In The Matter Of:
WESTINGHOUSE HIGH SCHOOL
MANAGEMENT AND BUDGET

FISCAL YEAR 2011-2012
August 11, 2011
OFFICE OF MANAGEMENT AND BUDGET

FISCAL YEAR 2011 - 2012 PROPOSED BUDGET

PUBLIC HEARING

THURSDAY

AUGUST 11, 2011

7:00 P.M.

Held at:
WESTINGHOUSE HIGH SCHOOL
3223 West Franklin Blvd.
Chicago, Illinois
PRESENT:

MS. MELANIE SHAKER
Chief Financial Officer

MR. ARNALDO RIVERA
Deputy Budget Director

MS. GINGER OSTRO
Budget & Grants Officer

MS. ADRIA HUSBAND
Senior Manager in Budget Office

MS. JORY SIMMONS
Moderator

Reported by: Nancy G. Jackson
License No. 084-001454.
MS. SIMMONS: Good evening and welcome to the Chicago Public School proposed budget hearing. For this evening we have provided a Spanish translator as well as a sign language interpreter. If there is anyone who needs assistance, please raise your hand now.

(Mr. Russo, the Spanish translator and the sign language interpreter are signing and interpreting.)

(No response)

MS. SIMMONS: Before we begin the hearing, I would like to acknowledge our chiefs of schools that are here with us this evening, Melissa McNeal Zaikos, Shonda Huery, and Stephen Zrike.

UNIDENTIFIED SPEAKER: I have a question. The doors were closed, there was no sign.

I want to speak. They told me about this meeting yesterday, it was not enough time and the door was closed.

(Applause)
MS. SIMMONS: Thank you. I'll speak to you in a minute. Have a seat and let me finish and get the proceedings read. Thank you.

For the evening I would like to read the procedures, our hearing will begin with a few comments by our senior staff members, then we will have a proposed budget hearing by our director as well as part of the presentation done by our deputy director and after their comments we will have the first speaker for the evening.

When your name or organization is called, please proceed to the microphone.

Each speaker will be given two minutes to speak and at the one minute thirty seconds mark, we will ask you to conclude. We ask you to adhere to the time limit so that we have the opportunity to hear from everyone with us this evening.

All those wishing to speak were asked to complete a speaker's card at the registration table.

UNIDENTIFIED VOICE: There was no registration table.

MS. SIMMONS: There was a
registration table when we began. Registration was from 6:00 to 7:00 p.m. Now registration is closed.

We will speak to you in a few moments. As I am reading-- as I am reading the procedures, please allow me to finish and we will speak to you when we are done. Thank you.

If there are multiple speakers that are called from the same organization or school, we are asking that only one member of the school speak regarding the same issue.

I will be your moderator for the evening and I will indicate when your time is up.

The public hearing is scheduled to end at 9:00 p.m. On behalf of Chicago Public Schools, thank you for taking the time to participate in the hearing.

UNIDENTIFIED SPEAKER: What is your name?

MS. SIMMONS: My name is Jory Simmons.

MS. SHAKER: Good evening everybody, I am Melanie Shaker, I am Interim Chief Financial Officer and President of Chicago Public
This is our second budget hearing. The first one was a success, I think. We are here to listen to you. This is the whole purpose of having these meetings, and I do want to invite you to continue the conversation. This year is the first time we are doing it. If you look on this agenda you will see a website, and on that website you can continue to give us comments to let us know what you think.

I hope you don't end your conversation with us this evening. If you have something to follow-up with, we will try to respond.

I want to introduce the staff here. To my right is Adria Husband. To my near right is Arnaldo Rivera. They are senior managers in our budget office, and to my left is Ginger Ostro. Ginger is the budget director and grants manager.

So thanks again for coming and we will get started with a short presentation and move right into questions.

MS. OSTRO: Thank you so much for coming out. We really appreciate the opportunity
to share with you just a few remarks, give you a quick overview of the budget that we are proposing, and then give you a chance to give us some feedback. So Arnaldo and I are going to share the presentation to give you this overview.

When we looked at the budget, we basically had three major things that we were focused on. We are facing daunting challenges both on the financial side, but also for the need for improved student outcome. So both on the educational side as well as the financial side.

We inherited a 712 million dollars deficit and that's already after making 75 million dollars in administrative reductions, so as we looked forward to what we had to address, we had to cut even further in administration, organization and other areas. And our core principle, as we looked at that, was to keep cuts as far away from the classroom as possible. And we will share with you the areas that we focused on to make those reductions, and again with the goal to keep that away from the classroom as much as we possibly could.

But we weren't only focused on
reductions in this budget, we were also focused on areas that we could invest in. So you will see that we maintained some critical investments and were able to add some funding to priority areas, areas that we think you will find as important as we do.

What we are going to take you through is just, very quickly, an overview of our revenue situation, what has happened to the money that comes into the system, what happens in terms of our spending over time, how our reductions are broad and impact the entire organizational system, and that we still need to use reserves in order to close this gap that we couldn't, and we weren't willing to cut deeper into our core priorities to make further reductions.

Finally, we will show you the long-term picture which poses some real challenges for us. So let me just jump right in and show you the picture here.

If you take a look at the blue line going up, what you see is that those are revenues. Those are monies that are coming into the system that we have to operate with. You can see that it
has gone up every year until 2011. And then we see between 2011, and I should be specific here, that these are on a fiscal year basis; and by fiscal year, that's the year that we calculate our budget, which is July 1 to June 30 of each year.

So for fiscal 12, that's what the FY is, fiscal year 12, that's the year that started this July 1 and will go through June 30th. So when we compare what revenues we brought in or we expect to bring in this year, compared to last year, you see it went down. There's an absolute decline year after year. We have less money this year to spend than we had last year to spend. That's one of the biggest challenges for us. And it's down by 256 million dollars. We will go a little bit more into detail later.

But as you also see, the red line, that's our expenditures or spending. You can see that that too has gone up over time, but in fiscal 2012, we still have the red line over the blue line, which means we have spending that's in excess of our revenue. We have more to spend than we have money coming in, and that's why we have to tap into our reserves to actually make
Let's talk first about the investments that we have made in this budget, what are the areas that are priorities for us. And first and most important is that we maintain class size throughout the district. Class size is maintained. We've also maintained funding for pre-K programs, recognizing the importance of early childhood, and have been able to expand all day kindergarten for 6,000 students. That's a 15 million dollars investment that we are making for all day kindergarten.

We've expanded magnet programs for 2300 students. We've maintained our world language programs, and we've focused on safety for students with continued investment in Cultural Calm, Safe Passage, mentoring programs, and we've added 7 million dollars to provide state-of-the-art high definition cameras in 14 of our schools.

I am going to turn it over to Arnie to talk a little bit about what we spend.

MR. RIVERA: So this graph shows the entire operating budget broken out by units.
And as you can see, 75 percent of a money budget for the upcoming school year, the upcoming fiscal year, is at the school level. 21 percent is citywide programming, and that includes clinician support such as nurses, speech pathologists, social workers that are budgeted at the school unit but are deployed to local schools.

You will see the one percent in the networks. Those were the previously referred to area offices that have been renamed networks. And then you see the 3 percent appropriation for central office.

And then this graph shows where our compensation breaks out by these units. So if you look at the school line, you'll see the 83.6 percent of the total district-wide compensation is allocated to schools, 11.5 percent at the citywide level, 3.7 percent at central office and 1.2 percent at the network level.

This graph shows the actions that have been taken since the new team came in and inherited the 712 million dollars deficit. You will see the first action that was taken was the foregoing of the 4 percent of the cost of living
adjustments for all unionized personnel. You will see the 107 million dollar reduction at the central office network and other operational levels.

