

1 MR. WALTER: Good evening. Welcome to
2 the FY 2014 Budget Hearing. My name is Matt
3 Walter. I'm with the budget department. With me
4 on stage is Peters Rogers, the CFO; Jennie Wong
5 Bennett, the treasurer; and Greg Volan, a budget
6 manager.

7 I'll start by reading the
8 introduction and rules to the hearings. And then
9 I'll turn it over to Peter to run through the
10 presentation for the budget hearing.

11 Budget hearing will begin at 6:00
12 p.m. and end promptly at 8:00 p.m. or when the
13 last speaker has concluded, whichever is earlier.

14 All who sign up to speak will be
15 given an opportunity to ask a question or make a
16 statement until the meeting is adjourned.

17 All those wishing to speak are asked
18 to please sign in from 5:00 p.m. to 6:30 p.m. on
19 the speaker sign-in sheet at the entrance
20 registration table. And each speaker will be
21 given a number.

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

24 Speakers will be limited to

1 addressing topics related to the budget.

2 Speakers are asked to limit their
3 comments to two minutes so that everyone that
4 would like to speak will have the opportunity to
5 do so.

6 When multiple speakers for the same
7 organization or school are listed, only one member
8 of the organization or school will be allowed to
9 speak regarding the same issue.

10 If the speaker has a followup
11 question, we ask that you speak to CPS staff
12 members who will be on site to help you fill out a
13 followup card.

14 The public hearing is scheduled to
15 conclude at 8:00 p.m. or after the last speaker,
16 whichever is earlier. CPS has also set up a
17 website where the public can share their thoughts
18 on the budget. Visit CPS dot EDU slash budget for
19 more information.

20 If anyone requires a Spanish or sign
21 language interpreter. I ask that you move to the
22 front -- to my right.

23 Also one last thing. No food or
24 drink is permitted. Thank you.

1 I'll now turn it over to Peter
2 Rogers for presentation.

3 MR. ROGERS: Thank you, Matt. Good
4 evening, everyone. As Matt said, my name is Peter
5 Rogers. I'm the Chief Financial Officer for the
6 Chicago Public Schools.

7 I'd like to welcome all of you
8 tonight. Thanks for coming on a beautiful night
9 instead of being out, your coming here listening
10 to us. I will take you through our proposed
11 fiscal year 2014 budget.

12 As some of you might be aware, we
13 initially released a budget about a week ago at
14 our Board of Education meeting on last Thursday or
15 Wednesday, Thursday. And it's -- we're going
16 through a process right now of public hearings for
17 this week. We'll have meetings tonight and
18 tomorrow night. We're asking our Board to approve
19 this budget later on in the month of August.

20 So thanks again very much for
21 coming. As Matt said, I'm joined on the podium by
22 three of my colleagues who will also join in and
23 answer any questions that you might have at the
24 conclusion of my remarks.

1 And we also have other people from
2 CPS in here to help organize your questions or any
3 followup you might have from that perspective.

4 So thanks very much once again for
5 coming.

6 I have to say at the start of this,
7 this year that we're entering in, the budget that
8 I'm about to describe to you is something we have
9 approached for the last, frankly, the last few
10 years with some trepidation if not alarm because
11 we're well aware of the impending issues that
12 we're facing coming into this year.

13 You'll see that in the presentation
14 as I go through it. But without a doubt we knew
15 that we were facing some very substantial and
16 difficult times for our fiscal year 2014. We had
17 difficulty with the 2013 as well but not to the
18 extent that we will in the year coming up.

19 And that's been driven largely by
20 the reality we knew we had very substantial
21 pension fund requirements for the year 2014. And
22 we are obligated to make by statute. We had hoped
23 during the past few years there would be
24 legislation that -- maybe you have heard -- that

1 might modify the amount we had to pay by
2 restructuring some of the requirements of the
3 pension. But that did not happen.

4 And so we're obligated to make the
5 kind of payments for the amount fully of 90
6 percent. Almost 90 percent of the expense
7 increase we face in 2014 are a result of pension
8 increase that we have.

9 So with that background, I would
10 like to begin to take you through a presentation
11 that will be some detail. In this I hope you will
12 be able to see it from where you are. Especially
13 we'd like to go through the highlights to give you
14 a good sense for how we're approaching our fiscal
15 year 2014.

16 As I said, we're forced to deal with
17 the staggering fiscal challenge. We're facing
18 nearly a billion-dollar deficit going into this
19 year.

20 At the same time we also must keep
21 investing in programs to support the mission of
22 serving Chicago's children. We're not here to
23 work on numbers. That's not what we're all about.
24 We're here to educate children the kind of

1 education they deserve and the families in Chicago
2 deserve for their children. That's first and
3 foremost on our mind.

4 We are, however, obligated to
5 present a balanced budget. That's required of us.
6 And we intend to do that.

7 We continue to change the way we
8 operate to focus all of our resources that we can
9 on the classroom, cut nonessential spending, and
10 streamline everything that we can so that we can
11 put as much of our funding as possible into the
12 classroom.

13 We will use reserves significantly
14 in the year coming up. That will help us balance
15 this budget. And I have to tell you at the same
16 time we're using as many reserves as we can, but
17 there was no way we can avoid making some
18 reduction in our budgets to the schools. And
19 we'll go through that.

20 I'd like to conclude this part by
21 reiterating that I think there will be a theme
22 throughout the presentation. We do need help, not
23 just for fiscal year 2014, but as you know, before
24 you know it, we'll be looking at a budget for a

1 fiscal year '15 and '16. We need help.

2 All of you as citizens of Chicago
3 recognize that we need help in terms of solving
4 our budget situation going forward. I'll have a
5 chance to explain how that has come about and what
6 that means in just a moment.

7 Just to summarize our fiscal year
8 2014 operating budget, if I might -- as I
9 mentioned, at the end of this year, recognizing
10 we're facing a historic billion-dollar deficit at
11 the end of the year. And our financial picture
12 worsens dramatically because the State also to us
13 -- it was due to the fact that the State was
14 unable to reach any kind of pension reform and
15 also we're operating with lower funding from the
16 State than we have in the past.

17 We have modestly higher revenue
18 through property taxes. We'll review that in
19 detail. But they're frankly overwhelmed by \$405
20 million increases in pension expense.

21 The savings that many of you have
22 heard about that we will get from closing schools,
23 some 52 schools, we did not close principally for
24 saving but rather to improve the quality of

1 education.

2 Those savings will not be realized
3 this year, because we put all the money we saved
4 back in the schools and then some, back in the
5 schools for the children that are leaving the
6 closing schools are going to welcoming schools.

7 We had to put a considerable amount
8 of money into those schools to upgrade those
9 facilities at this time.

10 So our budget reflects aggressive
11 action to limit any kind of additional reduction
12 for the schools, which calls for further cuts in
13 admin and operations in Central Office.

14 We did increase property taxes to
15 the extent that we were able to, called the cap,
16 which is the extent that we're able to by State
17 statute at this point increase the taxes.

18 We've restructured debt. And yes,
19 we will use reserves, substantial reserves,
20 including restricted reserves to balance the
21 budget. But these funds are not sufficient alone.
22 And we were obligated, as a consequence, to make
23 some reductions in school budgets.

24 I'd like to highlight two of the

1 principal reasons why this situation exists. And
2 I'll take the pension part of this thing first.

3 This slide pretty dramatically shows
4 the situation. As you can see looking back at
5 this graph, and going back to 2005, the pension
6 was actually fully funded at that point. We were
7 not obligated, nor have we been for the previous
8 ten years before this to make any contributions to
9 the pension fund.

10 And the reason for that is our
11 pension contributions and the fund itself was
12 quite large. It was growing rapidly. The stock
13 market was very robust. These funds were managed
14 by an outside firm, by a trust that oversees the
15 pension fund on behalf of the Chicago teachers.
16 And it was growing very rapidly to the point where
17 through 2005 we were fully funded.

18 At that time, with increases in
19 retirement and some softness in the stock market,
20 we had to make our initial contribution of some 37
21 million. The stock market began crashing in 2007
22 and eight. The value of the pension fund went
23 down accordingly.

24 And that when we began to make

1 pretty substantial contributions to where in 2010
2 we contributed \$329 million in the pension fund.

3 We then were at a point where had we
4 gone forward with the same amount of rounds, in
5 2011 we would have had to contribute somewhere in
6 the neighborhood of 450, \$500 million.

7 The State legislature recognized
8 that. And in their thoughts about this going
9 forward, they anticipated being able to enact
10 structural reform to not only the Chicago
11 teachers' pension funds but other pension funds
12 throughout the state.

13 And as a consequence, a pension
14 reduction for a period of three years was put in
15 place. Some would call this a holiday. We were
16 obligated to make contributions in the \$200
17 million range in that period of time, for three
18 years. That has ended as of June 30th. And with
19 no reform passed by the State legislature in
20 Springfield, the increase for 2014 will take us
21 out to \$613 million.

22 Going forward, the way the pension
23 fund works is that we have to continually, working
24 on a schedule, over a period of years to get us to

1 a point where we're 90 percent funded some
2 considerable years in the future.

3 But on the current terms and current
4 conditions of the pension, as it is set up, by the
5 time we get out to 2055, 2056, a long time from
6 now, if we're here, the contribution will be \$2
7 billion in the pension fund.

8 But the most important thing is for
9 the year coming up we have to increase the amount
10 of that payment by \$405 million. That is a
11 staggering number.

12 To put that in some perspective,
13 that increase is about \$1,000 per student in the
14 Chicago Public Schools.

15 Looking at the total amount, which
16 is 613 million, that's nearly \$1500 per student
17 per year that we're obligated to make payments to
18 the pension fund. That is the single most factor
19 in determining the budget and the actions that
20 we're required to take for fiscal year 2013.

21 Now a few facts that I want to
22 mention to you, and we'll move on to the details
23 of the budget. These are the realities of what we
24 deal with in Illinois. And I think it's important

1 that all of you, as citizens, realize this.

2 The fact of the matter, a number of
3 different benchmarks the State of Illinois does
4 not fund education to the same degree that we
5 believe is necessary. Nor does it fund education
6 to the same degree that other states fund
7 education.

8 A few facts to support that.

9 Illinois in fact ranks 48th among
10 states in the percent of education funding it
11 provides. Illinois State only provides 32 percent
12 of our budget versus an average of 48 percent for
13 the rest of the United States.

14 In fiscal year '14, for the third
15 year in a row, funding by Illinois to the school
16 districts in Illinois by the State of Illinois to
17 school districts won't receive the statutory
18 minimum that the State is supposed to contribute
19 per student, which is \$6119 per student. We're
20 now nine percent below that at \$5720 per student.
21 That's the funding that the State allocates across
22 the state.

