
- 22 speaking from my heart and I was telling the
- 23 truth. Nobody was telling me that. And if she
- 24 wanted to do something like she could say to me

- 1 you just don't go on a radio if they say
- 2 something about a kid, it's a child. She was
- 3 acting like it was a grown man who had said
- 4 something about her. She literally said that I
- 5 wanted to have a meeting with her but that was
- 6 like disrespecting a kid and that was not very
- 7 good.
- 8 And I want to say something about the
- 9 charter schools like they make you pay like
- 10 every minute that you are late, whatever time
- 11 you're supposed to be there, after that minute
- 12 goes that's when they time you of every dollar
- 13 that you're supposed to give them. And that's
- 14 not right, that's why we don't need the charter
- 15 schools because they are taking money out from
- 16 them. So how are low-income, middle-income
- 17 people going to get pay their taxes if
- 18 they're -- if they send their kid to a charter
- 19 school and they're losing money? How is that
- 20 going to happen? That's why we need more public
- 21 schools, and that's why we really don't need the
- 22 charters because they're taking our money and
- 23 they're taking our money in our low income. And
- 24 that's why we need a fair tax in Illinois.

- 1 That's why the rich need to pay more and the low
- 2 and middle income pay less. Thank you.
- 3 (Whereupon, the audience was
- 4 applauding.)
- 5 A PERSON FROM THE MICROPHONE: You hear
- 6 the young man, right? Right? Here's an old,
- 7 old man, and I know most of your politicians,
- 8 number one, you're nothing but crooks anyway. I
- 9 can't understand why with this budget cut you
- 10 can't take a freeze on your own salary, that's
- 11 the only time we agree. This kids need a place
- 12 to get educated. They need programs to keep
- 13 them from going to jail. But, of course, you
- 14 can always find money for jails but you can't
- 15 find money to keep schools open. It's a crying
- 16 shame. You got all these grown -- half of them
- 17 grown kids in jail but you're too lazy to keep
- the schools open so they don't wind up in jail.
- 19 Come on, guys. That's why I say most of you are
- 20 crooks, that's a prerequisite for being a
- 21 politician. Give us what we want.
- A PERSON AT THE MICROPHONE: To close
- 23 50 schools in the Irish community would be
- 24 considered what? To close over 50 schools in

- 1 the Italian community would be considered what?
- 2 To close just about 50 schools in the Jewish
- 3 community would be considered what? Would that
- 4 be considered anti-Semitism? To close over 50
- 5 schools in the black, Hispanic and poor
- 6 communities of Chicago would be considered what?
- 7 Can that be considered a racist agenda? How is
- 8 there money for Safe Passage but no money to
- 9 keep neighborhood schools open? How does Rahm
- 10 Emanuel have the money to billed a multi-million
- 11 dollar stadium for a private university but no
- 12 money for CPS neighborhood schools? How is that
- 13 possible? Is there something wrong with Chicago
- or is there something wrong with the leadership?
- 15 Which one is it?
- 16 (Whereupon, the audience was
- 17 applauding.)
- 18 MS. JULIAN: Denise Julian, Claremont
- 19 Academy. I have a whole lot of questions about
- 20 the budget this time.
- 21 First of all, the principals, those
- 22 that we respect and love had to take four and
- 23 three days furlough last school year. They
- 24 haven't had a raise in three -- two to three

- 1 years or three to four years. So that shows
- 2 them a lot of respect.
- 3 All right. Number one, did the budget
- 4 contain Title 1 money?
- 5 MR. ROGERS: Yes.
- 6 MS. JULIAN: Okay. And student
- 7 budgeting, could you make more clear how that
- 8 works?
- 9 MR. ROGERS: Yes, I can. Money is
- 10 allocated to each school based on the number of
- 11 students they have in the school.
- 12 MS. JULIAN: Okay. So then my school
- 13 every year the enrollment has dropped, they
- 14 lower it every year and every year we meet it
- 15 and surpass it. So that means at the beginning
- of this school year, I'm on the LSC, so we're
- 17 \$380,000 in the whole because our numbers of
- 18 enrollment has -- you dropped the number, not
- 19 you personally, but CPS dropped the number. So
- 20 then when all these children fled to our school
- 21 we're not going to have enough money for them.
- 22 It happens every year, every year. So student
- 23 budgeting is a crock. That ties the principal's
- 24 hands. We don't have art. We don't have

- 1 computer. We have Common CORE, 21st century
- 2 learning, but our children will not be able to
- 3 use computers because we don't have a computer
- 4 teacher. Where is the common sense in that?
- 5 Where is the budgeting in that?
- 6 50 schools, the mayor wants to pay for
- 7 year round -- I mean, excuse me, a longer school
- 8 year, he wants a school that he grew up in, that
- 9 he was able to go into. Recess, is recess
- 10 capital management, recess. Recess is not
- 11 funded. We're scrimping and scraping trying to
- 12 find people to run our recess program, a
- 13 successful one. So where is the money for that?
- 14 How much money is allocated to each school for
- 15 recess or are you hoping that we get volunteers?
- 16 For the parents I'm asking a question.
- 17 MR. ROGERS: Money is allocated to each
- 18 school based on the number of students in that
- 19 school.
- 20 And to answer your earlier question, if
- 21 more students come to the school than originally
- 22 was anticipated, adjustments are made
- 23 accordingly.
- 24 MS. JULIAN: After the 10th day or the