We are making sure that we are eliminating duplication and streamlining the operational and educational services at central office and other administrative personnel provided to the schools.

You will see 27 million dollars in operational efficiencies. This includes restructuring bus routes and decreasing the space utilization at under-utilized schools in order to reduce the square footage that we use to calculate staff personnel.

The next line you will see 86.7 million dollars in program reductions. So in this 86.7 million dollars was a lot of trimming of supplemental programming. So we don't want to downplay the impact that some of these reductions have. A lot them are going to have impact at the school level, but our hope was that by targeting supplemental programming, we were able to maintain the core instruction and hoping to minimize the
impact. You will see the 150 million dollars in increasing property tax that Ginger will speak to a little bit more in detail.

Despite those actions, as Ginger alluded to, we were still faced with a 241 million dollars shortfall, which we used a fund balance to cover, which once again Ginger will speak to some of these in more details.

MS. OSTRO: What this chart represents is a total 320 million dollars in reductions that we made. Looking at areas that we had to make cuts, but also recognizing that we had to invest in priority areas.

So after we make all the reductions, we turned at last to increasing our revenue by doing a property tax increase. If we did not focus on increasing the property tax, then the cuts would have been much deeper and much more significant.

Let me show you some of the things that we would have had to do. We would have had to violate our first core principle by increasing class size. We would not only have not been able to invest in full day kindergarten
for more students, we would have had to eliminate
all the full day kindergartens we are currently
able to fund. Rather than maintaining early
childhood education programs, we would have had to
cut them twenty percent. We would have made other
reductions as you see here, including a
significant reduction in bonds preventions
initiatives.

Fortunately, we are not proposing
to make any of these reductions. Instead of
making these deep cuts, we are looking to increase
property taxes by about 84 dollars to the average
homeowner’s bill. That will help us
pay for all the services that CPS provides and
help avoid cutting the most important programs and
avoid reducing them.

Here’s what some of the proposed
details are. We estimate that the impact on the
average homeowner of a 250 thousand dollars home
would be about 84 dollars per year. The average
tax on this home was about 1,776 dollars,

obviously with about 84 dollars more, it
would be about 1,860 dollars, it totaled on a
total property tax bill, that would be about a 2.4
percent increase.

We recognize this is a challenge for people and for folks to be able to accept the property tax increase and the pressures that it places, but in looking at the challenges and trade offs that would have to be made and the cuts that we would have had to make to even come closer to balancing this budget, we felt we could make those choices, that we couldn't risk those programs, and so are recommending the property tax increase.

Let me just talk a little bit about the overall big picture of the budget once we have gone through all those reductions. So as I mentioned at the beginning, if you look at our revenues, the money coming in, we get money from the local government, that's primarily property taxes.

We get money from the State of Illinois and we receive money from the federal government. And you can see in each of those areas, the numbers on the far right in the parentheses are down year after year. We have
less money, 256 million dollars less in 2012 than we had last year, so you have less money to spend and yet very important priorities to spend money on.

If you look at our spending side or where we spend our money, Arnie showed you how that gets allocated and how much does go to salary. In total, our appropriation, that's our spending a month that we spend, it's going up 163 million dollars and this is primarily to pay for costs related to salaries, including step and lane increases for teachers which are longevity and educational increases, it includes adjustments for healthcare cost increases, and it includes pension cost increases, and we will talk a little bit more about that later.

But as you can see, if you look at the very bottom line, even after all the actions that we've taken, after the property tax increase you still have a negative 241, negative 241 million dollars deficit in the current year that we have to address.

But, fortunately, if you look just to the left, in 2011 we over realized our
revenue. We received more money than we had anticipated, so we ended up with 288.5 million dollars of revenue beyond what we spent last year, and that's primarily because of some things that happened one time. We did receive money from the State of Illinois that we didn't anticipate in 2011, and that helped us achieve more than we had anticipated.

We did do some refinancing with some of the funds in the amount that we owed to our bond holders, and we did benefit from some TIF money that came in one time in fiscal 2011 that will be available in 2012. But what you also notice is that 288 million dollars that we have in 2011 pretty much helped us close the deficit in 2012. That 288 million dollars is how we are going to balance the budget and pay for the additional 241 million dollars of expenses.

Let me talk just a little bit about what happened in the years going forward. The picture I just showed you is for the current year. This talks about the years going out in 2013 and 2014, because we do have to focus on the long term picture.
So for the first two years are
the numbers we just looked at, a little bit of
surplus in 2011 that will help offset the deficit
in 2012, so for two years we balanced the budget,
but the challenges going forward get worse.

As we look out to 2013, we are
projecting a gap of 360 million dollars, 362
million dollars in 2013 and then it jumps to 860
million dollars. Those are enormous gaps that we
have to address, and the biggest part of what
is driving that is changes in the pension we
received, some pension relief from Springfield
from the legislature that runs out after 2013.
When that runs out we will have a big jump in how
much the pension costs are, so we are going to
need to address this structural problem if we are
going to balance this budget. Clearly we can't
balance the budget in the out years by making
further cuts.

So this budget, we recognize, is
a real challenge. We've made some hard choices
striking things away from reductions, away
from the classroom; but, as we look forward, we do
have some challenges ahead. So what I hope you
take away from this brief overview today is that we did have some very difficult decisions to make, that we did make a decision to keep the reductions as far away from the classroom as possible, that we were able to maintain class size and other important priorities, including prepaid programs, full day programs, and others that we have gone through and that we will continue to move forward to identify other ways to improve efficiencies, streamline programs, and achieve other savings, but we also want to remind everyone that we don't want to make the kinds of deep cuts that are outlined in the slide if we don't increase the property tax. We don't want to be cutting pre-K. We don't want to be increasing class size and that's why we made the recommendation for the property tax increase.

So those are the thoughts we would like to leave you with and now we would like to open it up to you for questions.

MS. SIMMONS: I would like to call our first speakers for the evening. Again we would like you to keep in mind that we would like to keep our comments to 2 minutes. At the one
minute thirty seconds mark, we will ask you to please conclude and we ask you to keep your comments directed toward the budget. So our first few speakers will be Valerie Leonard, Dwayne Truss, Vanessa Redmond and Jemish King. And when you come to the mike, please say your name.

    MS. LEONARD: Hi, I'm Valerie Leonard and I'm the cofounder of the Lawndale Alliance.

    Before I get started, I would like to acknowledge Dwayne Truss and his wife Connie Truss and their role in bringing the new Westinghouse High School to the west side. We appreciate their work.

    We had a chance to look at the budget and we're really dismayed at the way it was balanced. You actually had to go into reserves. You also had to cut into a number of programming, even though they were supplemental. We do think that these programs were very, very valuable. But most importantly, we're really concerned about the fact that you have to raise taxes by 150 million dollars. Clearly, the TIF program is at work here.
We did a -- did a review of a study that was conducted by SEIU. They found by looking at 2009 revenues for the TIF fund, that there was actually a surplus of over a billion dollars and of that amount, 866 million dollars was uncommitted with nothing, no programs attached to it, no projects attached to it.

If they were to return funds to the city or to CPS, 463 million dollars would have come back. And we looked at your executive summary and find that if CPS cost cutting measures were actually applied and these funds were actually returned, you would only get to close a gap on a little bit more than 300 million dollars. And we believe that with your numbers it shows that we can do this without raising taxes.

We are also concerned that we noticed that you did a list of projects. You outlined about 140 million dollars of cuts that could be spared if you got 150 million dollars in property tax increases. It is not clear to us what this 150 million dollars tax increase represents. Are you actually asking for a total of 150 million dollars, or is that net of any TIF
funds? So we are really at the --

    MS. SIMMONS: Ms. Speaker,

please conclude.