23 Just to put that in some
24 perspective, other large districts -- we are the

1 third largest school district in the country.
2 Comparing ourselves to other large districts,
3 New York and Los Angeles, rank number one and two
4 in terms of size, just ahead of Chicago then
5 Philadelphia and Milwaukee as a few more. They
6 receive fifty percent more per pupil than we do in
7 the state of Illinois. In fact each receives more
8 than \$8500 per student compared to our 5720.

9 A private organization that tracks
10 funding, a private group of citizens that track
11 funding I met with recently, they provided some
12 compelling data, which I found was quite
13 disturbing. But according to their analysis and
14 study, they had determined that in Illinois an
15 appropriate adequate level of funding for the
16 State would be \$8672 versus the current 5720.
17 We're 36 percent below that. That is a reality.

18 Compounding this further, we are the
19 only district in Illinois -- and in fact no other
20 large district in the country -- is required to
21 fund almost all of its teacher pension expenses
22 entirely by itself.

23 We do that in Chicago. We're the
24 only district in Illinois and in fact the only

1 district, large district in the country that is
2 required to do that on our own.

3 Every other district in the state is
4 funded almost exclusively by the State of
5 Illinois. Our pension is managed separately and
6 funded separately by Chicago. And we're
7 experiencing the difficulties of that on the chart
8 I just showed you.

9 But as bad as some of the statistics
10 are, I don't want to be the grim reaper here. I
11 must tell you, I do not foresee a situation with
12 all of the insights and information we have about
13 funding in Illinois that this is going to
14 substantially change in the future.

15 And I think it is important as
16 citizens you understand that and talk to your
17 representatives about the importance of education.

18 The problem that we're facing in
19 2014 isn't new. As I said, we faced here
20 considerable trepidation, if not alarm, about what
21 we're facing.

22 The problem really started way back
23 in 2009. If you look at this chart and your eyes
24 are good and you can see that, in 2009 we had a

1 deficit of 157 million, which we funded by
2 reserves that year.

3 That proceeded into 2010. Again our
4 expenses were higher than revenues to the tune of
5 120 million. That was the first.

6 In 2011, as a consequence of federal
7 stimulus money, we got additional money from the
8 federal government, which allowed to us cover the
9 deficit we were experiencing in that year.

10 And in 2012 we also had a surplus.
11 That surplus was purely the result of a change in
12 the Chicago property tax second installment
13 penalty date, which moved revenue forward by
14 several months and became booked in fiscal year
15 '12 versus, as we thought it would occur, in
16 fiscal year '13.

17 So we have the benefit of that in
18 fiscal year '12 of early revenue coming in from
19 property taxes.

20 So in fiscal year '13, we thought we
21 were going to have a substantial deficit of in the
22 area of four, \$5 million dollars. In fact we put
23 a number of spending reductions in place,
24 principally in the Central Office, which I'll

1 share with you in a moment. And we ended up, not
2 to be proud of, but considering where we were, we
3 had a substantial improvement in terms of the
4 deficit we thought we would experience. But we
5 did minimize the experience in the year just
6 ended, a deficit of \$272 million.

7 As we look forward to fiscal year
8 2014, and you can see the numbers, I hope,
9 expenses exceeded revenue by \$977 million.
10 Actually we got rather lucky in some ways. We had
11 talked about a billion dollars. The State had
12 announced earlier that the governor had released
13 his budget. That called for us to have reduction
14 from the State in the amount of \$60 million. That
15 budget was not approved by the State legislature.
16 We did not get a reduction of 60 million. In fact
17 we'll receive that 60 million. So that brought us
18 down from just over a billion dollars to just
19 under a billion dollars.

20 So we faced a deficit of \$977
21 million.

22 Looking ahead. And I'm going to
23 show you some detail on this. Back up one.

24 I think that's clear in terms of

1 where we were. We faced the deficit of 977
2 million.

3 We have dealt with this. And here's
4 how we're doing it. Three important factors
5 allowed us to reduce that 977 by approximately
6 3 -- a little over 300 million.

7 The first was we finished fiscal
8 year '13 by over a hundred million dollars better
9 than we thought we were. That is, we reduced
10 expenses by a hundred million more.

11 Planning for fiscal '14 by
12 scrutinizing the budget in a very, very brisk
13 way, we reduced expenses versus the original
14 forecast by over another hundred million.

15 And the third factor is we raised
16 property taxes by nearly 90 million.

17 So the combination of those three
18 factors contributed to the fact we were able to
19 take the deficit down from what was 977, with the
20 addition of expense increases, down to some 642
21 million, which is the middle column, in the middle
22 red column.

23 That was the -- after our overall
24 planning and drawings where we were going to end

1 our fiscal year '13, we still faced the deficit of
2 \$642 million. Of that, once again, to repeat, you
3 can see the total expenses in the middle will be
4 up next year 463 million. As I say, 405 million
5 of that is due to pension. Some 90 percent due to
6 pension increase.

7 So we're facing a deficit of 642
8 million. We will close that deficit by using
9 virtually all of our available reserves. We have
10 general unrestricted reserves of 562 million. We
11 will use all of those.

12 We have other restricted reserves
13 that also we will use for a total of \$696 million
14 in reserves.

15 Some of those, just to balance the
16 numbers if you're quick or checking that -- the
17 696 at the bottom is merely a reflection of the
18 debt service and is considered a revenue source
19 that's paid and adds to our ability to spend on
20 other aspects and use our general aid to the
21 money.

22 But the bottom line is we will use a
23 total of the 696 million in reserves. We will
24 close our budget. But to do so, we've had to

1 substantially drain all of our reserves. And we
2 also have had to take a small cut in school
3 budgets.

4 I want to go on and talk a little
5 bit further about the most important thing. To
6 put that in some perspective, first of all, the
7 school budget aside, we were forced to raise the
8 school budget by 68 million about three and a half
9 percent of the total budget.

10 To put that in some further
11 perspective, though, the most important thing for
12 us, we also invested substantially in our
13 education program.

14 You may have seen we released
15 recently a new mission for us, which we're very
16 proud of and supported by a series of pillars,
17 which we think are critical for us in terms of
18 making the investment that provides every child in
19 every neighborhood in Chicago with the kind of
20 education they deserve, a rigorous curriculum of
21 education that prepares them for graduation on to
22 college, career, and life.

23 And that is what we're -- that's
24 what is driving us in terms of your educational

1 program initiatives.

2 We have a series of four pillars
3 that support our educational initiatives. We're
4 investing in all of those. To highlight these --
5 we will support magnet, gifted, and talented
6 programs to the tune of \$60 million, including 7
7 million for 19 new welcoming schools also have IB
8 as well as STEM programs.

9 We have established full-day
10 kindergarten for all students as opposed to half
11 day for many of our students. That's a cost of
12 another \$15 million.

13 We are launching a Ready to Learn
14 program, which I think, is very exciting for us,
15 which is to expand our pre-kindergarten initiative
16 to expand the opportunities to over 700 children.

17 The second pillar is to support and
18 meet the needs of students, regardless of their
19 situation. And in that regard we have several
20 programs.

21 We developed a new office of
22 strategic school support service, which invests in
23 transformational improvements in high-need
24 schools. These are schools we've targeted as

1 needing extra help in terms of their performance,
2 how they're graded on testing. We've identified
3 those schools. And we will invest \$20 million in
4 those schools.

5 We're also expanding Safe Passage to
6 assure a safe arrival at all of the welcoming
7 schools for students coming from schools that are
8 closing. That will cost us \$9 million.

9 We have programs in place to promote
10 attendance to the tune of over \$5 million and
11 dropout prevention or recovery to the tune of \$7
12 million.

13 We're also adding to 2,692 new seats
14 and 11 new option schools to re-engage dropouts
15 and provide a path to those students for a high
16 school diploma. We think it's very important to
17 reach students who have dropped out, for whatever
18 reason, to get them back in the program and get
19 them a high school diploma. And we'll be
20 investing in that to the tune of nearly \$14
21 million.

22 Third point -- our third pillar is
23 to engage and empower families and communities.

24 You all, and the communities of

1 Chicago, with students in Chicago Public Schools
2 are a critical part of what we're trying to
3 accomplish. We cannot be successful, of course,
4 without parental oversight, participation not only
5 in your children's education but also in how the
6 schools are run.

7 We are investing heavily in that by
8 developing five new parent engagement centers to
9 help address parent-related issues to the tune of
10 \$700,000.

11 We are expanding the Safe Haven
12 program to serve up to 1500 more children for the
13 cost of seven -- or close to \$300,000.

14 And lastly, we're committed to
15 effective teachers, leaders, and staff.

16 This is a very important part. Our
17 schools are only as good, obviously, as the
18 teachers and principals. And so we're investing
19 heavily to improve and help those teachers be the
20 best possible they can at what they do.

21 They're the most important elements
22 of our system. And we're prepared to invest
23 heavily in them. We have programs with the
24 Executive Leadership Academy and Chicago

1 Leadership Collaborative. We are investing more
2 than \$15 million to develop, train, and coach new
3 and rising principals, chiefs that oversee several
4 schools, deputies, and select Central staff.

5 We're investing in teacher
6 professional development to the tune of \$10.6
7 million, which is including supplemental learning
8 development for in, in 22 of the schools that I
9 described as strategic investment schools, schools
10 that are underperforming.

11 We're supporting new teachers and
12 principals through new evaluation process to the
13 point of \$4 million.

14 And finally, we've implemented a
15 system this year which will put more control in
16 the hand of principals and teachers of their own
17 budgets rather than dictating from Central Office
18 what each school, how each school should be
19 spending their money to the tune of some \$2
20 billion is brought to the schools unrestricted for
21 the schools to manage their money in the way that
22 they think is most effective.

23 This is something that is new to
24 Chicago but frankly is long past due. Virtually

1 every other large school district in the country
2 does this. We want to see the results of this.
3 Chicago has done this also for some period of time
4 with a limited number of schools to see how this
5 would work.

6 But the intention is to give
7 principals and the schools more control over their
8 budgets and allow them to make the decisions that
9 they are most capable of making in terms of how to
10 support their students.

11 Just to put this in some
12 perspective, the numbers are quite substantial.
13 If you look at the investments that I cited.

14 In IB and STEM we're going increase
15 the number of students eligible for this by
16 11,800 -- more than doubling the number of
17 students that are currently in those programs.

18 Full-day kindergarten will increase
19 to nearly 4,000 students.

20 Prekindergarten. We have a robust
21 program already in the city. We're expanding that
22 and changing that so that the families of need are
23 more eligible for the program than they are today.
24 We anticipate adding another 700 students to

1 preKs.

2 In the schools that require
3 additional help, strategic schools that need
4 additional help, there are 9,000 students in those
5 schools that will be aided with the investments
6 that I have noted.