- 1 20th day?
- 2 MR. ROGERS: That's correct.
- 3 MS. JULIAN: So it's a continuous -- so
- 4 day 150 if we get another influx of students
- 5 that means we'll get another influx of funds?
- 6 MR. ROGERS: Adjustments are made at
- 7 the start of the year for the reasons that you
- 8 cited.
- 9 MS. JULIAN: What about the middle of
- 10 the year?
- 11 MR. ROGERS: No, that's not adjusted.
- 12 MS. JULIAN: That's crazy because you
- 13 know how many students we got in the middle of
- 14 the year after Christmas? Too many. Too many.
- 15 And at the end of the year and then we're
- 16 responsible for testing. This budget is a
- 17 crock. I love and respect my principal. I do
- 18 not see that coming from the Board at all.
- 19 And then my last statement -- I think
- 20 that was it. So Title 1, no buses to take
- 21 children to the athletic events, we have to fund
- 22 raise every year. So we don't have -- girls,
- 23 kids have to walk to their whatever games, so
- 24 now we can't even walk to the games. This

- 1 budget is unfair. Did you all talk to the LSC
- 2 president -- the department of LSC about student
- 3 budgeting, the process? Did you sit down with
- 4 the Board who override the LSC and talk about
- 5 school budgeting?
- 6 MR. ROGERS: We have a number of people
- 7 that speak constantly to the LSCs.
- 8 MS. JULIAN: Well, I was told that they
- 9 told you all that it was not going to work
- 10 because we were going to lose resources in our
- 11 schools, which is true. Your boss, my boss,
- 12 Barbara Byrd-Bennett, said on one side of her
- 13 mouth that we were not going to have oversized
- 14 classrooms, that we were going to save money.
- 15 Now, on the other side of her mouth, oh, we're
- 16 sorry, we miscalculated, you are going to have
- 17 oversized classroom size. And by the way, we're
- 18 in the hole.
- 19 So tell me, accountants, where is the
- 20 money? How is it divvied up? Where are the
- 21 buckets? If my pension put us here, where is
- 22 your bucket? Where is the bucket from ten years
- ago when you said, oh, we need a holiday? Where
- 24 was the accountant then putting that money

- 1 aside? You thought the day was never going to
- 2 come. I can't even say that because you've been
- 3 here a year, I don't know how long you've been
- 4 here, but this has been going on and on and on.
- 5 MR. ROGERS: We understand your
- 6 comments, thank you. Will you allow someone
- 7 else to speak please?
- 8 MS. JULIAN: Sure. Thank you for your
- 9 time.
- 10 MS. VILLEGAS: Members of the Chicago
- 11 Board of Education, my name is Michelle Hoppe
- 12 Villegas, and I am a proud parent of two CPS
- 13 students, I am a former PTA officer and an LSC
- 14 member at Lincoln Elementary School. I am here
- 15 on behalf of a large group of parents and
- 16 community members in Lincoln Park who believe in
- 17 equity in education and wise use of scarce
- 18 educational resources.
- 19 I come before you today appalled at
- 20 what I have heard is about to transpire.
- 21 Earlier this summer it appeared rational minds
- 22 would prevail and that Lincoln Park's pet
- 23 project, the unnecessary new \$50 million
- 24 expansion of Lincoln Elementary School on the

- 1 Children's Memorial Hospital site, which Lincoln
- 2 Elementary School's LSC demanded last October
- 3 would not be funded due to the one-billion
- 4 dollar CPS deficit, massive school closures
- 5 primarily in minority neighborhoods in Chicago,
- 6 drastic slashing of CPS school budgets for the
- 7 next year and the recent release of the draft of
- 8 CPS's ten-year educational facilities master
- 9 plan which indicated that no school in Lincoln
- 10 Elementary School's position would receive a new
- 11 facility without utilizing far less expensive
- 12 options, especially since Lincoln, though
- 13 overcrowded, does not sit in a cluster of
- 14 overcrowded schools but in a sea of 2500 excess
- 15 seats compared to students in Lincoln Park.
- Note also, no schools were closed in
- 17 Lincoln Park, which is the wealthy white
- 18 neighborhood. CPS wisely did not recommend that
- 19 Lincoln's middle school they did not recommend
- 20 it either educationally and fiscally. And I
- 21 commend them for that, and I commend their task
- 22 force for that. They stated that they would
- 23 only build a school if funds were earmarked for
- 24 Lincoln Elementary School and it was mandated to

- 1 do so.
- 2 Lincoln ranks 51st out of 58
- 3 overcrowded CPS schools with attendance
- 4 boundaries. It is not the most crowded school
- 5 in CPS and therefore and rightly it is not CPS's
- 6 highest priority. Those overcrowded schools
- 7 that sit in clusters of overcrowded schools
- 8 should be the highest priority. Those are
- 9 mainly in minority neighborhoods. That was made
- 10 quite clear by CPS officials at numerous Lincoln
- 11 LSC meetings that they would not fund it unless
- 12 mandated to do so. And at other public meetings
- 13 regarding massive CPS school closures this year
- 14 due to CPS overcapacity funds were not
- 15 forthcoming we heard from the Federal
- 16 government, the state or from CPS, that left
- 17 only the mayor.
- 18 However, it appears that Mayor Rahm
- 19 Emanuel, Alderman Michele Smith and the
- 20 developer at Children's Memorial Hospital have
- 21 come to a deal. Overriding decisions made by
- 22 the Commission on School Utilization, CPS and
- 23 Rahm Emanuel's own appointee, Barbara
- 24 Byrd-Bennett, to place Lincoln Park's pet