    MS. LEONARD: Yes, I will.

    So we are basically

wondering, are you looking at actually raising
taxes by 300 million dollars or to generate that
150 million dollars, or will that 150 million
dollars after the TIF is applied only generate 75
million dollars?

    While time doesn't permit me to
go further, we do encourage you to restore cuts to
these supplemental programs. They are very
important. We ask you to look at programs that
focus on safety, residential schools and anything
that will enhance the curriculum.

    Thank you very much.

    MS. SIMMONS: Thank you.

    (Applause)

    MS. OSTRO: I will make a
couple of comments about TIF revenues, because
that's a question that often comes up and I
understand the interest in that, certainly.

    We did get a TIF surplus this
year. We use the phrase one time. What we mean by that, that is unusual, infrequent, rarely.

   The 140 million dollars that we got in TIF surplus is non-commonplace occurrence.

There are two different kinds of TIF revenue that CPS can receive. One kind of TIF revenue we get every year and we have to use it for capital purposes. That means we have to build schools with it. We can't use it to pay salaries. It is not allowed, it's restricted to capital projects.

   The other kind of TIF revenue is what we talked about. The TIF surplus, that can be used and applied toward our operations.

   What I want to point out here is there are two separate types of revenue and that the City has to declare it TIF surplus in order for us to receive TIF revenues.

   I think it's important for you to know that we get quite a bit of money in TIF revenues that we plow right into our capital program every year, and that's not a question. The mayor has formed a task force, though, in response to some of the inquiries, and I think they are looking into each of the TIF
districts, TIF balances in each of those accounts.

I hope that's helpful and the
property tax increase is just 150 million dollars.
Not just, but it's not added onto by the TIF
surplus, that was surplus we got prior years in
TIF funds, so it is just 150 million dollars.

UNIDENTIFIED VOICE: (Inaudible.)

MS. SIMMONS: We ask that you
not speak out only because we have the court
reporter that's recording and she needs to be able
to hear everything that's said tonight.

One more thing, if you all have any
follow-up questions, we ask that you speak with
our staff. We have a card and we will definitely
follow up with you as well.

Dwayne Truss.

MR. TRUSS: Yes. Just waiting
on my que.

Good evening, how you doing. I am
Dwayne Truss, T R U S S. I'm with the South
Austin Community Coalition Council.

Does that count toward the two
minutes when you're giving your name to the
reporter? I'm serious. I was at a hearing before
and they did that. So officially two minutes count, fine.

How you doing?

On behalf of South Austin Community Coalition Council, we are asking people in the audience to go ahead and contact their elected officials and ask them to say to the mayor to return the TIF dollars back to the schools because--

(Applause.)

MR. TRUSS: --she is correct, because legally you can't use it for operations but, the mayor, he's going to do what he wants to do with the TIF funds anyhow, but the point is, you need to start going to the elected officials, stop letting state reps, state senators get away with putting their heads in the sand and TIF is pretty much created by state laws. Isn't that correct, CTO SEIU? You got to start by holding the state legislators accountable.

There should not be any property tax increase only until that TIF surplus is tapped first, because in my analysis this is double taxation,
MR. TRUSS: If you look at the property tax, half of it goes to schools. They have--look at your bill, they will tell you. It's being diverted to United Airlines, 31 million dollars. Coca Cola, 3 million dollars. Rush Hospital 75 million dollars and then talking about creating jobs. What you don't understand, teachers are economic development. They are going to give our kids the foundation. Just like the suburban school districts, we've got to fight for quality teachers and support our teachers.

(Applause.)

MR. TRUSS: You also have to ask the City Council to do like the Board of Education, what they did. They voted pay raises for all union workers. Go to your alderman and elected officials and say let's vote down the subsidies, these TIF's, and we would go ahead and they want to take away money from people and their kids. You want to send your kid to college, yet they're giving the money to the corporations and they are not suppose to take that money away from them.
(Applause.)

MS. SIMMONS: Mr. Speaker,

please conclude.

MR. TRUSS: And also start

going to the board meetings pulling up those board
reports.

Two things I want to say, one,
and the budget, you don't disclose. And I have
been doing this for ten years. You don't disclose
how much money our public schools lose to TIF
district. That should be in your budget.

Two, look at the board's report
and look at this thing called change. Why they
don't discuss the budget. You know the original
budget for the schools is 47 million dollars and
this school ended up costing over 120 million
dollars to build. But if you look at change, if
you talking about 47 million dollars versus 120
million dollars, when you go into the classroom--

MS. SIMMONS: Please conclude.

MR. TRUSS: -- where kids,

versus paying these suburban contractors, take
money out of the schools.

Thank you very much for indulging
me. You all take care.

(Applause.)

MS. SIMMONS: Vanessa Redmond.

MS. REDMOND: Hello. My name is Vanessa. At my school--

MR. DANIELS: Hello. My name is Quabely Daniels, Q U A B E L Y Daniels. I am a student at Gage Park and I'm a youth organizer.

MS. REDMOND: At our school like you are spending 7 million dollars on cameras while you all can do other things like have police at our school. You are paying the police just to be there. They don't do nothing. They are wasting their time and our time, wasting money. We have ragged books. We need money to get new books and stuff. You all waste our money, like such stuff is not important to us.

(Applause.)

MS. SIMMONS: Jemisha King.

MS. KING: Hi, my name is Jemish King. I am a youth organizer at the Center of Change.

I'm just here to talk about the 7 million dollars and the investment in like how I
go to a public school where, well I go to Gage Park now, how they spending much money on security that is not really doing anything. The police officer really just sitting there. It's basically money being spent on things that don't suppose to be spent and basically money that's being wasted that could go to our learning.

(Applause.)

MS. SIMMONS: Thank you.

MS. OSTRO: Thank you all for coming, all three of you.

MS. SIMMONS: Jeanette Former, Christine Mayle, Jesus Ayala, Jr. And Jeanette Vargas.

Following Jeanette will be Lourdes Gonzales.

Christine Mayle.

MS. MAYLE: My name is Christine Mayle, M A Y L E. I am the financial secretary of the Chicago Teachers Union.

A budget is essentially a moral and political document and expresses the value and priorities of its authors.

With that said, the Chicago
Public Schools ideally expresses the value of a first class education that we want for our children no matter where they live.

The Chicago teachers are the leading voices for public school educators in this city. We believe that our children deserve a 21st century education but that cannot be supported by a 19th century infrastructure. Therefore, it's imperative that we, the Board, parents, educators and community safe holders have real partnerships that create the types of learning environments where our students and employees can survive.

However, during our analysis of this budget, we found gross errors, widespread accounting problems and misplaced priorities. 87 million dollars in cuts to student programs will only harm your students and lead to the firing of hundreds of educators, the same ones who was just denied our contractual 4 percent raises just weeks ago. The decision to renege on the raises of teachers, lunchroom workers, engineers, janitors, security guards will cost the City 1.3 billion dollars that would have gone back into the local economy had we had it to spend.
This budget continues to overstate the teachers' salaries by 50 million dollars. How can we trust the budget when it misstates students and employees numbers and hides its surpluses? What is to be said by a financial system that continues to rob our schools of more than 250 million dollars annually through TIF's, the private slush funds for developers and the politically connected.

Revenue lost through TIF can provide for air conditioning for over half of all elementary and high schools. One year's lost revenues from TIF could fund over three thousand full time teaching positions putting people back to work, or the money could fund the entire budget for the office of early childhood education and full day kindergarten for all 30 thousand of CPS kindergarteners.

Why can't the Board of Education renegotiate toxic bank swaps that cost the schools 36 million dollars a year?