7 The magnet and selective schools
8 will have increases as well in schools by nearly
9 600 seats.

10 Schools affected by Safe Passage, an
11 30,000 additional students will be eligible for
12 Safe Passage to make sure they arrive first and
13 foremost at their school safe and ready to learn.

14 Educational Option schools. We want
15 to make sure students that have dropped out, for
16 whatever reason, have an opportunity to get back
17 in school, get a -- get a high school degree.

18 We are increasing the number that
19 are available, seats eligible for those students
20 as well as find them and get them back to school
21 where we'll affect 2600 students through that
22 program.

23 These are real numbers, with real
24 investment in our program.

1 Now I want to touch a little bit on
2 how we manage the school district to give you a
3 sense of the effort that we've gone through to
4 minimize any reduction that we've had to make in
5 the schools and make our budget go as far as
6 possible through a program we've had in place in
7 the last three years and will continue into our
8 fiscal year '14.

9 We have been operating under
10 extremely rigorous, tight budgets, with reductions
11 in staff, very difficult review, scrutinizing any
12 new hires to make sure that staff is outside the
13 classroom. We rigorously evaluate every single
14 program and every single staff member to the point
15 where over the last four years, including fiscal
16 year 2014, we have reduced staff by -- largely
17 Central Office programs and staff -- by nearly
18 \$700 million, a very substantial amount obviously
19 that we have reduced over the last three years.
20 And it's cumulative.

21 When we make a reduction, it stays a
22 reduction. We just keep adding to that in
23 subsequent years, a critical part of our program.

24 As a consequence of that, it's very

1 obvious when you look at our head count of staff
2 that we have in central office.

3 This is not something that we're
4 proud to talk about. These are real people that
5 have lost their job. But we felt it was
6 necessary. It's a result of becoming more
7 effective and efficient in terms of how we operate
8 the school district.

9 But our Central Office staff has
10 been reduced by 34 percent since 2009. In 2009 we
11 had 1500 staff. We finished the year we just
12 completed at over 1,000 staff. So we've reduced
13 by 500 staff the people in our Central Office.
14 And those that are working for the Central Office,
15 are engaged in activities out in the school
16 district.

17 So a very substantial effort has
18 gone into controlling expenses. It's part of a
19 very rigorous planning approach we take toward the
20 school district.

21 In addition to the effort we put
22 into education. We have as much effort and
23 professionalism again in our operating budget to
24 become as efficient as possible, as we can be.

1 Now I have want to talk a little bit
2 about our capital budget. Our capital budget
3 reflects how much we'll spend on new schools,
4 improvement of schools, repairs, maintenance,
5 separate from our normal operating budget.

6 For the coming year we will reduce
7 the normal amount of money that we would spend or
8 that we have spent previously. Typically our
9 capital budget in past years, which in part will
10 then result in the need to fund those expenses,
11 expenses typically by bonding those, for which we
12 then have to pay debt service, a very substantial
13 number.

14 So while it looks like this is
15 funding that we can afford, we quickly pay for it
16 by debt service, which again lessens the amount of
17 money we're able an allot and put in the
18 classroom.

19 Again our capital expenditures for
20 fiscal year '14 coming up, despite the numerous
21 needs we have, will be 187 million.

22 We will benefit from additional
23 funds from the State that we've been allocated of
24 110 million and some TIF allocations to the tune

1 of about an additional 10 million for a total
2 budget of 308 million.

3 We have a very disciplined process
4 for screening potential candidates for budget
5 work. I'll take you through some of those.

6 We cannot now meet all of the
7 District needs. But we will be spending money
8 very judiciously in covering the needs that we
9 feel we have been given to.

10 As I mentioned earlier, closing 57
11 buildings is part of the school closure process.
12 This will eventually save us \$400 million in
13 future capital investment that we would have had
14 to put into maintenance and other capital
15 improvement in those schools.

16 That frees up money to spend in the
17 remaining 600 schools.

18 Just quickly to specify where we're
19 spending that money -- we'll spend 125 million in
20 general conditioning, things like maintenance that
21 range from repairing windows, to boilers, to
22 roofs, to important things you have to do when you
23 manage 600 physical properties, very substantial,
24 large properties.

1 We also are putting money to relieve
2 overcrowding, into the overcrowding in schools to
3 the tune of nearly 25 million in existing schools
4 as well as through annexes, through modular
5 structures in some of the schools to relieve
6 overcrowding in classrooms.

7 We're spending in educational
8 program support, technology and security, and
9 playgrounds and removing some modulars to the tune
10 of another 5 million and regulatory requirements
11 in terms of some spending such as elevator access
12 for ADA and so on will cost us another 3 million.

13 The 110 million that I referenced in
14 TIF money that is allocated to us will go towards
15 new school construction. We have a number of
16 alternatives being evaluated. In total we intend
17 to spend just over \$300 million in the coming year
18 for capital expenditures, a very substantially
19 amount.

20 But when we typically spend between
21 400 to 600 million a year, to do so would result
22 in additional debt service for us and take money
23 away from educating children. So we've decided to
24 go with a reduced budget.

1 Let me conclude by saying that, as I
2 think is apparent from what I've been saying which
3 you already are heard, we're forced to deal with a
4 staggering financial challenge. We must keep
5 investing to improve student outcomes. That's our
6 first and foremost mission. We're dedicated to
7 doing that.

8 We've made tremendous changes to
9 keep cuts away from the classroom. But we're no
10 longer able to avoid some cuts to schools.

11 We've used virtually all of our
12 reserves. We think it's prudent, under the
13 circumstances, to stay on a mission of educating
14 children as opposed to looking at the reserves and
15 holding onto them. Had we done that, we would
16 have had to reduce our budget to schools much more
17 substantially.

18 In future years, we're going to need
19 significant help from Springfield both in terms of
20 how we approach the State proceeds, our budget,
21 our budgets allocated to schools, and as
22 importantly -- more importantly, how the State
23 deals with a pension crisis that exists not only
24 in CPS but across the rest of the school system to

1 avoid future shocks such as what we're facing in
2 2014.

3 I can only assure you that our
4 entire team at CPS is well aware of the
5 challenges. We work very hard. And we're
6 determined to succeed despite this. We will be
7 carrying the message that I just described to you
8 to our legislature in Springfield.

9 We've already done that in concert
10 with the Chicago Teachers' Union, who we work very
11 closely with them on this. We jointly work with
12 together to plead our case to the legislature in
13 Springfield both in terms of pension reform and in
14 terms of funding the schools that is critically
15 important.

16 So in closing, I want to thank you
17 for your time. I know you will have questions. I
18 would like to indicate that while we're here to
19 answer your questions, I urge you to go online at
20 CPS dot EDU/budget. Our entire budget is
21 described in very great detail, more so that I've
22 had time to go through this evening. And I urge
23 to look through that and understand exactly how
24 much is being spend on educational programs and

1 how much is going towards all of our activities in
2 the Chicago Public Schools.

3 So with that. I'm going to conclude
4 my remarks. And I will turn it over to questions
5 and answers. Thank you very much.

6 MR. WALTER: Okay. We will start the
7 question-and-answer period now.

8 You should have received a number
9 when you signed up to speak. We'll go in order.
10 And we have a microphone down here, if you could
11 walk up to state your name and your comment.

12 We will start with question one.
13 Again we'll two minutes per speaker. When your
14 time is near, I will hold up signs just to let you
15 you know.

16 MR. ADAMS: My name is David Adams. I am
17 a parent at the Ray School. And I am a member of
18 HP Cares, which is an organization dedicated to
19 helping schools.

20 I want to thank you guys for coming
21 tonight. I know it's hard and you have to
22 continue your workday into the evening.

23 I wanted to share a thought that was
24 expressed at a Hyde Park meeting with Todd Babbett

1 from CPS a couple weeks ago.

2 A parent said that she would rather
3 have her children in a classroom with a leak in
4 the ceiling and 20 other students than a perfectly
5 climate-controlled classroom with 36 students.

6 So class size is a very big parent
7 priority. When I went through the budget
8 document, class size is mentioned three times.
9 And I think the pensions were mentioned over 50
10 times.

11 So I guess I got a sense that class
12 size did not come much into the budget process.

13 There was no goals for ideal class
14 size. There were no sort of creative solutions to
15 reduce class size. And there was no justification
16 for larger class sizes.

17 I know that the pensions are a large
18 issue. And I guess I just have to question
19 whether or not you have removed all the
20 nonessential items from the budget that led you --
21 that forced you to reduce the school budgets by
22 three and a half percent.

23 I saw in Catalyst that you guys gave
24 a \$1 million no-bid contract to Sups (phonetic)

1 Academy. I can't believe in this budget crisis
2 you guys have any no-bid contracts. That seems
3 like an incredibly bad practice.

4 I also did not see anything about
5 reducing costs for testing. And I don't know any
6 parent who is at public schools who thinks that
7 the level of testing is appropriate. That is an
8 incredibly expensive thing. And there's, you
9 know, you are reducing other things; but you're
10 not reducing testing costs. And I don't know why
11 you're not doing that.

12 That's actually basically it.

13 Thank you very much for coming.

14 MR. ROGERS: At the risk of shouting, you
15 can probably hear me without it. But I might as
16 well use it since we have it.

17 Thank you much, David, for your
18 thoughtful questions.

19 There were three central comments
20 you made. One had to do with class size and a
21 comment that one of your parents had made. A
22 second had to do with the no-bid contract. And
23 the third had to do with testing.

24 First -- as far as the class size is

1 concerned, no doubt, as that parent had described,
2 there are situations where class sizes they are,
3 even before this year, are in some cases larger
4 than we would find desirable.

5 Our general target is certainly less
6 than 36 per classroom. There are situations where
7 that cannot be avoided in the school. And some of
8 those are being addressed by way of what I
9 described as expansion capability in the schools,
10 that is by annexes or other ways to relieve the
11 crowding those schools which we know exists.

12 It won't fully fix it.

13 As we talk about our capital funding
14 for 2014 one of the critical things we've
15 discussed is how do we look at schools are doing
16 well and are overcrowded so we have to address
17 that. We know it's a very high priority.

18 The second thing I'll address has to
19 do with testing. I know this is a very frequent
20 comment. I can only tell you that we have a very
21 rigorous -- and I'm sure announcements will be
22 made about this throughout the year. I notice
23 that our CEO made an announcement, oh, about a
24 month or about some reduction in testing to

1 earlier-age students.

2 But I can tell you from the various
3 meetings that I've attended that there is a
4 rigorous effort underway to evaluate what kind of
5 testing is enough and what is the best level of
6 testing we should do with a view towards
7 recognizing what is being said about the amount of
8 testing we're doing.

9 I've heard Barbara Byrd-Bennett say
10 that this is a critical priority for her. She is
11 an educator. She knows what testing can do.

12 We are rigorously looking. We have
13 a very professional person who runs our
14 accountability office who is evaluating all of our
15 testing getting us on the right track.