- 1 project at the top of the priority list. We
- 2 have confirmation from four sources that Rahm
- 3 Emanuel at this time of fiscal austerity when 68
- 4 million is being slashed from school budgets and
- 5 nearly 1500 teachers are being laid off, class
- 6 sizes increasing, he has found funding for
- 7 Lincoln's middle school. How could this be
- 8 possible? How could the 51st most crowded
- 9 school way down the line out of 58 schools get a
- 10 brand new state-of-the-art middle school jumping
- 11 over 50 more crowded schools in Chicago?
- 12 Because it is located in Lincoln Park, as are
- 13 his connected wealthy friends of Mayor Emanuel
- 14 and Alderman Michele Smith. They demanded a new
- 15 school as the only acceptable solution, no
- 16 boundary change. No, that's for the rest of
- 17 Chicago. Closing schools and boundary change,
- 18 that's accepted by the rest of Chicago. It is
- 19 mandated that you do so, not in Lincoln Park.
- 20 And they would not accept boundary change
- 21 because it might affect the property values in
- their neighborhood.
- They demanded the new school and they
- 24 will receive it, that's what we've heard. While

- 1 at the same time nearly 50 CPS schools in poor
- 2 neighborhoods in Chicago are being shuttered
- 3 this fall and another 50 schools will remain
- 4 more overcrowded than Lincoln was ever projected
- 5 to be. Is this where we want our scarce
- 6 educational resources to go? To fund an
- 7 unnecessary middle school in Lincoln Park. Is
- 8 this a wise, fair or just decision? I ask that
- 9 you confirm or deny the funding of this
- 10 unnecessary school that sits in a sea of 2500
- 11 excess seats.
- 12 A VOICE: What's the answer please?
- MR. ROGERS: I'm unable to answer the
- 14 question.
- 15 MS. VILLEGAS: Because you know the
- 16 State of Illinois is funding it, correct?
- 17 MR. ROGERS: No, I don't, I'm sorry.
- 18 But if you'd like a response to your inquiry I
- 19 suggest you put it in writing and send it in and
- 20 we'll get you a response.
- 21 MS. VILLEGAS: Okay.
- MR. ROGERS: Thank you.
- MS. VILLEGAS: To whom should I address
- 24 this?

- 1 MR. ROGERS: Why don't you send it to
- 2 me, that's a start, and I will make sure you get
- 3 an answer.
- 4 MR. FLOYD: Hello, my name is Ross
- 5 Floyd, and I'm with Chicago students organizing
- 6 to save our schools. If you didn't catch that,
- 7 that's our schools, not my school. So please go
- 8 tell Tim Cawley that what he said yesterday was
- 9 a lie and we're here for all of our schools, not
- 10 just our own.
- 11 You three seem pretty upset that we
- 12 didn't want to hear your presentation and that
- 13 we all walked out. And I want to tell you the
- 14 reason for this is that we're tired of hearing
- 15 CPS lies. On every single school in every
- 16 single CPS building you say it's for the
- 17 children first, let's put the children first,
- 18 it's all for the children. If that's true, if
- 19 that's true, then why are you giving money to
- 20 Vienna Beef and why are you giving money to
- 21 DePaul and not to schools so they can hire more
- 22 teachers and have up-to-date textbooks? The
- answer is because those people aren't friends
- 24 with Rahm Emanuel. Those at Vienna Beef and

- 1 those at DePaul are his rich pals. And that's
- 2 not right.
- The second issue I want to address is
- 4 everyone that has spoken at this meeting so far,
- 5 probably everyone in this meeting and definitely
- 6 everyone that walked out is either a parent, a
- 7 teacher, a student or a concerned community
- 8 member that these budget cuts and school
- 9 closings affect directly. You, Barbara
- 10 Byrd-Bennett, Rahm Emanuel and everyone else who
- 11 runs CPS is not affected by these school
- 12 closings and budget cuts. So why are you making
- 13 the decisions? Why wouldn't you push for a
- 14 democratically-elected Board of Education? I
- 15 understand it's not your power, it's in the
- 16 state's power. But how about you get David
- 17 Vitale, how about you get Jesse Ruiz and Barbara
- 18 Byrd-Bennett to write resignation letters and
- 19 then have a democratically-elected Board of he
- 20 education?
- The second issue I want to address is
- 22 TIF funds. A popular phrase among you and your
- 23 friends is that the idea that we can fix our
- 24 budget problems from TIF funds is, quote,

- 1 magical thinking. I go to Jones College Prep
- 2 and at the last Board of Education meeting they
- 3 said, oh, look how great we did with TIF funds,
- 4 we gave Jones a new school, isn't that great for
- 5 them? Yes, it was great for us because you used
- 6 TIF funds for the right thing, you stopped
- 7 investing in private corporations and you gave
- 8 to our schools. So why can't you do that with
- 9 the other \$1.7 billion that's in a TIF surplus.
- 10 How many books would that buy? How many schools
- 11 would that reopen? How many teachers could that
- 12 rehire?
- So I have a question for you now. Do
- 14 you think that we could push and put your full
- 15 commitment behind using a \$1.7 billion TIF
- 16 surplus towards our schools?
- 17 MR. ROGERS: That question needs to be
- 18 addressed to the city and not me. I can tell
- 19 that you as far as TIF money, I'm glad you made
- 20 the point about Jones. Chicago Public Schools
- 21 have benefitted greatly by TIF resources over
- the period of several years, and we continue to
- 23 experience benefit from TIF funds each year in a
- 24 number of different ways. First of all, we are