MS. SIMMONS: Please conclude.

MS. MAYLE: Come on, I have some good lines coming up.
Why are you wasting money on a
slew of outside consultants, pouring our public
dollars into privately operated charter schools.
It's the same old same old. Cut. Cut. Fire.
Fire. When that does not work, it's close down
the schools. CPS is going backward downhill on
roller skates. The Board is adept at subtraction,
sometimes division, but it's often deficient in
addition.

Thank you.

(Appause.)

MS. SIMMONS: Thank you.

MR. AYALA: My name is Jesus Ayala, A Y A L A with Education Now. I'm going to
pick up where she left off with the charter
schools.

I know your stance on charter
schools. They are CPS and you want to support
them, I understand that. I was at your meeting
yesterday. I want you to consider that these
schools are being unfair. Why are we advocating
more funds for charter schools when hardworking
people are being laid off?

(Appause.)
I know how charter schools work. I have seen the environment. It's very wasteful. They have the money to allow the students to take the ACT three times, pay them 20 dollars a day. They increase their score by three points. Pay one hundred dollars for every 8 points they increase. It's very unfair to public schools for them to suffer. I am not against the acceptance of students, but not when people in this room is suffering because of that, regardless of where this money comes from because you are funding charter schools you are supporting this environment. It's not okay.

(Applause.)

We shall all make sacrifices. No matter how you glorify charter schools, the numbers are there, their retention rates are very low. Their ACT scores aren't that different and they are not as transparent.

To close out, think about it. It's everyone's education. Stop protecting these experiments. I'm all for different ways to improve education, but we all need to get there together. You are denying this opportunity to
students and handing them to others. You are
robbing Peter to pay Paul.

(Applause.)

MS. SIMMONS: Our next speaker
is Janet Vargas and following Janet is Ron Dates,
Kimberly Wooten, Lourdes Gonzales and Jose
Hernandez.

MS. VARGAS: My name is Janet
Vargas and I am an Outreach worker. I work with
families in and outside the school. I have seen
the girls I work with get suspended (inaudible)
because teachers and administrators are frustrated
with them.

I don't blame the administrators
or the teachers, because they don't have the tools
or training or research to deal with the children
in a different capacity. I am not saying the
girls I work with are without blame either where
they are doing the things they shouldn't. What I
am asking is that our kids are not learning
anything, literally, from out of school,
suspension or expulsion. They are leaving out
their education.

Sometimes they can't make up
their work and they suffer for textbooks when they are out of school, at which time they learn nothing and most of the time they are asking for out of school suspension because they get a vacation to go play Playstation.

So what we need is an investment in Restorative Justice program training in our schools. If we keep doing and investing the things and in punitive measures that don't teach anything, we are going to continue to see the same results. (Inaudible. )

MS. SIMMONS: Thank you.

Ron Dates.

(No response)

MS. SIMMONS: Kimberly Wooten.

(No response)

MS. SIMMONS: Lourdes Gonzales.

Following Lourdes Gonzales is Jose Hernandez, Gabriella, Suzanna Albrros and Martin Perez.

MS. GONZALES: Hi, my name is Lourdes Gonzales and I'm working for Roberto Clemente High School and I am the Union Steward over there too.

My question is, how do you
determine staffing level for school janitors? Can you answer?

MR. RIVERA: Both the engineering and custodial staff are based on the square footage of the building where the square footage is being utilized as part of the strategy that we're implementing for FY12 and in order to decrease the space utilization of underutilized schools.

MS. GONZALES: Do you know that janitors don't just clean classrooms and lunchrooms or only inside the school?

In Roberto Clemente, we are responsible for maintaining the grounds outside. For example snow removal, salting, weed removal, grass mowing, cleaning the baseball fields, construction clean up without having proper equipment. This is not being included in overall square footage. And we have been laid off over 200 --(Inaudible).

MS. SIMMONS: Thank you.

Jose Hernandez.

MR. HERNANDEZ: My name is Jose Hernandez. I am here from the Academy of
(inaudible) in Pilsen. Our community concerned is how is this going to affect the pre-K program, the early childhood education. I'll give you an example.

Where my daughter is enrolled, we have a lot of students. We used to have a full day and now we have to cut back. Because of the number of students, we have to cut back, and they just give us 2 and a half hours a day. That's not enough. It is a strong school, it's a top title 1 school in the city.

It is that way because we have built a solid foundation and have provided full time for the pre-K students throughout the years. But this here, this is just impossible. I know you mentioned that pre-K is important to you and we are not seeing that.

MS. OSTRO: Again, thank you for your question. We do see pre-K as a priority as well as full day kindergarten. That's why when we went through and looked at the areas for reduction, we did not make any reductions to the pre-K program and we added money, 15 million dollars, to help 6,000 more children get access to
full day kindergarten. So we agree with you very much that it's an important priority. And we did reflect that in this in this budget.

MR. HERNANDEZ: So how do we get funding for my academy to provide those kids with a full day of early childhood education?

MS. OSTRO: Again, we will follow up with you. Someone from our team will speak with you. We'll have to get more information on individual circumstances. We can't speak to that right now.

MS. SIMMONS: Thank you.

Gabriella Himasa, Suzanna Almos, Martin Perez.

MS. OSTRO: And if we can ask you to line up, I know we're calling a lot of names, but we very much want to hear everybody and I don't want to run out of time because people are not lining up. So if you wouldn't mind, we want to get to hear as many of you as we can.


MS. HOLLETT: Good evening
everyone. My name is Alexandria Hollett, that's
H-O-L-L-E-T-T. And I teach second grade at Shield
Elementary in Brighton Park.

    I am here tonight to urge CPS to
honor its commitment to Restorative Justice by
creating a budget in which Restorative Justice
programs are fully funded and supported throughout
the entire district.

    The CPS student code of conduct
states that out-of-school suspension and
expulsions are supposed to be the last resort when
dealing with conflict in schools. But all too
often these harmful punitive practices are the
only response used in schools.

    I remember one specific instance
where a little boy, a first grader, was threatened
with out of school suspension by his teacher not
only in front of his entire class, but also in
front of mine because he did little more than step
into another child's personal space. He was 6
years old.

    The code of conduct also promotes
Restorative Justice as the district endorsed
alternative justice philosophy in CPS. But more
often than not, principals and teachers I've worked with don't know what Restorative Justice means, let alone have the resources to implement Restorative Justice in their schools. And the CPS budget itself continues to reflect the culture of zero tolerance as opposed to a restorative culture.

Even while cutting 87 million dollars to supplemental programs, including Restorative Justice, the proposed budget increases security spending to 72 million dollars. It is time for us to wake up. The High Hopes campaign estimates that it will take 42 million dollars to fully implement Restorative Justice programs in every school in CPS, and that's less than 1 percent of our entire budget. For that small amount we have the opportunity to transform not only individual students, but entire schools, and we should be using our money to do this instead of continuing to fund a downward spiral of harsh discipline, suspensions and expulsions.

MR. GARCIA: Hello, my name is Dakota Garcia. I am a junior at Roberto Clemente.

The reason I am here today is, as
students we could ask to have a CPS budget for Restorative Justice. My reason for this is that last year I was suspended for 2 weeks for a prank I pulled on my English teacher. I knew I was wrong, but it could have been approached in another way. As a result of this, I failed two classes and on top of that, was arrested.

The other option that could have been brought up, instead of my suspension, is a hearing by my CPS school, peer jury or community service. So I believe that instead of you spending 5 million in security and harsh discipline, you should put that money in Restorative Justice.

(Applause.)

MS. RESORIA: Good evening.