16 I anticipate further announcements
17 in the coming year.

18 And, finally, the no-bid contract
19 you say with Sups Academy. I don't know about the
20 non-bid aspect of that, I'm sorry to say.

21 I do know who Sups Academy is. And
22 it's a principal effort to work with
23 superintendents for a certain period of time.
24 They're known to be, around the country, extremely

1 capable in helping develop principals, which is
2 what we're going to primarily use Sups for.
3 Because principals are first and foremost our top
4 priority.

5 I'm sorry, I don't know about the
6 non-bid aspects of it. But I do know that they
7 have very high credentials and that we do believe,
8 although it seems like a lot of money, and it is.
9 We made a conscious decision, because frankly,
10 I've heard Barbara Byrd was a former principal.

11 Principals and assistant principals
12 are critically important to the caliber of
13 education that takes place in each school. We
14 want to make sure we have the best possible people
15 in those roles. Because time and time again we've
16 seen the best principals produce the best results
17 among the students.

18 MR. WALTER: Speaker number two.

19 MS. KIELTY: Good evening. My name is
20 Marie Kielty. I am a resident of Chicago. And I
21 will a retired CPS teacher.

22 As a pensioner of the Chicago
23 Teachers' Pension Funds. I have paid into my
24 retirement. Other entities have not paid their

1 obligations to the teacher's pensions.

2 In the 2013-2018 action plan, the
3 next generation, Chicago's Children Pillar One. I
4 hope that the full-day kindergarten program,
5 curriculum, and assessment will be based on
6 developmentally appropriate practice as defined by
7 NAEYC, the National Association For the Education
8 of Young Children, of which I am still an active
9 member.

10 While there are many knowledgeable
11 principals, I'm extremely concerned about
12 principals who know little or nothing about early
13 childhood education.

14 They demand the teachers remove the
15 block area, the sand and water areas from the
16 classroom.

17 These principals are not aware that
18 these activities develop mathematical skills.
19 Research published in 2007 done by 13 researchers
20 in nine universities in three countries including
21 Northwestern, Columbia, and Princeton, showed that
22 it is the math that children know at the beginning
23 of kindergarten more than the reading that
24 predicts their success by the middle grades.

1 In view of this and our national
2 emphasis on math and science, we need to be
3 strengthening mathematics professional development
4 for teachers in grades pre-kindergarten through
5 third grade in these five levels of early
6 childhood, as defined by the National Association
7 of State Boards of Education.

8 My next comments are based on your
9 budget that was available online as of last
10 Friday.

11 In the same approach I have concerns
12 about the next generation pillar four and the
13 supports for the teacher evaluation system.

14 Where is funding for teacher
15 professional development before they are
16 evaluated?

17 In the \$3.6 million for the aspiring
18 principal preparation programs, what institutions
19 are, quote, are four of the nation's strongest
20 principal preparation programs? Will these
21 preparation programs address principals' about
22 knowledge for early childhood and the current
23 principals' knowledge about early childhood?

24 Are principals aware of the document

1 Early Childhood Education and the Elementary
2 School Principal from the National Association of
3 Elementary School Principals? It was published 25
4 years ago.

5 I've spoken of this at the June 21,
6 2006 CPS budget hearing and at the August 14, 2007
7 budget hearing.

8 My last sentence is, yes, children
9 now in CPS are our next generation of doctors,
10 nurses, attorneys, teachers, physical therapists,
11 business executives, car mechanics, and other
12 support personnel.

13 I want them to be well qualified for
14 their future work. I do not want them to be
15 emotional dropouts because of inappropriate
16 practices long before they can legally become
17 dropouts.

18 Thank you.

19 MR. ROGERS: Thank you, Marie.

20 Your comments are much appreciated
21 and duly noted.

22 I would also urge you, particularly
23 as a former teacher who is far more knowledgeable,
24 I feel comfortable in saying, than any of us on

1 the panel, that you would take advantage of the
2 opportunity, which is provided online to make
3 those comments known. Because they will be
4 reviewed and listened to.

5 I can say that relative to early
6 childhood, your comments are quite in line with
7 the effort that is in place to expand the full-day
8 kindergarten which will require a \$15 million
9 investment as well as more prekindergarten to an
10 increasing number of students, which we already
11 have a large number, large population in Chicago.
12 But we're trying to expand that number for much
13 the reason you mentioned.

14 As far as the curriculum is
15 concerned, I would be beyond my capability to
16 comment on it.

17 I can tell you that I've had -- I've
18 had the pleasure of sitting in on a number of
19 meetings with the individual that leads our early
20 childhood development activity. And I must say,
21 she is one of the most professional and capable
22 individuals I've seen. And I know she's aware of
23 many of the things that you cited.

24 But I would also urge you, as a

1 former teacher, to make your comments known in the
2 the way that I suggested. Because I'm sure they
3 will be much appreciated.

4 And you commented also briefly, as a
5 former teacher, on the pension situation, which
6 causes me to want to make a comment.

7 It's -- yes, we are facing a pension
8 crisis. I would be remiss in saying that we do
9 not recognize that former teachers and people that
10 work as teachers have a right so expect a fair
11 pension going forward for their hard work.

12 What we're trying to find is a
13 balance that will allow us to put resources not
14 only into pension requirements for existing and
15 teachers coming up but also to make sure we have
16 enough resources to support our mission of
17 educating children.

18 So we're looking for a balance.
19 Right now it seems to be a bit imbalanced, and
20 we're trying to find the right formula going
21 forward.

22 MS. KIELTY: I have copies of my remarks.
23 I have five of them for those of you up on the
24 dais.

1 Thank you.

2 MR. ROGERS: We will be sure and pass
3 those along. And we appreciate your passing it
4 along.

5 May I ask when you retired?

6 MS. KIELTY: 2005.

7 MR. WALTER: Speaker three.

8 MS. YULAN: Good evening. My name is
9 Denise Yulan (phonetic).

10 And I'm a teacher from Claremont
11 Math, Science, and Technology Academy on the south
12 side of Chicago.

13 I have several concerns with the
14 announced budget and the lack of revenue that is
15 coming into our schools.

16 There are several revenue streams
17 that are being ignored in my opinion, which is the
18 TIF. And a lot of us are not familiar with the
19 TIF. But it allows money to come into, as they
20 say, areas that need enhancing.

21 I want to know why the Mayor, the
22 Board of Education, Barbara Byrd-Bennett has not
23 implored to get the use of that money to put back
24 into our schools.

1 We have a surplus. And it's been
2 stated that we have a surplus.

3 That means it's not attached to
4 anything. That's me looking at my bank account.
5 I paid all my bills and at the end of the year I
6 have this money. I paid down my house, paid off
7 the cars. It could be fun money.

8 It's there to be used.

9 The Mayor has chosen to make this
10 his fun money for his friends. And I'm not
11 being -- I'm not trying to be political. But
12 that's what's happening.

13 We're building a Hyatt in Hyde Park.
14 Pritzker. Billionaire. Wal-Mart's across the
15 city. Six billionaires that own Wal-Mart.

16 Moving a hot dog business from one
17 side of the city to the other. And then we have
18 DePaul University, a catholic university. I'm all
19 for catholic universities. Everywhere I've gone
20 was a catholic university. I graduated from a
21 catholic university.

22 Their endowments are overflowing.
23 Why do they need our money that we pay for real
24 estate taxes? And that portion should come back

1 to us.

2 So I want to know that. And finally
3 my pension, that hopefully I would receive ten, 20
4 years from now. Even after I retire, I'm still
5 too young to get it, has not caused this problem.
6 Your accountants caused this problem.

7 Fire them and get some new ones.

8 MR. WALTER: I'm not sure if there was a
9 question there. But it was a comment.

10 We -- of course and most of which
11 you mentioned was directed --

12 MS. YULAN: Well my question, sir, was,
13 why not go get the TIF money that was there today?

14 MR. ROGER: I think your question is
15 correctly directed more to the City than Chicago
16 Public Schools.

17 But I will say that Chicago Public
18 Schools are a great beneficiary of TIFS. That's
19 not understood by most people. But we, in fact,
20 use TIF money substantially and have over the
21 years to, almost to the tune of a billion dollars
22 allocated to the Chicago Public Schools for
23 building new school facilities, repairing and
24 maintenance of schools. We benefit directly from

47

1 that.

2 We further benefit in two other ways
3 in which I think is not understood.

4 But as TIF districts expire, that is
5 after they've gone through their useful life of
6 TIF development, which was intended to allow
7 economic development in that market. There's
8 often a surplus. That surplus is then distributed
9 to various agencies in the city.

10 We are a substantial beneficiary of
11 those surpluses. Last year, as an example, we
12 received some \$308 million in TIF surplus
13 distributed to Chicago Public Schools. So we are
14 beneficiaries.

15 The third point, which I think is
16 not fully understood -- TIF districts are intended
17 to raise the commercial value and consequently the
18 eventual taxes in certain districts.

19 Chicago Public Schools are a direct
20 beneficiary of those increased taxes.

21 So while I have read and understood
22 the comments, I read some comments of the Mayor
23 today about how much of the surplus was actually
24 money dedicated to ongoing projects and so forth.

1 I can tell you that we at Chicago
2 Public Schools have been a direct beneficiary to a
3 very large extent to TIF money. And we continue
4 to be by increased property taxes for which we
5 receive 52 percent of the City's property taxes as
6 well as surpluses that are distributed to Chicago
7 Public Schools.

8 So thank you for your comments.

9 MS. YULAN: It's a carryon. How come you
10 have not asked for the surplus money? It's not
11 attached to anything. It's not attached to any of
12 us in the room, which means it can be asked for
13 and said, we need this to keep.

14 How come you have not asked for
15 surplus that is not attached to anything? It's
16 sitting there for the asking.

17 MR. ROGERS: Right --

18 MS. YULAN: Ask for it.

19 MR. ROGERS: I think we've addressed your
20 comments. Thank you very much, Denise.

21 And you should we go on to the next
22 question.

23 MR. WALTER: Speaker four.

24 SPEAKER FOUR: Good evening, staff. I'm

1 a teacher and taxpayer and parent right down at
2 Streamwood (phonetic) High School.

3 I've been to a few of these types
4 meetings where you guys sit on the stage. And
5 actually you guys are the most polite explanatory
6 that I've seen so far from CPS in my seven-year
7 career in the District.

8 But it comes down to the fact that
9 you're still full of it. And there's no simple
10 way around it. The TIF part that she's mentioning
11 is a hundred percent accurate.

12 You said you care about kids and you
13 wanted to use the TIF money. That's the biggest
14 thing you can do is ask for that, hundreds and
15 millions of dollars for that.