- 1 eligible for and receive surplus money from TIFs
- 2 every year. We also experience the benefit of
- 3 increased property values and the property taxes
- 4 that are charged. TIFs have been very good for
- 5 Chicago Public Schools over a long period of
- 6 time, and I believe that they continue to be.
- 7 MR. FLOYD: I'm sorry, that wasn't my
- 8 question.
- 9 MR. ROGERS: Thank you for your
- 10 comments.
- 11 MR. FLOYD: I asked you will you push
- 12 and give your full support for the \$1.7 billion
- 13 TIF surplus to be allocated to CPS schools --
- 14 CPS?
- MR. ROGERS: May we have the next
- 16 speaker please. Thank you.
- 17 MR. FLOYD: You're ignoring students'
- 18 voices. You need to quit your job and tell the
- 19 mayor to quit his as well.
- 20 MS. KEARNEY: My name is Caitlin
- 21 Kearney, and I have an admittedly technical and
- 22 a little bit lengthy question, but I'm sure you
- 23 will be able to answer that.
- 24 So in that section of the budget where

- 1 there's other local revenues area and it states
- 2 that there's an increase of \$1.831 million from
- 3 last year and that it's entirely attributed to
- 4 anticipated reimbursement for capital projects
- 5 from the city, and I was wondering if as someone
- 6 who has been following the infrastructure trust
- 7 from its inception if that expected revenue is
- 8 expected from the infrastructure trust for the
- 9 lightning project?
- 10 MR. WALTERS: The \$1.8 million you
- 11 referenced is related to other projects that
- 12 were previously completed that we expect to
- 13 receive TIF funds for.
- 14 MS. KEARNEY: Okay. So there is
- 15 nowhere in this budget is expected from the
- 16 Chicago infrastructure trust?
- 17 MR. WALTERS: I don't believe a
- 18 decision has been made on exactly how the
- 19 infrastructure trust will be structured.
- MS. KEARNEY: Yeah, that's why I was
- 21 wondering because I was at the meeting where a
- 22 representative from CPS discussed the lighting
- 23 project and seemed to indicate initially that it
- 24 was going to be put into the budget, although at

- 1 later meetings it's now not going to be in the
- 2 budget. So I was just wondering if any money
- 3 from the Chicago infrastructure trust, which as
- 4 you know isn't really operating yet, if it will
- 5 be in the budget.
- 6 MR. WALTERS: So the revenue from the
- 7 infrastructure trust hasn't been included in
- 8 this budget. That doesn't mean that we cannot
- 9 receive it. If we do decide to go forward with
- 10 the infrastructure trust and receive the revenue
- 11 it will come in, it will benefit from that.
- MS. KEARNEY: Yeah, absolutely. I'm
- 13 not saying that if it's not funded you can't get
- 14 it, but just to be clear it's not going to be in
- 15 the Fiscal Year 2014 budget until it's approved
- 16 by the infrastructure trust?
- 17 MR. WALTERS: Correct. And so the
- 18 appropriation of the energy projects were
- 19 included in the FY '13 budget. So we have the
- 20 projects already in the budget, we don't have
- 21 the revenue yet because it's still undecided.
- MS. KEARNEY: Okay, great. Thank you.
- A VOICE: Are we on a number?
- MS. COOPER: If you want to speak

- 1 please come forward. We have 30 minutes.
- 2 A PERSON AT THE MICROPHONE: I also
- 3 want to say this before I have to leave and join
- 4 that meeting outside. I grew up in Roseland, I
- 5 attended Whitney Young, that's an
- 6 hour-and-a-half commute because I didn't have
- 7 very good schools in my community as you may
- 8 know. And I currently attend the University of
- 9 Chicago. So I wanted to do some reading on what
- 10 your new budget is because that's the person I
- 11 am, I like to read. And I think it's really
- 12 funny under pillar one you mentioned invested in
- 13 magnet, gifted and talented programs when we
- 14 students and stakeholders about the cuts that's
- 15 happening. Those are really funny jokes you
- 16 guys played.
- Number two, supports that meet student
- 18 needs. I think that's really funny also because
- 19 I want to become a guidance counselor and I know
- 20 those are being cut as well as social workers.
- 21 I spoke with you guys all know Harper
- 22 High School, I spoke to one of the social
- 23 workers there and she was not sure she has a job
- 24 next year because of budget cuts. I think

- 1 that's really funny that you don't mention that.
- 2 Pillar three, engaged and empowered
- 3 families and communities. Did you see how
- 4 people just walked out of here? They do not
- 5 feel engaged. They do not feel like they're
- 6 being listened to. Look at you up there right
- 7 now, no one is taking notes. Even if I hate a
- 8 professor I take notes in their class. You have
- 9 this lady right here typing, will you actually
- 10 read that transcript. Why aren't you taking
- 11 notes? That's unacceptable. Also I think I saw
- 12 you on your phone earlier, lady in the middle.
- MS. COOPER: Keeping time.
- 14 A PERSON AT THE MICROPHONE: Number
- 15 five also does not make sense to me. I want you
- 16 guys to go back when students walked out at the
- 17 other proposed budget cuts as we saw here. We
- 18 have of a student union that's meeting outside.
- 19 You guys are forgetting that you are affecting
- 20 families and communities as well as students,
- 21 okay. This is run on students. This is run on
- 22 poor people's taxes. You need to change your
- 23 bilanguage, change -- open up your ears and
- 24 listen to people and stop saying you want to