My name is Jasmine Resoria from the Safe Haven Program. Safe Haven Program, that's an after school program for many CPS students who come after school; things like help with homework and for many working families who are finishing their working day then are able to pick up their children.

I ask you how are you allowing this
cut to affect these after school programs such as Safe Haven? I thought there was suppose to be no child left behind. Not any children left behind.

(Applause.)

I am asking, I am asking, I am begging you, not to leave all these children back here behind. Allow these children to have a safe place and a safe place whenever they leave home. I am asking you that you do not let any of these children become a victim on the street because they do not have a place to go.

Thank you.

(Applause.)

MS. SIMMONS: Thank you.

MR. STEWART: I am Dylister Stewart. I believe CPS should give schools Restorative Justice because I believe that it could change students' behavior. And also I think CPS should give more money to public schools for better learning, because the food we receive are cold or uncooked. And we also need better desks. The desks we have are falling apart day by day. And also as students, we need to feel safe, so I believe we should have better security because
nowadays kids are being bused to go
to school to feel safe. We also need better books
because the books we have are ripped up, used, old
and of no use.

(Applause.)

MS. SIMMONS: Thank you.

Betty Robinson, Wanda Hopkins,
Katie Gibson, Charles Gibson, Edwin Arond and
Joyselyn Osendo.

MS. ROBINSON: Good evening. I
am Betty Robinson. I am from the Austin Community
speaking about the budget. We need to include
safety for our children, because it's been such a
big issue with the children, so much deaths with
the children. Like community watch, even using
the parents, maybe giving stipends for them to
secure the safety and safe passage for our
children and other support programs to help our
children with the different issues that they have,
and there are so many in the Austin community and
other communities as well.

I just feel, you know, it's like
CPS is going out backward. You know, recess when
I was in school, they found time for recess. Why
can't the kids have a break, as well as the teachers? It's just so many things happening where the budget needs to be, you know, taken another look at and possibly see where other cuts can be cut and added on for those support funding.

Thank you.

MS. HOPKINS: Good evening.

My name is Wanda Hopkins, W A N D A  H O P K I N S. I am the Assistance Director for Parents United for Responsible Education, PURE, and EAN Specialist for South Austin Coalition.

I would like to ask this group of people to go back to the Board of Education, all the CEO's and the ABC's and DEF's to talk about to the famous mayor of this City that we need to stop reverting TIF's dollars and put it into education.

Number one.

(Applause.)

My second recommendation for this group is that for the last 30 years I have been advocating for parents and children for Chicago Public Schools and I want a copy of that overview that you have. Don't disrespect us by not giving us documentation and just giving us something on a
screen. I have a copy of the disc, I want my copy
of the overview.

(Applause.)

Number 3. Why do we allow, and I
need you to take this to Emanuel and everybody in
charge, do we allow charter schools to not to pay
rent and not to say, it's not all charter schools.
You guys pick and choose who you like. Some
charter schools pay money and some don't. I think
you need to file some kind of discrimination
lawsuit. You need to start making sure, because I
was around when they started talking about charter
schools. We should not be paying out our TIF
money to build them brand new schools. That
should be brand new Chicago public schools.

(Applause.)

Number 4. How in the world do we
continue to offset budgets for charter schools,
turnaround schools and contract schools, and then
regular schools don't have regular desks and
books? It doesn't make any sense to me and you
play the game. The City of Chicago is playing a
game on us. I'm not going to get too technical
with what I want to say because children are in
the room.

(Applause.)

You want me to think it's raining but you all are doing something on my head. I have 30 years with doing this and deserve my time.

(Applause.)

MS. SIMMONS: Your time is up.

MS. HOPKINS: I would also like to say that in the time that we are putting together budgets, never has Chicago Public Schools had a transparent budget that we can look at and see where the dollars are going and coming from for the charter and contract schools, yet you want to close the regular schools when they don't have enough children and it doesn't seem to matter when charter and contract and turnaround schools don't.

Thank you very much.

Can I get an overview?

MS. OSTRO: Yes. Thank you very much. We are happy to give you a copy of the presentation and it will also be on the CPS website.

MS. HOPKINS: Where?

MS. OSTRO: It's on the
website.

MS. HOPKINS: I looked for it, I didn't see it.

MS. OSTRO: We will make sure everybody knows but if you go to CPS website, it's there.

MS. HOPKINS: The overview?

MS. OSTRO: Yes. What we just showed.

Thank you. We can follow up with you too.

MS. HOPKINS: Can one of my questions be answered or is that another meeting?

MS. SIMMONS: You can talk with our staff in the back. You can fill out a card and they will follow up with you.

MS. SIMMONS: Katie Gibson, Charles Gibson, Edwin Arnot. I may not be pronouncing that correctly.

MS. GIBSON: My name is Katie Gibson, I am an early childhood educator with Chicago Public Schools.

I noticed this 9 million dollars allocated in the capital budget for new early
childhood education projects. Seeing as classes were threatened to being cut due to enrollment procedure changes. I would like clarification as to what, why and where the new projects are located.

According to the CPS early childhood website, there are 1156 pre-school classrooms. Are subcontracted and tuition-based classrooms included in this budget?

We gave two standardized assessments last year. The kindergarten readiness test which duplicates the teaching strategy goal assessment, cost about 38 thousand dollars, it wasted a month of valuable teaching time.

Mayor Emanuel stated that early childhood education will serve more children and there will be more full day programs. Where is this money in the budget and are we adding classrooms or making existing rooms full day?

Our school had 34 kindergarten children to one teacher last year. How much early childhood funding goes to kindergarten? It appears that between the general fund and NCLB, about 3 million dollars is allotted for textbooks,
software and supplies.

    And speaking for the Pre-School
For All program, I know an itemized financial
summary must be submitted at the end of each
fiscal year. At the beginning of each year,
teachers and principals are given opening
procedures packets which lists the supplement of
general state aid budget allotment of 358 dollars
per child. Based on this allotment, Pre-School
For All provided itemized budget guidelines for
principals totaling $2,527.

    A letter was sent to principals
by Pre-Schools For All stating that the classes
must be supplied. Yet every since the Pre-School
For All budget was turned over to principals, many
classes had not received the necessary supplies to
maintain the quality pre-kindergarten program. I
know classes operated without basic supplies,
lending libraries, field trips or nutrition
activities.

    MS. SIMMONS: Please conclude.

    MS. HOPKINS: The Pre-School
For All is funded through a state grant and it's
audited for compliance. CPS audits find classes
out of compliance, yet nothing is done.

My question is, how does CPS accurately report grant funding if the classes can't provide receipts and proof that money was accurately spent? There needs to be accountability in the budget to make sure every dollar goes where they are supposed to.

If CPS presented their budget in an itemized, easy-to-read format, it should be simple to identify revenue sources. That would save money. Pre-school funds should not be included in school discretionary funds, because pre-school children are not discretionary.

Thank you.

(Appause.)

MS. SIMMONS: Thank you.

MS. OSTRO: I did want to answer one question on the Early Childhood Capital Program. That is a new program that the State of Illinois adopted and that is giving us 9 million dollars of new money. We are still waiting for the guidelines from the State for how that money can be spent for capital construction. I just wanted to share that with all of you. That is
actually very good news. That is additional money for early childhood construction, the first time ever.

MR. GIBSON: My name is Charles Gibson. I am speaking for Safe Haven.

(Appause.)

I want to state that in your desire to cut back Safe Haven programs, you are putting the safety of our children at risk, actually during the most dangerous time of the day.

I am a grandparent. Three of my grandchildren are in the Safe Haven program and are alive right now through this summer and they were protected by that program.

(Appause.)