16 I live in Hyde Park, a privileged
17 community just east of here, where the Hyatt she
18 mentioned is going. So Kenwood High School they
19 have to have all these crummy fundraisers over at
20 the school, because the TIF money is going on the
21 Hyatt.

22 Every neighborhood is involved in
23 that. Englewood has been disinvested in for
24 years. The money from this community is not going

1 in this community. It's going downtown to build
2 the stadium she mentioned.

3 As a teacher, I can't look at my
4 kids in the eye and say, you're getting a fair
5 share, you're getting a fair opportunity. Because
6 they're not. They're not. It's completely BS.
7 Right.

8 I'm white. I'm privileged. I'm
9 male. Right. They're black. They're from
10 Englewood. Right. You all come from a fairly
11 privileged background. My kids don't. And that's
12 not fair.

13 And for you to sit there and say
14 well, you know, maybe we could give you more money
15 to do this or to do that, it's not true; because
16 you're not doing what you should. And you blame
17 the teachers indirectly.

18 Well you say you want the students
19 to have money, but it's the pensions. Right.
20 It's the pension problem. It's the teachers'
21 problem, those greedy teachers. You didn't say
22 it, but you implied it.

23 My wife's a teacher. My mother was
24 a teacher. The teachers aren't the problem. You

1 need to think and look at the real research coming
2 out. Not for Barbara Byrd-Bennett, she's corrupt.
3 That \$20 million that was mentioned, that's
4 corrupt. She's votes in Cleveland. Are you
5 kidding me?

6 Like everything that you're saying
7 and speaking about, you may believe. But you're
8 just so misguided and so wrong morally. It's
9 offensive to me.

10 My son goes to CPS. Right. You're
11 going to say the same crap to him when he grows
12 up. He's white. So he'll have privileges that
13 won't come to the students I teach.

14 But everything you're saying and
15 believing, I don't know if you really believe it
16 or not -- or you're just paid to believe it. But
17 it's complete BS. No question needed.

18 MR. WALTER: Speaker five.

19 SPEAKER FIVE: Hi. Good evening. My
20 name is Allen. I graduated from Morgan Park High
21 School. I'm a Chicago south-sider.

22 What I really want to stress is that
23 I can't really appreciate how difficult your job
24 is, and it shouldn't be that way. And I

1 understand that the city and the state and
2 accountants here -- and we can't seem to get the
3 facts because there's a million here and billion
4 there. That's really frustrating. I think it's
5 truly frustrating, and I want you know that.

6 But I want to ask this specific
7 question about the tech and security part of this
8 year's budget. The 23.7 million, can you explain
9 why tech and security are kind of mixed together
10 and what that means?

11 As someone that researches new media
12 and youth expression and voice, everything is
13 going online. And I look around the places I grew
14 up and the places I've been, and there's a huge
15 divide in access and digital literacy.

16 It's going to come back on education
17 and job opportunity. And it's going to keep the
18 inequalities that we've already seen. More people
19 are going to highlight it. So I'd love an answer
20 to that.

21 MR. ROGERS: Allen, before you step away,
22 I want to make sure we understand your comment.
23 Because I didn't quite get it. And I want to try
24 to respond to you. I'm sure it was thoughtful. I

1 want to make sure we didn't miss it.

2 SPEAKER FIVE: Sure. The comment was
3 general frustration about the lack of consistent
4 information. And I know there's a lot of blame to
5 go around. But the whole process is pretty adduct
6 (phonetic).

7 The question was, the 23.7 for
8 fiscal year 2014, in the tech spending side of
9 things -- I think it was tech security or tech. I
10 just wanted to know more about that. What tech
11 security is and what that goes into?

12 MR. WALTER: So I think you're referring
13 to the capital budget?

14 MR. ROGERS: Do you need this mike?

15 MR. WALTER: Sure.

16 So right, the FY 14 proposes \$23.7
17 million in technology and security spending. It's
18 not really tech security. We just put technology
19 projects and the security projects together.

20 When we summarized the capital
21 budget, because they're the most likely related as
22 opposed to building.

23 The security projects are generally
24 security cameras, DVRs, that kind of thing. So

1 they're really technology related. It's not
2 software but technology.

3 And then technology projects can be
4 anything from computers, but mostly it's
5 infrastructure online and land wiring providing
6 schools with increased band width to support more
7 online learning, that kind of thing.

8 Those are largely what makes up the
9 technology and security project.

10 We have a specific breakdown of all
11 the technology and security projects on the
12 capital website, where you can find all the
13 breakdowns.

14 Speaker six.

15 SPEAKER SIX: My name Byron Cedar
16 (phonetic). I'm a resident of Pilsen also a
17 teacher and a member of Pilsen Alliance.

18 I have several questions.

19 First, I'm glad that Mr. CFO doesn't
20 think that you don't have to know numbers. But
21 when you yourself refer to children as seats, it's
22 hard to believe that you think of our children as
23 other than seats of our communities on a
24 spreadsheet.

1 That's what I saw today. They're
2 not the same as spread sheets. We saw that when
3 you referred to closing the schools even though
4 you say the mission of CPS to provide quality
5 education for our children, but let's see what
6 that looks like.

7 You've got 50 schools already
8 closed. 3,000 school staff fired, two thousand of
9 them teachers. We dozens of foreign language
10 teachers, counselors, PE instructors being fired
11 -- 92, 94 in art programs, 22 computers being cut.

12 30,000 children have to be displaced
13 and cross gang territory. That's the type of
14 education that you're saying is quality education
15 for our children.

16 You're really proposing that our
17 children take PE and art classes online. To me
18 that's a joke. That's not investing in our youth.

19 So that's just what you think about
20 like the, just like you had that proposal, that
21 spread sheet look like. That's not what they look
22 like.

23 The other thing is, why CPS keep
24 funding corrupt charter networks. We've seen Una

1 (phonetic) is a charter network. They have 80
2 million just in management fees. We've seen by
3 the Sun-Times what they do with the money. But
4 CPS keeps funding those types of charter networks,
5 but they don't fund public schools.

6 Also, you referred to the CTU, you
7 said you were working closely with the CTU; but
8 how you do that with the Mayor going through union
9 busting. And he's calling the CTU president a
10 bitch himself.

11 So I would like to see those kinds
12 of attacks and that kind of association with
13 banks. Why don't we use that energy with the swap
14 deals with the banks. We want to see that kind of
15 aggression with the banks who are really taking
16 the money.

17 And finally, this is the last
18 question. You were saying that -- you were saying
19 that a lot of investment has been done. We'd like
20 to know where? Because you're definitely not on
21 the south side and the west side. We'd like to
22 know where.

23 You're talking about the Chicagoland
24 Right to Learn program. That's one where they're

1 even charging students for, based on income. So
2 we'd like to know about that, too.

3 Thank you.

4 MR. ROGER: First of all, I want to thank
5 you for your comment about the seats. And I
6 believe you're right. That was a rather
7 insensitive way for me to describe the students.
8 Thank you for calling that out to me. I think it
9 was well-deserved.

10 That is an expression that I would
11 not think of in terms of describing students. And
12 so I appreciate you bringing that to my attention.

13 And I sure don't want to make that
14 mistake again. I appreciate it.

15 You made a number of other comments
16 that frankly I think are -- we will duly note
17 them. And I'm not sure if any further comment is
18 necessary. Because we can't address all of the
19 statements you made. But we certainly heard what
20 you were saying. And we'll take that into
21 consideration.

22 As I said, I'm not sure what to
23 comment on. Perhaps if you could ask a specific
24 question.

1 SPEAKER SIX: Briefly you can say, what
2 about charter schools being funded, corrupt
3 charter schools in Chicago? Also, like why don't
4 you negotiate heavily with banks?

5 And finally, tell me more about the
6 Chicago Right to Learn program. I hear that
7 they're even charging based on income to students.

8 These are questions.

9 MR. ROGER: Thank you very much for being
10 more specific about that. I'll try to answer the
11 last one. And I'm going to allow some of my
12 colleagues to answer others.

13 Jennie, perhaps you could address
14 the concern about the swaps for a second.

15 And, Greg, if you talk about the
16 charter school, just general funding of charter
17 schools, I think it would be useful.

18 As far as the early learning part of
19 this concern. I have discussed participating in a
20 number of different programs about that. I hope
21 this isn't misunderstood. But we do have quite a
22 robust early learning program that is largely
23 tuition-based.

24 And it was -- it's been recognized

1 by us. There is a great opportunity also by the
2 Mayor, who is very keen on expanding this.
3 There's a great opportunity to expand. It's very
4 important too for early learning.

5 We also recognize that not all
6 families can pay to have -- can pay certainly the
7 same amount to cover those expenses. And so we've
8 looked at -- and it's a first step. We're trying
9 to learn how it would work. But we're trying to
10 put a program together to ask families to pay
11 based on their capabilities to pay for the
12 program, with a view towards greatly expanding
13 early childhood program. This is a first, which I
14 think is the right step for us to put in place.

15 Jennie, can you comment briefly.

16 MS. BENNETT: My name is Jennie Bennett.
17 I'm the Treasurer of Chicago Public Schools. I
18 appreciate your question about the swaps and
19 negotiating with banks.

20 And I have to say I agree with that
21 sentiment. We negotiate very heavily with all of
22 our bank/vendors relationships. We spend a lot of
23 time in conversation with them.

24 Just a comment on swaps. This is

1 something we've heard a lot about at board
2 meetings and various school hearings.

3 And the one comment I would make is
4 that our swaps have saved us in terms of interest
5 discounts. We've received \$70 million in interest
6 costs for our swap and variable rate portfolios.
7 They have been very effective ways for us to be
8 able to lock in attractive costs of capital.

9 So you know, it's something that we
10 always monitor, and we spend a lot of time
11 focusing on. And we do very much appreciate the
12 scrutiny as it relates to our discussions with the
13 banks. And we do spend a lot of time talking to
14 them about various market opportunities in the
15 swap accounts that we have outstanding.

16 MR. WALTER: Speaker seven.

17 MR. VOLAN: I haven't spoken yet.

18 MR. ROGERS: Yes.

19 MR. VOLAN: To address your comment about
20 the charter schools. The point I'd like to make
21 is that one thing that we accomplish in moving to
22 the student-based budgeting model this year is
23 that charter schools and district schools are
24 funded the same way. So we're using the same

1 funding formulas for both sets of schools.

2 We fund charter schools to provide a
3 variety of educational opportunities to students
4 and families in different neighborhoods. And they
5 are funded to the extent that students go there
6 and parents send their children to charter
7 schools.

8 So if we open charter schools, and
9 they're not good schools, and students don't go
10 there, then they're not going to be funded. So
11 with the students --

12 (Inaudible audience outburst.)

13 MR. ROGERS: We need to get back to the
14 speaker list.

15 MS. BENNETT: I'm sorry. With that said,
16 if you'd like to make a comment, we would like to
17 give everybody an opportunity to speak. And
18 people have signed up in order to speak and to
19 comment. And so if we could move on to the next
20 person.