- 1 invest in us and you cut all the programs that
- 2 we need. This does not make sense. Thank you.
- 3 (Whereupon, the audience was
- 4 applauding.)
- 5 A PERSON AT THE MICROPHONE: Good
- 6 afternoon, I am an AFT, IFT, CTU delegate. We
- 7 have had conventions, 2010 was my first in
- 8 Seattle, Washington, and then again 2012 in
- 9 Detroit, Michigan where all schools are charter
- 10 now. So they opened up a privatization and all,
- 11 you know, the teachers they don't have the
- 12 salaries they used to have and so forth. The
- 13 parents have to have somewhere to send their
- 14 kids, they may or may not have anywhere to send
- 15 their kids. The charter federation was voted to
- 16 be stopped in the AFT convention and it was not
- 17 stopped. When we get to a local levels like you
- 18 just ignored that the charters were to stop
- 19 being expanded and the schools were to stop
- 20 closing. It's though as we wrote this thick
- 21 book on AFT resolution and when it got to local
- 22 government it was disregarded.
- Now, I know that you have \$210 million
- 24 you plan to use for school closings and

- 1 welcoming schools. You have 700 schools you're
- 2 responsible for, those 700 schools should
- 3 receive \$300,000 apiece and maybe get another
- 4 teacher back in the classroom, maybe get another
- 5 program in the school, maybe stop a teacher from
- 6 being fired, maybe stop an engineer from being
- 7 fired.
- 8 These schools are the community and the
- 9 heart of everybody that lives in the community.
- 10 These schools build a community within a
- 11 community. So it's devastating for these
- 12 students to lose the community that their adults
- 13 and their role models have built for them.
- 14 That's just devastating and it's just not
- 15 acceptable. The structure of these school
- 16 systems can stay the same. The money is there
- 17 because the money is always diverted out of the
- 18 school system. If it's not through our pensions
- 19 then it's through TIFs or then it's through some
- 20 type of bad swap deal or it's no progressive tax
- 21 rate so then the kids who never had an
- 22 opportunity suffer.
- 23 Being an educator for 20 year the kids
- 24 never are promoted knowing what reading level

- 1 they're on, they're just promoted with some type
- 2 of standardized test scores. So that keeps our
- 3 kids from achieving too. It feels like to me
- 4 with my 20 years of experience the system is
- 5 just set up for failure. It's like our kids
- 6 never had a chance because they may have been
- 7 born into low and reduced lunches to say the
- 8 least.
- 9 So it's important that we look at these
- 10 kids as being humane just like the rest of
- 11 society. It is inhumane to see these kids being
- 12 undereducated. God gave them a gift. All of
- 13 these kids have gifts. They have the potential
- 14 to be college students, instead of that they
- 15 drop out of high school. They drop out of high
- 16 school frustrated because they never knew what
- 17 reading level they're on in the first place. So
- 18 this is a system that's set up for failure and
- 19 the education policy is going to have to change.
- 20 It cannot keep changing in the direction of
- 21 corporate America and privatization. It has to
- 22 change in the direction of the public sector.
- 23 You cannot make our education
- 24 institution an industry, an education industry

- 1 for profit. Our kids are not commodities, they
- 2 deserve democracy. Our forefather left Great
- 3 Britain, fought in the Revolutionary War so they
- 4 could have independence. We want our kids to
- 5 have choice. We don't want a dictatorship or
- 6 corporation telling them that they can't go to
- 7 this school because their scores are not high
- 8 enough when they're reading levels have been
- 9 affected in the first place.
- To end I would just like to say that
- 11 \$210 million being spent on 100 schools is
- 12 irrational when \$300,000 can be spent on 700
- 13 schools to get some teachers rehired. I have a
- 14 lot of points here that some of them may be
- 15 confusing if you don't have a lot of insight on
- 16 what's been going on in the economy, but I
- 17 passed these out. I hope most of you have them.
- 18 I hope most of you Skype me so we can just talk
- 19 so we get to root of the problem and we can get
- 20 our kids back in the schools.
- Some of you may not know the U.S.
- 22 Federal court is deciding right now on an
- 23 injunction on the school closings. For some
- 24 reason I didn't hear it at the Board meeting

- 1 until I said it last Wednesday and I haven't
- 2 heard it here. But the schools are not closed
- 3 yet, there's an injunction on the school
- 4 closings. And there are lawsuits on these
- 5 school closings due to Americans with
- 6 Disabilities Act and also a post racial era
- 7 violation for not merging some white students.
- 8 MR. ROGERS: Thank you for your
- 9 remarks. Can I show a hands of who else would
- 10 like to speak? We want to make sure everybody
- 11 has an opportunity.
- 12 A VOICE: You can come outside and
- 13 speak.
- 14 A PERSON AT THE MICROPHONE: Thank you
- and God bless everybody. It's more blessed to
- 16 give than receive, give back our schools.
- 17 (Whereupon, the audience was
- 18 applauding.)
- 19 A PERSON AT THE MICROPHONE: I am also
- 20 a student at the University of Chicago like
- 21 Sofia. And I can see how, you know, like she
- 22 mentioned you guys are not taking notes so I
- 23 just wanted to try to ask you some questions so
- 24 that you could think personally about what this