We are concerned about the safety of our children. If the City of Chicago can spend 600,000 dollars for one elected official to have safety, to be secure, surely, surely, you can spend some money for 4,000 inner city children to be safe.

(Appause.)

I want you to understand what type of mathematics you are using. Our children are
worth more than the 600,000 dollars that your
elected official got some death threats, was given
some 600,000 dollars' worth of protection. I
mean, that's sad.

We are talking about our
children. We are talking about their future. We
are talking about their future, that's what you
are talking about, 2013 and 2014. Well, you ain't
going to have no children in your classroom if you
don't have the safety. They come out here with
guns and knives and these children can't get from
the school to a safe place. But Safe Haven works.
It works.

MS. SIMMONS: Mr. Speaker, will
you please conclude.

MR. GIBSON: I implore you to
save Safe Haven. You have the authority and the
ability. I don't want you to just let the budget
stay as it is, we need an increase for Safe Haven.
We need more children in Safe Haven not less.
More, because it's a program that works. The
program is initially designed to be a safe haven
for our children during the most dangerous time of
the day. It works, folks.
(Applause.)

MS. SIMMONS: Thank you.

MS. OSENDO: Good evening. My name is Jocelyn Osendo. I am 15. I go to Curie High School and I am also here to talk about Safe Haven.

I am here to say that Safe Haven is a good program for these kids, and it actually helps them to stay off the streets. It's a good program for them. And every time they come, they keep wanting to come back. And imagine what happens if you actually take this program away from the kids. Imagine what would happen to their future, because a lot of these kids that come to this program live in bad neighborhoods where gangs are, where gang violence is. It might happen to them.

If you take this program away they won't have a safe place to go to. I ask you not to take this program away from these kids.

(Applause.)

MS. SIMMONS: Next is Jackson Potter, Judith Wilson, Diana Straker, Ed Hershey and Antoine Wilson.
MR. POTTER: Good evening. My name is Jackson Potter, I am from the Chicago Teachers Union.

There are a couple of things I wanted to ask questions about, particularly the toxic swaps you have with banks and TIF's. I think you said all that information but not very clear in your presentation. I want some clarification.

First of all, it's clearly the banks in these toxic swaps. When we ask you to renegotiate these dirty deals, we have been told that those banks have a contract. And yet when it comes to a contract with students and parents to provide equal funding, fully funded education, that's overlooked. When it comes to the people that work every day at CPS, the security guards, the cafeteria workers, engineers, teachers, our contract doesn't matter.

The Federal Reserve just stated that it's going to be two years of zero percent interest rates. That means the CPS will continue to lose tens of millions of dollars to these bad deals. The very banks that destroyed our economy
and caused the government to lower interest rates
in the first place will profit off the district's
misery.

Where is the shared sacrifice?
When are you going to ask them to renegotiate and
pay their fair share?

(Appause.)

The second part of my question
is, my understanding that CPS sits on a joint
committee to approve TIF's. Is that true?
Because with that 250 million dollars a year, we
could have provided kindergarten not just to the
17,000 students, but all 30,000 students in this
district. We could provided Restorative Justice
program. We could have funded the Safe Haven
program.

I just want to say to you all, if
they can't hear us, we've got to make them listen.
So if you reject this budget and tell them to go
back to the drawing board, stand up. Tell them.
This is a move, stand up. Stand up.

(Appause.)

MS. OSTRO: You would like us
to respond; first of all, we hear your enthusiasm
for the program. We hear you. We are listening
to you. That's why we are here.

As far as the swaps go, I do want
you to know that they are long-term contracts and
they help cost in terminating those contracts. We
review the contracts regularly. We are in contact
with the banks and we are actively looking for
ways to save money.

As far as the TIF's go, I think
we discussed it a little bit here and there at the
beginning of the budget hearing, but there is a
task force that's looking at this contrary to what
we have been saying, but you do understand that
TIF revenue has to be used for capital. It can't
be used to provide operating programs.

I ask you to please remain calm
and courteous. We do want to hear everybody.

Thank you.

MS. STRACKER: My name is Diana
Stracker. I am a teacher at Foreman High School.
It's a neighborhood school. It's very
overcrowded. I hate charter schools.

At our school we have a girl's
bathroom that was converted into a classroom.
I have a question. In this budget, how many new charters are planned and how much money is being planned to expand charters in this budget?

MS. OSTRO: The budget does include funding for four charter schools.

MS. STRACKER: How much money for those?

MR. RIVERA: Ten million dollars.

MS. STRACKER: And how much more money is planned to expand existing charter schools?

MS. OSTRO: There are additional children going to charter schools and additional grades in existing charter schools, so we have to continue to fund those children.

MS. SIMMONS: We are asking that you please not yell out because we are trying to get the comments for the court reporter. We can't hear you, we can't get the comments on record. We can't answer the question when they are just yelled out, so please allow her to finish her comments.
MS. STRACKER: I think the majority of people believe that charter schools are just an opportunity for greedy corporate monsters to drop in and take money out and the neighborhood schools neglected and pampering the charter schools.

One other question. Can you name 14 schools that are getting security cameras? I'm going to bet that those are all overcrowded neighborhood schools.

MS. OSTRO: Just—I don't know it off the top of my head. (Pause.)


MS. STRACKER: Thank you.

MR. HERSHEY: My name is Ed Hershey, I am a high school teacher at Lindbloom. I just wanted to ask, would you commit to having the TIF, stopping the diversion of our TIF money away from the public schools and put back into our regular public schools?

MS. SHAKER: I think we have addressed this question. We are not here to make
commitments to you, we are here to listen to you.
I hear your comments about TIF.

    MS. SIMMONS: Thank you.

    Excuse me, we need to be able to
hear. We definitely hear you. We need to be able
to hear everyone's comments when they get to the
mike.

    MS. WILSON: I would like my
pastor to speak on my behalf.

    PASTOR CY FIELDS: Good evening
everyone. My name is Pastor Cy Fields, New Land
Mark Baptist Church.

    I am here on behalf of the Safe
Haven Program. What I'm going to start in with,
question number one.

    Have either of you went to a
funeral of a CPS student from your neighborhood
who was a victim of violence? Because if you
haven't, then let me tell you, as a pastor, that
is a heavy thing to do.

    Safe Haven programs work. It's
been working. I can't understand how you can
justify cutting two-thirds of basically a 2
million dollars, a drop in the bucket of your
budget that's helping 4,000 students, but yet you cut it by two-thirds.

And I would want to know why, because it's proven to work. It's very cost effective and it saves lives.

You just said it a few minutes ago. Saving money. We understand saving money, but we don't put money over the lives of children. There is no cost to protecting our children, and this has been proven.

Lastly, I really don't appreciate the dog and pony show with the CEO of CPS comes and gives a campaign in my face and many others how Safe Haven works and it's a good program and months later turn around and slashes it by two-thirds. That's politics on the backs of our children and it should not be so.

My question, as I close, I want to know what was the reason for roughly 1.2 to 1.4 million dollars being cut out of this 2 million plus budget that affected 4,000 students and it's been cut. I want to know why. Since you are here with CPS budget, I am sure you have a good explanation.
I'm yielding the remaining 45
seconds to you.

(Applause.)

MS. OSTRO: What I can tell you
is that we had to make lots of hard choices to
this budget, lots of hard decisions because we had
less money this year than we had last year which
means we couldn't afford to do everything we did
last year this year, so we had to make very hard
choices.

We hear the concerns that you
have expressed. We hear how important this
program is to you. We appreciate you coming out
to share this with us, and thank you for your
expressions and showing us the real support that
this program has.

PASTOR FIELDS: Okay. You
didn't give me a clear answer, but I understand
what you're saying. That was not really an
answer.