21 MR. WALTER: Speaker seven.

22 SPEAKER SEVEN: Hello. My name is Curt
23 Oldorff (phonetic). I'm on staff at the Chicago
24 Teachers' Union. And I've spent five and a half

1 years teaching here in the Englewood neighborhood.
2 And in the last few years -- my job has been cut
3 three times in the five and a half years.

4 And I want to just say that the
5 budget is nothing but a long series of choices.
6 Some choices are more mandatory than others. But
7 they're choices nonetheless.

8 And the choices in this budget
9 pointed to one outcome -- denial of educational
10 services for the most for the benefit of a few.

11 And the fundamental decision at the
12 heart of this budget is austerity, the massive
13 cuts to programs with no real push for new revenue
14 outside of property taxes.

15 In this -- there is not a single
16 proposal that is proposed in this budget to
17 generate new revenue from those who have it.

18 Before anyone can do decent
19 redistribution, there needs to be recovery of the
20 121 percent of the income gains that went to those
21 at the top, which means everyone who is not at the
22 top had to lose money. It's not a redistribution
23 problem. It's a simple math problem to be able to
24 fund your schools.

1 And so if the District's leadership
2 is serious about getting more money from the
3 State, the Mayor and Dr. Byrd-Bennett tomorrow can
4 come out in a press conference and say two things
5 -- one, we unequivocally and unconditionally
6 support a graduated income tax in Illinois; and
7 two, we immediately call on Abbot Labs,
8 Caterpillar, and other Illinois companies to give
9 up their tax savings and actually kick in the
10 amount that they should be paying; and three, the
11 Mayor should come out and say to the Chicagoland
12 Burger King chain today, they reported a 27
13 percent increase in quarterly profits, to give
14 back the tax breaks that it's got within the last
15 two years.

16 Because the choices that have been
17 made in the budget is awesome. It's either cut
18 schools or cut pensions.

19 At issue is, is that even if, and
20 this has come out, that even if there's a pension
21 solution done, the comment from the District is
22 not all that money would go to restore cuts at
23 schools. And the reality is that there's \$360
24 billion in cuts from traditional public schools

1 and public school closures and budget cuts,
2 et cetera.

3 And just for a quick couple of
4 questions on specific local issues -- at John Hope
5 High School there are \$124 million cut from that
6 school, 22 positions. And Harper High School,
7 which last year had to deal with 29 students being
8 shot, has a \$3.1 million budget cut and 24 staff
9 positions.

10 It's impossible to run a school at
11 the level of cuts that have been happening. And
12 this is a choice that isn't necessary. Thank you.

13 MR. WALTER: Speaker eight.

14 SPEAKER EIGHT: Good evening. My name is
15 (inaudible) McDowell (phonetic). This is G2
16 (phonetic) Brown. We are with the Kenwood
17 (phonetic) Community Organization. We represent
18 over 20 years of working with local school
19 councils.

20 And I just want to say, without
21 being disrespectful, we appreciate you guys coming
22 here today. However, we do feel a level, a high
23 level of indignation about what you guys
24 represent. That being as it may, I will ask my

1 question. And Mr. Brown will issue his comment
2 and question.

3 My question is, I've been reaching
4 out to Jennie Olstrum (phonetic) from the Office
5 of Budget for about a year now trying to get some
6 answers to some questions for the schools that
7 we've worked with. So that's a question that's on
8 the table.

9 What about locally,
10 democratically-elected local school council
11 members at these schools, particularly in the
12 Bronzeville area? What recourse do we have in
13 working directly with your office?

14 I need some business cards also.
15 Because we've been reaching out for over a year,
16 and we've got nothing except questions. We got
17 nothing except position statements.

18 When local school councils are
19 responsible for working with principals. But we
20 need to know from Central Office what's really
21 going on? We train local school councils.

22 So my other question is, I need a
23 list of those robust three-through-K programs that
24 are operating throughout the city so that we can

1 see if, in our neighborhood we have what we need.

2 So I will accede. I will give the
3 rest of my time to Mr. Brown.

4 MR. BROWN: My name is G2 Brown and what
5 Mr. McDowell said, we've dedicated a large part of
6 our adult life with working with local school
7 councils and parents who have been committed to
8 improving their schools.

9 And the frustration that I have
10 personally, I can't put into words, to look at the
11 sabotage of neighborhood schools and then to hear
12 people -- and again no offense this is not
13 personal. But to hear people use the
14 privatization jargon to describe what's happening
15 but not -- not acknowledge the fact that you have
16 a school like Overton, which was not
17 underutilized, had 460 students, with scores gone
18 up six points, up some of the highest scores in
19 the city, with 12 points this year and then are
20 shut down.

21 What do those parents do? You know,
22 parents are not, you know, 70 parents have
23 enrolled their children into Mollusk as a result.
24 Parents are at home in a society where this is not

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1 supposed to be 1955 in Mississippi, where we have
2 to bus our children somewhere.

3 And there's no accountability. I
4 mean, there's no accountable. I don't know how
5 people go home and kiss their children at night
6 and pretend they're human. There's no
7 accountability for people's lives you're turning
8 upside-down and producing -- and since 2002,
9 producing -- excuse my language, a piss-poor
10 product -- not teachers, not principals, but
11 District policy, which is absolutely backwards.

12 And so when you're looking at the
13 budget, I have a couple of questions.

14 One, who is going to talk about the
15 hundreds upon hundreds upon hundreds or millions
16 of dollars that have been flushed into these
17 networks which are almost like mini school
18 districts placed all over the city? They all have
19 a director or chief. They all have a staff.

20 Who is going to share with the
21 public the hundreds of dollars that has gone into,
22 who's going to talk about CPS priorities into the
23 budget.

24 I know that in 2010 the Office of

1 New Schools had a \$350 million while teaching and
2 learning got a \$25 million budget.

3 So my question is, when are we going
4 to be honest about the priorities within CPS'
5 budget? And what can you share about those
6 priorities now, like the Office of New Schools?

7 And secondly, what about again the
8 networks and the way that CPS has prioritized
9 setting up a portfolio school district?

10 So you can put that sign down, man.
11 I'm going to -- the point I'm making, because to
12 be honest with you, this is my neighborhood. If I
13 want to come in a public place to speak, I'm going
14 to come to a public place and speak.

15 And I want to let you know, the next
16 time you see me come to a CPS Board meeting, it's
17 to shut it down. I'm not coming to another
18 meeting to talk to a bunch of corporate hacks who
19 you have no love for my children.

20 David Fatalli (phonetic) sat at a
21 school closing meeting and presided over -- I want
22 y'all to hear this. Presided over a meeting where
23 they paid -- they paid low-income African-American
24 people straight out the halfway house and gave

1 them \$25 to come and speak about why we should be
2 content. He sat there with a smirk on his face.

3 So I want you to know my life's work
4 and what I've committed myself to fiercely is the
5 elimination of this appointed school board. I'm
6 talking to people all over the city. And we've
7 got parents in neighborhoods all over this city.

8 Until this bull crap come crumbling
9 down, none of this matters. Until we can vote
10 people in and out, don't none of it matter.
11 Because at the end of the day, you don't have to
12 look at a child on 43rd that asks, why I got to
13 get busted 22 blocks to go to school.

14 You don't have to do that. I do.
15 So I'm letting you know, it's war. I'm letting
16 you know that. It's war. This is not rhetoric.
17 I'm letting you know we're committing ourselves to
18 the demolition of this bull crap. Because this is
19 ridiculous. Because you do not love our children.
20 You do not.

21 Respectfully, we're standing for an
22 answer.

23 MR. ROGERS: Thank you for your comments.

24 Is there another question from the

1 audience? What -- do we have another speaker?

2 MR. WALTER: Speaker nine.

3 MR. BROWN: What about the questions?

4 MR. ROGERS: I didn't hear questions. I
5 heard comments, sir.

6 MR. BROWN: I asked two questions.

7 MR. ROGERS: We have others who want to
8 speak.

9 MR. BROWN: We're done. But we have
10 questions.

11 SPEAKER NINE: I'll wait. I'm speaker
12 nine. I'll wait.

13 UNIDENTIFIED VOICE: We'll all wait.

14 MR. ROGERS: What is the question?

15 MR. BROWN: What about the priorities of
16 the CPS budget, sir, that prioritize making --

17 MR. ROGERS: What is your next question?

18 MR. BROWN: I'm coming to it. And then
19 the second one is -- and that was that one.

20 And then the second one is, how do
21 you explain the waste that has gone on at CPS?
22 I'm clear on the questions I asked you.

23 MR. ROGERS: I'll try to answer those.

24 First of all, I'm sure you won't

1 find this satisfying; but I happen to think the
2 way that we're working on it, in terms of the
3 number of schools that we have in the district,
4 which is very significant, 400,000 children, the
5 model that we use to manage those schools we
6 believe is correct in terms of having a chief
7 overseeing a number of different schools and
8 principals. We think it gives the schools the
9 best attention.

10 And I must say we don't use other
11 school districts as a model. But that is a very
12 common pattern in managing districts as large as
13 ours.

14 Secondly. The second point I would
15 mention on as far as --

16 MR. BROWN: What percentage of those
17 schools --

18 MR. ROGERS: Excuse me. If you'd like
19 the answer, we can't shout at each other. I'll
20 try to answer.

21 The second question has to do with
22 details of priorities in terms of the budget.

23 It's a very broad question. I think
24 that you'll find nearly a 200-page disclosure if

1 you go online. It's very detailed with every line
2 item of our expense. And if you have specific
3 questions about those --

4 MR. BROWN: The Office of New Schools.

5 MR. ROGERS: We'd be happy to take time
6 to go back and review.

7 You mention the Office of New
8 Schools.

9 MR. BROWN: Yes, sir.

10 MR. ROGERS: What else do -- you have to
11 go for more details of that, that's why we're
12 putting the money there. Everything is fully
13 disclosed and extremely transparent.

14 MR. BROWN: Can you explain to us.

15 Because the networks -- when they go
16 on probation, they die. What's the purpose of the
17 networks?

18 MR. McDOWELL: I had a question about
19 local school councils. I don't know if you
20 remember that question.

21 MR. ROGERS: As I manage an organization
22 --

23 MR. McDOWELL: We train local school
24 councils for the past 20 years. And what we've

1 been doing is working with schools in the
2 Bronzeville area. And those schools have had no
3 opportunity to speak with your service regarding
4 how to relate their budget to their students.

5 MR. ROGERS: That's very surprising.

6 MR. McDOWELL: As far as a model, the per
7 pupil funding initiative has to be explained at
8 the local level to local school councils, because
9 the councils work with the principals who the
10 money is being off-loaded to.