- 1 means for you.
- 2 So I want these three questions to
- 3 be -- so for all three of you, not just the CFO,
- 4 please answer these three questions.
- 5 What neighborhood do you live in in
- 6 Chicago? How many schools are closed in your
- 7 area? And how do you feel about this?
- 8 MR. ROGERS: I don't think that's a
- 9 relevant question for us.
- 10 (Whereupon, the audience was
- 11 screaming and yelling.)
- 12 MR. ROGERS: We're here to discuss the
- 13 budget of Chicago Public Schools and we're going
- 14 to do that.
- 15 A VOICE: Answer the question, sir.
- 16 A PERSON AT THE MICROPHONE: I'm pretty
- 17 sure that some other speakers have also strayed
- 18 a little bit off topic and have asked you
- 19 questions so I don't understand why you won't
- 20 answer mine.
- 21 MR. ROGERS: As I said, we are here to
- 22 discuss the Fiscal Year '14 budget for Chicago
- 23 Public Schools, not our personal situation. I
- 24 don't think it's relevant to what we're talking

- 1 about here and I'm not going to do it.
- 2 A VOICE: It's our tax money that
- 3 you're spending.
- 4 MR. ROGERS: Please continue with the
- 5 rest of your question, sir.
- 6 A PERSON AT THE MICROPHONE: Sure. So
- 7 if your opinion is not relevant to this
- 8 conversation then I don't understand why you
- 9 would sit there and pretend like our opinion is
- 10 also relevant. So thank you.
- 11 MS. PARA: Good evening, my name is
- 12 Angelica Para, I basically volunteer at my local
- 13 high school, which is Kelly High School. It is
- 14 a Chicago Public School. It's not a
- 15 selective-enrollment school so what that means
- 16 is that my school has to accept any incoming
- 17 students. Now, take into account we have over
- 18 3,000 students and we are very overcrowded. You
- 19 are closing schools so that may mean we may be
- 20 even more overcrowded. And that is considering
- 21 that thankfully we did have a small addition to
- 22 our school which still means we are still
- 23 overcrowded.
- 24 Closing these schools is not good for

- 1 our kids because of the fact that they have to
- 2 go into different areas maybe further and those
- 3 schools are going to be overcrowded. What are
- 4 you guys going to do when these schools are also
- 5 overcrowded? Are you going to reopen the old
- 6 schools that you guys closed?
- I mean, we have personally lost over 20
- 8 faculty, that includes career service teachers,
- 9 like you said, lunch people, probably engineers
- 10 also. We're losing a music teacher which means
- 11 less music. And Kelly has represented the city
- 12 of Chicago in the Thanksgiving Day Parade that
- 13 we hold here when all these other bands that
- 14 play in that parade are from out of town. We
- 15 have lost an arts teacher which means those
- 16 students who want to enroll in art, we have a
- 17 lot of talented students in our school, but
- 18 we're losing the teachers that we need to
- 19 inspire those students to fulfill what they can.
- Now, I understand you guys have no say
- 21 in what happens, you are supposed to take this
- 22 information back to the higher-ups. But I agree
- 23 with some of these people when they say I hear
- 24 about politicians getting raises. How can they

- 1 get raises when our city is in deficit? And why
- 2 are we taking money from our schools instead of
- 3 giving money to our schools? Like we all say,
- 4 our children are our future. We're not proving
- 5 that by closing these schools, taking away their
- 6 programs and the art -- the arts programs are
- 7 all the first to go when these students need a
- 8 way to express themselves other than a violent
- 9 way. The arts are a good way for them to
- 10 express themselves and that's always the first
- 11 program to go in all of the schools. My school
- 12 has already been threatened more than once with
- 13 the arts program being lost because of the
- 14 deficit that our city has. But how can we say
- 15 that our children come first when that's the
- 16 first thing we cut is our schools? The money
- 17 that we have extra we should be putting that
- 18 into our schools, not putting that into
- 19 everything else.
- I agree also why does DePaul need a new
- 21 stadium? What is the reason behind getting a
- 22 new stadium for DePaul? What is the reason
- 23 behind putting a small park downtown? Downtown
- 24 is already beautiful as it is, we don't need

- 1 another park downtown. I think all the money
- 2 that we have in the surplus should be put into
- 3 our schools.
- 4 MR. ROGERS: May I please ask you to
- 5 conclude so we may hear from other people.
- 6 MS. PARA: Okay, no problem. I'm just
- 7 saying we should prove that our children are
- 8 important instead of taking away from what they
- 9 already have, barely have I should say. Thank
- 10 you.
- 11 MR. ROGERS: I want to announce at this
- 12 point because we have limited time left as we
- 13 indicated at the start we had a process in place
- 14 which we're going to stick to which called for
- 15 people to register who had questions to ask by
- 16 6:30. I know that the two of you have raised
- 17 your hand and said you would like to speak.
- 18 A VOICE: Three.
- 19 MR. ROGERS: I'm sorry, sir, did you
- 20 register by 6:30?
- 21 A VOICE: The lady in the middle,
- 22 what's your name, ma'am?
- MR. ROGERS: I'm sorry, we're going to
- 24 back to our rules. I believe you're a student

- 1 at the University of Chicago, let's hear from
- 2 the people that are registered.
- A VOICE: I think I should speak, sir.
- 4 MR. ROGERS: Next speaker please.
- 5 A PERSON AT THE MICROPHONE: I have two
- 6 daughters attending Chicago Public Schools and
- 7 like everyone else who is here now and who has
- 8 been here I care passionately about fully
- 9 funding a public school education for every
- 10 child in Chicago no matter where they live. I
- 11 care passionately about that.
- But the things that I'd like to address
- are much more in the long-term view and they're
- 14 things that I haven't really heard people talk
- 15 about because the situation is so dire, but I'm
- 16 going to address my long-term. Of course, I am
- 17 also programmatic enough to know that you have
- 18 to be here for a certain amount of time and you
- 19 kind of have to listen to this whole thing. And
- 20 I know that there's an element of fear involved
- 21 so I want to thank you for listening to me and I
- 22 hope that you might be able to think about some
- 23 things that at least we also think about but
- 24 we're not really saying as much.