For us to go back and tell our
parents why there is no Safe Haven program. Now
what's going to happen. We all wish that there
was no violence against students. We don't wish
that upon any student in any part of the City of Chicago.

However, we know that over the years, if the numbers have been increasing, it's a blemish on the City of Chicago. So when you all at CPS began to feel bad about the bodies in schools, don't start looking now at churches and the programs in the community that were there in the beginning. To prevent some of this, don't put it on the shoulders of the community. Put it on your own head, because we have the program that works, it was doing great, and I think we ought to restore it and add even more money to Safe Haven programs.

Thank you.

(Applause.)

MS. SIMMONS: Thank you.

MR. WILLIAMS: My name is Antoine Williams. I am here for Safe Haven. I was a volunteer in your program because it's not enough funds to give the people that's trying to help, gas for the whole bunch, keep the lights on where the children can be safe and you trying to do crazy stuff.
The Safe Haven Program is good because we all watch the brutality of the honor student at Fenger High School on the news, the whole world watched it, and a program like Safe Haven could prevent the next person from being brutalized. It's a lot of gang violence in the City of Chicago and it takes a village to raise the children.

I wonder why these kids got to grow up and then be bothered, worry about how they are going to make it home, where the next meal is coming from. It's people out here that made it to a level that they call success and they forgot how to give back.

What good is it to spend 300,000 dollars on a business when you could just put that 300,000 or a 100,000 dollars on kids?

What profits a person to gain the whole world and lose their soul? So a program like this should be around for a long time. I also believe that good things comes to those who wait, and I hope and pray that the government don't turn their backs on programs that benefit the minority once again.
(Applause.)

MS. SIMMONS: Lisa Andeno,
Elisa Nigaglio, Grady Jordan and George Smith.

MS. ANDENO: Hello, my name is
Lisa Andeno. Today you said that you are
investing in the students' success and that our
children are your priority. You also said that
you are going to be cutting programs like the
bilingual programs.

What you are saying does not make
sense. You are saying our kids are your
priorities, but you are taking away from them.
You are setting them up for failure.
You're setting them up to be victims of violence.
You are setting them up to be homeless children,
and you are setting them up to be hungry.

You also said that you received a
great amount, a great deal of TIF money last year.
I want to know why our roof is falling apart. I
want to know why community schools, not magnet or
charter schools, are falling apart and in dire
need of improvement in the facilities.

You said you are receiving our
tax money. What are you doing with it? Stop
giving to these private companies. Stop
supporting those, support our children and schools
and our communities, because is it our taxpayers'
money that's giving you a job.

(Applause.)

MS. SIMMONS: Thank you.

MS. NIGAGLIONI: My name is Lisa Nigaglioni. I don't speak a lot of English
so you can translate it for me.

MS. SIMMONS: Did you want a
translator?

MS. NIGAGLIONI: Yes.

I am just-- have to work more than
40 hours free, free, no money, no lunch, no
nothing. But we start working, the government, I
say why you posted these in the CPS website so
this is not fair for the parents. Why you want to
(inaudible in Spanish.) And that is not fair.

Look at how much people are in here. So you only
give me two minutes. So that don't count for
yourself, it's not fair for us.

You don't do nothing, you really
don't hear what the people are saying. How many
people have computers. How many have Internet.
There will be more people without houses, more kids without food because if you pay the bills, you pay the rent and now it's like telling stories, you don't have money, you see how many meals you put over here. We don't have recognition because we have CPS which is from our budget to buy the air condition. CPS doesn't have money as they promised us in the next budget. They say they will do it, but there is nothing in writing. It's only promises because now they have a new CEO. If you don't have money. We have no money because a lot of people here, how many--

(inaudible)

MS. SIMMONS: Please conclude.

MS. NIGAGLIONI: Nobody paid for us so it's not fair for us.

(Applause.)

MS. SIMMONS: Thank you.

MR. JORDAN: My name is Grady Jordan. I am here representing myself. I have a personal budget concern because my taxes have been doubled in the last few years and it's my understanding that the Board of Education is getting ready to add some more taxes.
And my concern is the property that I own in the Austin area is located 8 blocks, one mile from Austin High School. Yet, the children who live over there and, in fact, Austin being the largest community in the City of Chicago, the children who live there are not entitled to go to high school in Austin, all of the children are not entitled to go to high school in the Austin area because the Board has decided to take that school, privatize it and give it to folks from somewhere else to make money.

And the contract schools, the charter schools you have there are in single digits, single digits. The high school for the area of my property for which my taxes have doubled and you are getting ready to add some more. The high school is Manley, over three miles away. How in the hell does that make sense?

What you are doing is not only immoral but, in my opinion, is criminal because there are some children who are not going to high school over in Austin because you have taken away that school and given it to some folks to make money, like Mike Batalis.
MS. SIMMONS: Mr. Speaker,
please conclude.

MR. JORDAN: Did you cut anybody else off? All right, I will conclude with two other points.

In terms of how the money is spent, and the people here should be aware of this if you ain't, When the mayor took the school system over in 1995, 45 percent of the teachers were black. As of last year 29 percent were black. I am not sure what it was at the end of this school year and I might conclude with asking a question.

Where are the black folks up here? You can't find no black folks that can count money? If you can't find them and you would like to hire some consultants, hire me and I will find you some black folks that can count money.

MS. SIMMONS: Thank you.

MR. SMITH: I am George Smith, and I have been blacklisted by the public schools since I was fired 12 years ago. I am proud of what I did to get that way.

I have a couple of things that
people need to know tonight. There are 7 members
of the Chicago Board of Education that vote on
this budget on August 24.

Will the members of the Chicago
Board of Education that are here today, please
stand up? That could answer a lot of questions.

My second question is this. I have
been at these budget hearings for the better part
of 20 years. Was anyone in this room was on the
panel at the budget hearings two years ago in
2009? A lot of us were here, but one of the
specialties of this school system is paying people
a lot of money who have no commitment to this City
and school system and then they go someplace else.

The former chief financial
officer, Pedro Martinez, is now a curriculum chief
in Las Vegas.

Newell, who was doing these
hearings four years ago, is now working for the
New Orleans School District. Both of those people
was promoted by the Foundation. This dog and pony
show is not the fault of the people here tonight.
They are just replaceable parts of the big machine
that used to grind the staff, so we shouldn't
blame them, but we shouldn't either excuse them
for the cynicism for which they do their job and
we have to look at that right now.

This year for the first time in
the history of this City the Board of Education
refused to print a budget so that every citizen
could read it. They said it was saving 15
thousand dollars. Here's one copy of it that I
printed out. But as many of the people here know,
not every school have a computer like we do.

It was a cynical deprivation of
democratic rights. Anyone who wants this can take
it, Pass it around. But it should have been in
every library, as it was for over 150 years in
this city; and in every ward office, as it was for
over 150 years in this city. And the fact that
the people in this room and members of the Chicago
Board of Education decided to deprive people of
that for a savings of less than
20 or 30,000 dollars, it's insulting; but it's an
attempt to keep the people from actually reading
the two thousand pages of these documents and
figuring out the games and scams that are going
on.
MS. SIMMONS: Mr. Speaker, please conclude.

MR. SMITH: Don't worry, I will.

Everybody in the City is getting this put on their door knobs. It cost more to produce, this first-day-of-school thing, than the budgets would cost to produce.

I have just given the people on the panel just six questions to answer and I won't go into any of them, but they include documents from the Board of Education's budgets but those two thousand pages. I'll just read the first question.

You have established this year a new unit, 108504, Office of Student Support Models. It appears on page 129 of your area central office budget, one of the obscure documents that you have hidden from the public.