11 MR. ROGERS: I have a suggestion. I
12 believe that we did spend a great deal of time
13 establishing what we call local school councils.
14 But --

15 MR. McDOWELL: I'm saying this office,
16 the budget office.

17 We have tried to reach out to Jennie
18 Olstrum since August of 2012 and gotten no
19 response.

20 MR. ROGERS: I have no idea what happened
21 when you reached out. I'm going to give you my
22 business card. Would you please put in writing
23 your questions, and I'll make sure that they're
24 answered.

1 And if you need to be directed, it
2 will be done.

3 MR. McDOWELL: How soon will they, shall
4 we be responded to, is my question?

5 MR. ROGERS: Would you have a card
6 yourself, sir?

7 MR. BROWN: Yes.

8 MR. ROGERS: You're both with the --

9 MR. McDOWELL: KOCO, Kenwood Community --

10 MR. ROGERS: I look forward to hearing
11 from you.

12 MR. WALTER: Speaker Nine.

13 MS. WALLS: Hi. My name is Kimberly
14 Walls. And I am a science teacher at Robert
15 Forest Elementary. Mr. Willis, my old boss, is
16 back there.

17 How you doing?

18 And I'm a real good science teacher,
19 evidenced by the fact that he did award me for my
20 science gains about two years ago. So I do have
21 valid evidence, and I'm going to say it this way.

22 When I give my comment, I don't need
23 you to respond with a, let me explain. Because I
24 have my MBA.

1 So I do know how to read. And I do
2 understand about TIF funding as well. But I'm
3 going to cut to the chase since we you won't give
4 me no ka-ka back.

5 I decided to go online and read what
6 the Chicago Sun-Times said in response to Robert
7 Firiority (phonetic) in our outrage over the
8 McCormick and Navy Pier projects, that you all had
9 in the hundred million dollar budget.

10 After that I'm going to call for
11 Jennie's resignation, because there's no reason we
12 should have a \$68 million deficit and you didn't
13 ask for our money back. And you didn't tell Rahm
14 Emanuel that, man, look we need that \$400 million
15 to go toward CPS. And you didn't tell the
16 overseer, Barbara Byrd-Bennett, look, these
17 children need our money.

18 Everyone here who works for CPS
19 that's black, you should be pissed off, because
20 these are your kids, too. These are your
21 grandkids. That's my daughter right there.

22 Your momma fought. Your great
23 grandfather fought. But now you done took us back
24 to Little Rock now. So that makes me mad.

1 But Firiority said -- I'm going to
2 keep it honest. He is outrageous and said he
3 wants everyone to know that he was very much
4 against the expenditure. Even if he's counted as
5 a yes vote, we didn't get a chance to vote on it
6 or even debate it -- saying, thanks to the
7 legislature, the City now has quit claim power.

8 That's what Rahm does. He came in.
9 Took the election. That's okay, though. That
10 means that if the property owners reject the
11 City's offer, the City can go to court before a
12 judge, who can immediately award the title of the
13 property to the City, at which point the City will
14 turn the land over to the State, which will start
15 building the hotel and the basketball arena while
16 your kids cannot read, don't have books.

17 I don't have a science lab. I'm
18 buying books. I haven't met a teacher yet that --
19 you all said you paid for us.

20 I'm going to Northwestern right now
21 paying for my own class. Nobody offered to paid
22 for it. But I'm -- I'm going to bill you, Jennie.
23 And I want to see you give me my money back.
24 That's how good you are.

1 He further stated that the project
2 will cost taxpayers well over a hundred million
3 dollars to come out of the hotel taxes. By the
4 time, the cost overruns are over -- that's more
5 public money that might otherwise help the
6 schools.

7 We want your resignation.

8 I could do it. I have my MBA,
9 amongst two other masters degrees.

10 Why has this become such a hot
11 button topic in Chicago political circles? One
12 major reason is what's been going on with the
13 Chicago Public Schools system.

14 On the same day that the McCormick
15 Place and Navy Pier projects were approved,
16 Chicago Public Schools announced a new budget for
17 the 2013-2014 academic year that includes some \$68
18 million in budget cuts.

19 A hundred million dollars? We want
20 it back. \$5 million we want it back. I just saw
21 the deficit.

22 MR. WALTER: Speaker ten.

23 MR. POTTER: How are you this evening?

24 Better than our children, I'm sure.

1 So my name is Jackson Potter. I'm
2 with the Chicago Teachers' Union. And you know I
3 don't have the manners that my friend G2 has. I
4 actually do take offense and totally personal
5 about what's going on here.

6 CPS is a taxing body. You sit on
7 the Joint Review Committee that oversees every
8 single TIF that's approved. And not a peep has
9 come out of your office, any CEOs mouth about the
10 fact that the wealthiest companies and developers
11 in this town are siphoning money out of schools,
12 whether it's United Airlines, the Chicago
13 Mercantile Exchange, luxury grocery stores, and
14 auto dealerships.

15 So I'd like you to address that.
16 Why don't you say anything about that injustice?

17 The second thing is with regards to
18 the swaps. Now I know that you said that was a
19 good deal. But what you failed to mention was
20 that in 2008 when the banks, the very banks that
21 are benefiting from these swaps -- Bank of
22 America, Loop Financial -- when they crashed, the
23 economy and those interest rates went to rock
24 bottom. That's what's causing you to pay all this

1 money.

2 And we're not saying to you --
3 nobody said to you, drop those deals and pay, you
4 know, the fees that accrue as result of pulling
5 out.

6 But ask these banks to reconsider on
7 behalf of our children. And you say you can't
8 even do that. You say you don't want to
9 jeopardize your relationships with the billionaire
10 bankers.

11 But when it comes to jeopardizing
12 the relationship with our children, when it comes
13 to closing their art programs, their music
14 programs, the computer labs, dismissing all their
15 teachers, getting rid of their counselors, that's
16 woke. You're willing to consider that as an
17 option.

18 Well why is that? Why aren't you
19 willing to risk these relationships that you have
20 with bankers? Is it because you used to work for
21 Citicorp? Is it because you have more in common
22 with the bankers that are robbing our children
23 than you do with our children and the communities
24 that desperately need the financing you're denying

1 them?

2 So why are these same entities that
3 foreclosing our homes running our schools, closing
4 our schools, and destroying our schools.

5 MR. ROGERS: Could you conclude your
6 speech?

7 MR. POTTER: What's that?

8 Why are you interrupting me? I had
9 ten seconds left.

10 MR. ROGERS: I'm asking you to conclude,
11 Mr. Jackson.

12 MR. POTTER: Please answer my question.

13 MR. ROGERS: I'm sorry. I can't answer
14 your question. I don't believe you asked a
15 question in that speech.

16 MR. POTTER: Does your relationship with
17 the banking community, which supersedes and
18 transcends any and everything you've ever done in
19 a classroom, if you ever actually did anything in
20 a classroom -- does that influence how you relate
21 to people and these massive cuts that are
22 occurring and these decisions that are vital to
23 our communities?

24 MR. ROGERS: Let's go on to the next

1 speaker.

2 (Inaudible outbursts

3 from the audience.)

4 MR. ROGERS: The question had to do with
5 my personal perspective not my role as CFO for
6 CPS.

7 I've had numerous meetings with
8 Mr. Potter, who identified himself correctly as
9 working for the Chicago Teachers' Union. I've had
10 numerous discussions with him about this. And
11 what he asked me was, does my background shade my
12 perspective. And my -- whether or not I'd be
13 willing to talk to bankers about this. That was
14 the question.

15 And the answer to that is absolutely
16 not.

17 I have no reservation of talking
18 about this, about rates negotiating as hard as
19 anyone can.

20 MR. POTTER: You say you have no
21 reservation about that at all --

22 MR. ROGERS: Is there a next question?

23 MR. WALTER: Speaker eleven.

24 MR. ROGERS: Speaker eleven. Is there

1 another speaker?

2 UNIDENTIFIED SPEAKER: When was the last
3 conversation you had with one of those bankers
4 about renegotiating?

5 MR. GOLDBACK: Nathan Goldback
6 (phonetic). I work for the Chicago Teachers'
7 Union.

8 MR. ROGERS: Have you registered to ask
9 questions?

10 UNIDENTIFIED VOICE: Could you just
11 answer the question? You seem to be avoiding it.

12 MR. ROGERS: Have you registered to ask a
13 question?

14 UNIDENTIFIED VIOCE: No. I haven't.

15 So are you afraid to because
16 somebody didn't sign up?

17 MR. ROGERS: No. I'm not. There is a
18 gentleman behind you and a gentleman on the list.

19 UNIDENTIFIED VOICE: He said he's all
20 right with that.

21 MR. ROGERS: Matt, are there other
22 people?

23 MR. WALTER: There's about eight or ten
24 people left.

1 UNIDENTIFIED VOICE: You said that you
2 wouldn't hesitate to renegotiate.

3 MR. ROGERS: Is Speaker Eleven available?

4 SPEAKER ELEVEN: Oh well, before my time
5 start, why don't the persons we have here, have
6 you introduced who you all are and how long have
7 y'all been with the Board? At least the people
8 know how long you've been with the Board and what
9 your background is, before my time start -- so we
10 can know are you qualified to be here to answer
11 questions.

12 MR. ROGERS: We introduced ourselves at
13 the beginning. I'm the chief financial officer.
14 Jennie Long-Bennett is the Treasurer of CPS.

15 SPEAKER ELEVEN: Okay. For how long?

16 MR. ROGERS: The other gentlemen here
17 have worked in your budget office. We're prepared
18 to answer any questions you might have.

19 SPEAKER ELEVEN: Okay. For how long,
20 before my time start?

21 MR. ROGERS: I've been working at CPS a
22 year. Jennie Long for six months; and Greg four
23 years; Matt, four years.

24 Do you have a question, okay?

1 SPEAKER NINE: Now my question is -- now
2 let me understand this. Because you know, I'm not
3 a union person.

4 So this question is, if the teachers
5 paid into their pension funds, and the City
6 supposed to pay their portion, how is the teachers
7 to blame for this pension deficit when the Board,
8 you people's who sitting up here, the managers,
9 have not paid into the pension fund? You're going
10 to blame the teachers for this mess.

11 But in all actuality not only from
12 Daley to Arnie Duncan, you mismanaged the money
13 along with Michael Madigan. But yet neither one
14 of you called on Lisa Madigan to investigate what
15 happened to the teacher pension money that was
16 invested.

17 It was an issue that Daley invested
18 I think five or \$8 million. No one asked what
19 happened to that money.

20 So no one of you is really going to
21 answer the question. What happened to the
22 teachers' pension fund? If they paid it, why
23 haven't y'all asked for an investigation to say
24 where is the money at? You came all the way up to

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1 say now we have to pay \$600 million.