- 1 I've never addressed you before but
- 2 that's because you've never done what you're
- 3 about to do before. Soon you are going to allow
- 4 big business back to charter schools to take
- 5 over closed schools in Chicago. This action
- 6 diverts public tax dollars to a for-profit
- 7 business model. And I think there's a huge
- 8 difference between contracting private
- 9 businesses to provide goods and services for any
- 10 given school and then handing over the financial
- 11 control to charter schools. I think I must be
- 12 hitting the nail on the head because you're not
- 13 looking at me anymore. Thank you.
- 14 I think at some point down the line,
- 15 I'm talking about decades down the line, I've
- 16 been in Chicago for decades, and I imagine I'll
- 17 stay in Chicago for decades, down the line these
- 18 for-profit models are going to have to return
- 19 some kind of money to their investors, right?
- 20 So it's just another way of paying for private
- 21 gain with public tax money. And I think it's a
- 22 brilliant plan on the part of big business
- 23 because they're really hungry to tap into public
- 24 tax revenue stream all over the country. As a

- 1 private company they will have a guaranteed
- 2 revenue stream at the front end, but unlike the
- 3 mortgage bailout that happened and the recent
- 4 housing bubble where the savings and loan crisis
- 5 where the public tax money was used at the end
- 6 to revert the crisis, this is going to be a slow
- 7 and steady gradual stiffening away of putting a
- 8 percentage of the budget from charter schools
- 9 into the hands of private companies. It's not
- 10 going to be coming back into the community ever
- 11 again. Once the schools are closed and you give
- 12 it to charter schools there's not going to be a
- 13 chance for them to come back and be public
- 14 schools again.
- 15 And I don't believe that there are at
- 16 this point enough checks and balances, enough
- 17 transparency or enough standards for
- 18 accountability on the charter schools to prevent
- 19 them from becoming really an incredibly corrupt
- 20 force inside getting money off of the public tax
- 21 revenue for private gain. Not everything --
- 22 some of it is going to be given to kids, but I
- 23 don't believe the same percentage is. Thanks a
- 24 lot.

- 1 MR. ROGERS: Thank you. Can we have
- 2 the next speaker and last speaker? Thank you.
- A PERSON AT THE MICROPHONE: What an
- 4 honor. I had not intended to speak this
- 5 evening, I'm a Local School Council chairperson
- 6 from Soloman Elementary. I didn't even intend
- 7 to be here tonight, I spoke at the meeting last
- 8 night. I attended last night's meeting. But I
- 9 felt compelled and many people commented on
- 10 Mr. Cawley's remarks about the fact that people
- 11 care about the schools in their neighborhoods.
- 12 Yeah, we do. Our neighborhood is about as far
- 13 north as you can get, yet I felt compelled to
- 14 come here to say you will not pit one side of
- 15 the city against the other.
- 16 (Whereupon, the audience was
- 17 screaming and yelling.)
- 18 A PERSON AT THE MICROPHONE: Those
- 19 comments were not made by you, but they were
- 20 made by one of your peers and a representative
- 21 of CPS.
- I guess I really just have one question
- 23 and that is have any of you, and I didn't get
- 24 here early enough to know exactly who you are in

- 1 the system, I know that you're not Board
- 2 members. I know that the odds of them having
- 3 gone through this again after going through it
- 4 last night was slim to none. Have any of you
- 5 ever been in a CPS school for more than just a
- 6 few minutes in fiscal year 2013 when you were
- 7 preparing the budget? I'm just really curious
- 8 about that.
- 9 MR. ROGERS: Yes, all of us have been
- 10 at Chicago Public Schools on numerous occasions.
- 11 A PERSON AT THE MICROPHONE: For more
- 12 than just a few minutes?
- MR. ROGERS: Yes.
- 14 A PERSON AT THE MICROPHONE: Like you
- 15 spent a few days, a few weeks?
- MR. ROGERS: Yes.
- 17 A PERSON AT THE MICROPHONE: Can you
- 18 recall what schools those were?
- MR. ROGERS: No.
- 20 Are there questions related to the
- 21 budget that we're talking about?
- A PERSON AT THE MICROPHONE: This very
- 23 much relates to the budget, sir. Can you
- 24 recall -- okay, so I don't want to tax your

- 1 memory to recall the school. Can you recall
- 2 anything that struck you about any of the
- 3 students at the school, about any of the
- 4 programs at the school?
- 5 MR. ROGERS: We're here to talk about
- 6 the budget for Fiscal Year '14, and we're not
- 7 here to talk about our own personal experiences
- 8 in schools. Do you have other comments you'd
- 9 like to make?
- 10 A PERSON AT THE MICROPHONE: No, I'm
- 11 just really disappointed that you weren't able
- 12 to answer that question because it disturbs me
- 13 that you're making decisions about the budget,
- 14 I'm on the budget now, and about how the money
- 15 is being spent to educate our students who work
- 16 really hard and do their jobs, yet you don't
- 17 feel compelled to recall encountering them other
- than when you encounter them at these meetings,
- 19 and it's just disturbing to me.
- 20 MR. ROGERS: Thank you for your time.
- 21 We have now concluded with all the
- 22 speakers that registered to speak at this
- 23 session. I want to thank those that are here --
- 24 MR. ANDERSON: I did register.