It's going to cost a million dollars in the coming year and it never existed before. That and five others, and I could have pulled one hundred of those. These are questions that every person have a right to ask the members of this
Board.

We all know that you are not Board members. We all know that now and everybody here that's affected by this will be at the August 24th Board meeting.

I am committed to this school system in a lot of ways. My first child went to public school in 1995 and my youngest is going to graduate in 2023, by the time it's over, by my math, I would have spent 28 years as a public school parent. I have been here every year along with my neighbors and friends here, and I want to see every one of you here five years out or ten years out before I believe anything you assure us of tonight.

(Applause.)

MS. SIMMONS: Gonzalez, Ismail Enriquez, Rene Chavez.

MR. GONZALEZ: Good evening.

My name is Rene Gonzalez, I am a custodian.

Are you aware of that janitors work is not just work mopping floors and taking garbage out?

You need to take into account one
thing we do when doing our jobs. We remove
graffiti, clean erasers, vacuum floors covered in
stains, clean desks, arrange furniture, clean
sinks and toilets and mop and break down rooms for
meetings, clean glass, metal refinishing, replace
light bulbs and empty trash, tile removal, moving
furniture from different rooms and floors and
janitors are often asked to work outside
the job description; snow removal in the parking
lots, removing litter in the streets and lots
more.

Are you aware that they use us as
translators with no extra pay? Sometimes we do
the engineer's job. Thank you.

MS. SIMMONS: Thank you.

MR. ENRIQUEZ: Hello everyone.

My name is Ismail Enriquez. I am a community
organizer in Little Village and we are working
with the Safe Haven Program for the City of
Chicago so that we can be united.

I thought that CPS would get
better, but unfortunately because of what you guys
are doing by cutting the budget, it's going to
create more violence, shooting.
The African American and Latino community need to stick together. This affects our lifestyle. This is affecting our children, this is affecting our family, all they are going to do by cutting the budget, by doing these things. Is a shame. I graduated from CPS, it's a shame. Because you guys are doing this, there are going to be more shooting and more violence and more uneducated children. Stop acting like you don't know what's going on. Get it together CPS. You know the hell what is going on. Get it together.

MS. SIMMONS: Thank you.

MR. EASLY: Good evening. My name is Mr. Easly and I have children that attend Safe Haven. And what I would like to say is when you see our children you see statistics. Now we are asking you to speak to our issue. A safety net for all schools.

Our children have to come through drug dealing areas, abandoned building, abandoned cars, and we have sex offenders in our area that is not registered. And not only that, you talk about longer school hours. For what? The schools
are targets because if they are not in your area.

Then when you talk about budget
and what you are going to do, you get a long list
of school supplies that CPS are not giving our
kids, we have to come out of our pocket. My kids
don't use Kleenex, four boxes. My kids don't use
two packs of pencils every six weeks, but we are
constantly getting this long list. I think we
don't need to keep giving you money.

You talk about all the good money
that you are spending and the TIF fund, let's
build these kids' lives. We are not building on
the kids. We are building on the banks on the
backs of kids, because look at the dropout rate.
When you talk about programs, like the Safe Haven
program, this stops our kids from being out on the
streets becoming drug dealers.

We have computer programs at our
schools. You don't give our kids computer
programs. Half the computers do not work.

Our teachers sit up and they talk
about our kids because they got theirs and you're
here to get yours and they talk about your mama
and because of our economic situation. You need
to give them some behavior modification.

    MS. SIMMONS: Thank you.

    MR. CHAVEZ: Good evening ladies and gentlemen. I am Rene Chavez. I am
with Local Union 73. I am a union member. I
don't have any questions right now but my main
concern, why aren't there any politicians here?
There are no aldermen here or anything like that,
but when they constantly come out to ask us to
vote they are all coming out.

    They should be here trying to
help you with the CPS budget and they are not.
The only time they come out is when they want
somebody to vote for them. But that's not my
question.

    My question is, why are the workers,
why are the workers not getting any raises? They
are losing their jobs while the executives are
getting their raises, 10 to 50 thousand dollars a
year. That's one of the questions.

    The second question. Why should I,
as a homeowner, constantly get taxed when you have
the authority to stop or circumvent or try to get
this TIF money? Instead of using it, why don't
you use it for the school, the TIF program.
That's my second question.

I still don't understand why the politicians are not here. Everybody should be mad. The room should be filled. I am kind of concerned about that. Why can't we just-- why can't we ask the big companies that's constantly getting our money, why can't we ask them to share their money and donate to Safe Haven. Why can't we do that? They do nothing for the City of Chicago. Why can't we do that for Safe Haven?
Like some of the schools, Humboldt Park, it's falling apart. Why can't we do that? Can anybody answer that? Can I get one of your business cards that I can give you a call?

MS. SIMMONS: Thank you.

MR. DIATO: I am Chris Diato, D

I A T O.

The 2012 budget, a lot of programs started. The programs are necessary for the schools to try to assist students. I think classes should start early, and maybe we can try to involve more people. It seems like there is a lack of public involvement. I know it is not your
fault. I am just trying to state the obvious.

There is really priority going on in the City. The TIF program, I have my own views. It seems like for 7 million dollars of TIF to go into a super market and there is a Dominick's across the street, doesn't make a lot of sense. That TIF money should go back to the district.

Thank you.

MS. SIMMONS: Thank you.

MR. WARD: Edward Ward. I am a graduate of Bowen High School.

I am here to represent the community. The reason I am here, first of all, is because I am tired of hearing the programs that are set up for our young people are no longer funded. I am tired of hearing that the politicians, the other people in high places that affect these schools, they are getting raises. I am tired of hearing about the budget. I am tired of hearing about people getting gifts. My main concern is what's in it for the students of the CPS schools. What's in it.

I want to know why the students...
in fact are not being affected directly, because from what I see at this point, I see that people in the know have raises and tend to circumvent the quality education for the young.

Why is it that the young people are having the programs taken away from them and the schools are being given over 7 million dollars to have high definition cameras. We want programs like Safe Haven in our community.

Not only was I nearly a victim of gun violence and gang violence, I was nearly a victim of violence from the police officer.

Why are the students are not getting the overall benefit of TIF? I want to know why these students are not being directly affected, why the students are not getting the overall benefit of TIF benefits. I was nearly a victim of gun violence.

MS. SIMMONS: Mr. Speaker, please conclude.

MR. WARD: I was nearly a victim of gun violence. That's to say that we need to stop. We need to stop putting the blame on everybody else. We need to start putting the blame on
ourselves, think about what's in the best interest
of our young people not the CEO's, not the
politicians, but people such as myself, such as
the young people that are here before you. Think
what's in the best interest of us. It's
not high definition cameras, but the safety and
security for the young people who we call our
future.

MS. SIMMONS: That was our last
speaker. Thank you.

This concludes our hearing for this
evening. Our next and final meeting will be	
tomorrow evening at Simeon High School.
Registration is from 6:00 p.m. to 7:00 p.m. We
will begin the hearing promptly at 7:00 p.m.

MS. SHAKER: We invite you to put
your comments on the web. Thank you.

(Which were all the proceedings
had in the above-entitled
matter.)
I, Nancy G. Jackson, being first duly sworn, on oath says that she is a Registered Professional Reporter, License No. 084-001454, and Notary Public in and for the County of Cook, State of Illinois, and that she reported in shorthand the foregoing report of proceedings, and that the aforementioned proceedings are a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the proceedings given at said hearing.

Nancy G. Jackson, CSR
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### WESTINGHOUSE HIGH SCHOOL
**MANAGEMENT AND BUDGET**

**FISCAL YEAR 2011-2012**

August 11, 2011

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MANAGEMENT AND BUDGET

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