- 1 MR. ROGERS: And your name, sir?
- 2 MR. ANDERSON: My name is Mahiri
- 3 Andersson.
- 4 MR. ROGERS: I beg your pardon.
- 5 MR. ANDERSON: No problem. A couple of
- 6 questions that I do have since we are speaking
- 7 on the budget.
- 8 The projections that were given to the
- 9 schools based on the student-based budget
- 10 were -- started when? When you began to project
- 11 this budget when -- what was the date or the
- 12 time frame? I want to kind of speak to the time
- 13 frame to the establishment of this budget so I
- 14 have several questions that we can kind of get
- 15 through very quickly.
- 16 MR. ROGERS: Then you should go through
- 17 and make your comments and questions and we'll
- 18 figure out how to answer them if we can.
- MR. ANDERSON: Well, it feeds into my
- 20 questions it feeds into this conversation. I
- 21 don't want to have a conversation -- I would
- 22 like to have a conversation back and forth.
- MR. ROGERS: If I understand your
- 24 question it is when did we begin thinking about

- 1 student-based budgeting?
- 2 MR. ANDERSON: No. When did you begin
- 3 the process for the projections on this year?
- 4 MR. ROGERS: We've been thinking about
- 5 projections for this year and try to determine
- 6 what the best budget would be to deliver the
- 7 quality of education we would like to
- 8 continuously for the last several years.
- 9 MR. ANDERSON: All right. For the last
- 10 several years?
- 11 MR. ROGERS: Yes.
- MR. ANDERSON: Based on that history
- 13 you all have stuck with the plan that schools
- 14 will get money based on those projections in
- 15 June, March, April, when, when does that --
- 16 MR. ROGERS: I'm sorry, I'm not
- 17 following your question.
- 18 MR. ANDERSON: When does that -- when
- 19 the school gets that initial budget at the
- 20 beginning of the summer, June -- July 1,
- 21 beginning of fiscal year for CPS, when they get
- 22 that budget what are those numbers based upon?
- MR. ROGERS: Those numbers are based on
- 24 the information we have available to us at that

- 1 time, including what revenue we expect and as a
- 2 result of the expenses that we think are best
- 3 allocated for the programs that we believe to be
- 4 the most important in the schools.
- 5 MR. ANDERSON: Since -- based on that
- 6 student-based budget -- based on moving to a
- 7 student-based budget, did you project these
- 8 budgets based on the number of students that you
- 9 currently have in CPS?
- MR. ROGERS: Yes, we have.
- 11 MR. ANDERSON: If that's the case why
- 12 do we have several schools throughout the Rock
- 13 Island and Englewood network that currently if
- 14 we are talking about all the students that are
- 15 within CPS and we're talking about closing
- 16 schools, allocating funding for the official
- 17 receiving schools, why are there schools that
- 18 are still not being properly funded to this date
- 19 as of three weeks before the start of school
- 20 based on the number of students that have come
- 21 from those neighborhood schools and other
- 22 schools? Why is that money still not -- why has
- 23 that money still not been pushed down to schools
- 24 if we are working with a student-based budget at

- 1 this point then why has there not been some
- 2 foresight or some allocation or reallocation of
- 3 money since we've had these cuts, why has that
- 4 money not been pushed down to this date for a
- 5 number of schools across the city that have had
- 6 influxes of students of 60, 100, 20, 89, several
- 7 schools throughout the Rock Island network and
- 8 also the Englewood-Gresham network?
- 9 MR. ROGERS: Would you like to provide
- 10 us with details of your question? You're
- 11 speaking in generalities and we cannot answer.
- 12 I can tell you that we review
- 13 continuously what we believe to be the
- 14 population of the schools, we're looking at
- 15 students based on our best assumption of where
- 16 they're going to go and we base our budgets
- 17 accordingly.
- 18 Are there further questions you have?
- 19 MR. ANDERSON: I do. I just want to
- 20 clarify. You're basing it off of assumption, is
- 21 that what you just stated?
- MR. ROGERS: Actual facts in terms of
- 23 students in schools.
- 24 MR. ANDERSON: And those numbers that

1	you're looking at	
2	MR. ROGERS: I think I answered your	
3	question, sir.	
4	MR. ANDERSON: Well, the last one is	
5	where are you actually getting those numbers	
6	from for the current population in those	
7	schools?	
8	MR. ROGERS: The students that are	
9	currently attending we're well-aware of the	
10	number of students in the school.	
11	Thank you for your comments.	
12	I would like to conclude now and thank	
13	everyone for coming. I'm sorry we didn't have a	
14	chance to go through the budget, but I'm sure	
15	that all of you will have an opportunity to look	
16	at it. As I would have mentioned it is	
17	available online in considerable detail and I	
18	urge you to take a look at it. And I thank you	
19	once again for coming this evening.	
20	(Whereupon, these were all the	
21	proceedings had at this time.)	
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1	STATE OF ILLINOIS)
2) SS:
3	COUNTY OF C O O K)
4	
5	Karen Fatigato, being first duly sworn,
6	on oath says that she is a court reporter doing
7	business in the City of Chicago; and that she
8	reported in shorthand the proceedings of said
9	public hearing, and that the foregoing is a true
10	and correct transcript of her shorthand notes so
11	taken as aforesaid, and contains the proceedings
12	given at said public hearing.
13	anacut anacut
14	- Karen Fatigati
15	Karen Fatigato, CSR
16	LIC. NO. 084-004072
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