2 Put the sign down. My time didn't
3 even start. I was asking you a question, finding
4 out who you was.

5 So my question is that you sit up
6 here and you come up here and you're saying we're
7 for the kids.

8 How much does it take for you to
9 understand that a child is not what you call a
10 commodity? Or a child is not for sale. Once you
11 leave from here and you close these 50 schools,
12 how is you, Barbara Byrd-Bennett, Rahm Emanuel,
13 Michael Madigan, how can you sit there and tell
14 the child that when the kid doesn't come back
15 home -- because you got this Safe Passage all
16 lined up for these kids that you got this -- how
17 can you tell a parent once the child walk out the
18 door what is you going to say to them? We're
19 going to send you our condolences.

20 Your condolences ain't worth the
21 paper you writing it on.

22 You refuse to answer the questions
23 about where is the money. You refuse to
24 acknowledge to renegotiate the swap. The bank

1 said they're willing to renegotiate. You can't
2 walk in there. At the board meeting they said it
3 was something like \$200 million if you went to go
4 in and renegotiate the swap. Do you have the time
5 to show us that it would cost \$200 million to go
6 in and renegotiate the swap.

7 Were you willing to make this
8 public?

9 Put the sign down so he -- ain't
10 nobody in no hurry. I mean, y'all scared to be
11 here with a bunch of black folks? Come on now.

12 I mean, no one from -- no one from
13 the alderman is here. You didn't ask no one from
14 the state rep or the senators here. But you come
15 down here and said that you're going to raise
16 people property taxes. But yet you have not
17 answered the question.

18 Where did the teacher pension money
19 go? Where did it go?

20 MR. ROGERS: Is that your question, sir?

21 SPEAKER ELEVEN: I'd like an answer to
22 that.

23 MR. ROGERS: First of all, let me make
24 something clear, CPS does not manage the pension

1 money of the Chicago teachers' fund. It's managed
2 by a separate entity. There's an organization of
3 trust that manages that. There is a board that
4 oversees the investment of that.

5 The reality is that the fund that
6 was -- the money that was in that pension fund did
7 experience some substantial losses during the
8 market difficulties that occurred in 2007 through
9 nine, as did most other money that was invested in
10 the stock market, to the point that we are
11 underfunded at this point.

12 Fully 54 percent of that cause was
13 as a result of those market conditions and
14 deterioration of the funds.

15 SPEAKER ELEVEN: So you're admitting --

16 MR. ROGERS: To answer your specific
17 question competently, the stock market --

18 SPEAKER ELEVEN: You're admitting that
19 you had invested the teachers' funds, the pension?
20 You just said it.

21 MR. ROGERS: I've answered your question,
22 sir. This reminds me of your attendance at our
23 Board of Education meetings. Please let me just
24 answer.

1 SPEAKER ELEVEN: Okay.

2 MR. ROGERS: We do not invest. We at
3 Chicago Public Schools is completely separate from
4 how that fund is managed. That fund is managed.
5 The investments are fully disclosed. You can take
6 a look at them. You can go to a meeting, an open
7 meeting, I'm sure, and ask whatever questions you
8 can. It's managed separate from Chicago Public
9 Schools.

10 SPEAKER ELEVEN: But the bottom line is,
11 the teachers paid into it. CPS, if I'm right,
12 your managers of the pension fund, you get
13 authorization for their organization to --

14 MR. ROGERS: No.

15 SPEAKER ELEVEN: So in other words,
16 you're saying the pension fund went to another
17 group of people?

18 MR. ROGERS: Correct.

19 SPEAKER ELEVEN: They invested the money.
20 CPS have no knowledge of that investing of the
21 money. Is that what you're saying?

22 MR. ROGERS: We have no authority over
23 how it was invested.

24 SPEAKER ELEVEN: So let me get this

1 question right. You have no authority about this.
2 But you didn't pay your share.

3 What happened to the money that you
4 didn't pay your share, the Board didn't pay their
5 share? What happened to that money during all of
6 this money that you was getting.

7 MR. ROGERS: Let me answer that, and then
8 we should go on to the next question.

9 First of all, we always made what we
10 were obligated to make. We've made every payment
11 we were obligated to make, including the fiscal
12 year '14. Where, as I said, we're fully prepared
13 and will make without any change in the current
14 pension structure a payment of over \$600 million
15 in the coming year. That is our obligation. We
16 will meet our obligation. We're required to do
17 that by law. And we have no intention do anything
18 other than.

19 SPEAKER ELEVEN: But you never did say,
20 you never did answer the question. What happened
21 to your portion of the money that you paid?

22 MR. ROGERS: We have to go on to the next
23 question.

24 SPEAKER ELEVEN: No, no, no. We don't

1 have to go on. You said that you paid your
2 portion of the money.

3 So what happened to the investment
4 then? What happened to the investment? What
5 happened to the investment?

6 You didn't answer the question. You
7 ain't answered the question.

8 MR. ROGERS: Because you're shouting when
9 I'm trying to answer.

10 SPEAKER ELEVEN: All I'm asking is a
11 simple question. You thinking that I don't know
12 how to count. I went to CPS. I went to Chicago
13 Public Schools. I know how to count. I know when
14 I see a lie, a mile away.

15 You refuse to -- you won't
16 investigate. You won't even investigate. You
17 won't ask Lisa Madigan to investigate what
18 happened to this money that was given to be
19 invested. You never said once, Daley's nephew
20 invested the teacher pension fund. But he got a
21 commission of a million dollars.

22 You know about it. But yet you
23 refuse to say anything about it.

24 MR. ROGERS: I'm afraid we have to go on

1 to the next question. It's not fair to the other
2 speakers.

3 SPEAKER ELEVEN: If you don't want to
4 answer the question, that's all there is to it.
5 The bottom line is you're not going to answer the
6 question.

7 MR. ROGERS: Will you please --

8 (Inaudible outbursts from
9 the audience.)

10 MR. ROGERS: We have to go on to the next
11 question.

12 MR. WALTER: Speaker twelve.

13 MR. ROGERS: Speaker twelve, please.

14 (Inaudible outbursts
15 from the audience.)

16 MR. ROGERS: Speaker number twelve.

17 SPEAKER TWELVE: My name is Rosa
18 Dieman-Sara (phonetic). And I am from Pilsen.
19 And I just want to say it's not just the
20 disinvestment of black children. It is the
21 disinvestment of children of color. It is the
22 disinvestment of the poor. I am here. I am a
23 member of Pilsen Alliance.

24 I am a teacher for CPS. And I am

1 thoroughly appalled at what you are passing to us
2 as the budget.

3 I just would like to followup with
4 what the gentleman was talking about earlier.
5 Because he didn't get his question answered. And
6 I think -- I'd like to know, you claim that you
7 paid your obligations. But that was a
8 technicality, as you well know.

9 So the question is, where did the
10 money go during the pension holiday?

11 MR. ROGERS: Are you referring -- we paid
12 as I mentioned, \$200 million during the three-year
13 period of the so-called pension restructure as the
14 legislature was attempting to find a program
15 forward.

16 During that period of time that
17 money was invested in programs in CPS. We used it
18 to spend on education, schools, students, running
19 our school system.

20 That's where the money went.

21 If you need to go back and look at
22 2010, '11, and '12, those budgets would still be
23 available online. You can take a look at them and
24 see exactly how much went for every program. I'm

1 certain the detail is there.

2 SPEAKER TWELVE: I would now like to
3 specifically talk about what's going on in Pilsen.

4 And as I said, I really feel this is
5 a disinvestment in communities of color. In
6 Pilsen there was two schools that were slated to
7 be closed. They weren't closed. But what did
8 happen was at the end of the school year, the
9 principals let the LSCs know that in one of the
10 schools, Pilsen Academy, they were going to lose
11 \$447,000 out of their budget. And at Yallman
12 (phonetic) they were going to lose 535 some
13 million dollars out of their budget.

14 When the principal spoke to the
15 LSCs, that would translate into positions that
16 were lost.

17 When positions are lost, then that
18 translates into more students per class,
19 approximately 30 to 35, 30 to 35 children in each
20 class.

21 Now when you, you know, you talked
22 about \$588 million going to increase in some
23 magnet schools or special kinds of programs,
24 schools, you also talked about \$25 million going

1 to over -- to resolve overcrowding. Yet none of
2 that money is going to go into Pilsen schools,
3 because we are merely a community school. We
4 don't fit in your special models. It's a
5 community school that services community children.

6 So none of the extra funds that you
7 have proposed in your budget are going to come
8 into Pilsen.

9 But I do want to ask, that you
10 consider what other people have been saying. And
11 that is that there is these devastating cuts are
12 taking a place under the guise of a million dollar
13 budget shortage. However, we know that the
14 Chicago Board of Education, which has been
15 appointed by Mayor Emanuel refuses to look into
16 other moneys that could be dealt with -- that
17 could deal with, and that would support the
18 deficit without hurting our children.

19 You say you want to improve student
20 outcomes. You said that tonight. And I have a
21 suggestion. It's been made by other people here.
22 And that is that we look at the \$1.5 billion TIF
23 surplus that is available right now. And that is
24 according to the Chicago Sunday, Sun-Times. That

1 you look at the \$55 million that is going to
2 DePaul, a private institution, when it could be
3 going into community schools that service the poor
4 students.

5 There's \$86 million additional funds
6 that are going to charters. Rather than funding
7 charters, we suggest that these moneys start to be
8 filtered out and used for public schools, for
9 public, in public schools.

10 There is that 36 million a year
11 interest paid to big banks like Bank of America,
12 Loop Financial, which had been mentioned before.
13 And we suggest that CPS renegotiate these deals.

14 So my question, my final question is
15 when was the last time that you negotiated, that
16 you renegotiated a swap deal with any bank?

17 MR. ROGERS: Is that your final -- you've
18 made several comments, which we have duly noted
19 for sure, for certain. And relative to your
20 question about when did we last renegotiate a swap
21 deal -- I'm afraid that's a very broad and general
22 question.

23 But as we have said, we have a
24 number of swap arrangements. We believe that

1 those swap arrangements have been beneficial to us
2 over a period of time.

3 You cited a \$36 million. I don't
4 know if that's an accurate number. It sounds like
5 interest that was paid on loans. We have very
6 substantial outstanding debt, which we've used to
7 invest in schools. It would not be unusual to
8 have the interest on that be quite substantial.

9 As my colleague said earlier, the
10 TIF -- I'm sorry, the swaps we entered into, we
11 pay an average of 4.6 percent on those over an
12 extended period of time. We think that is
13 actually a quite a good rate, what we would
14 normally experience in the marketplace. And we're
15 not unhappy with those rates.

16 So what I'd like to do out of
17 respect to everyone that is here, I know we've had
18 a quite a round of very -- sort of speakers you
19 have we heard what you said. But we have a
20 protocol that allows people -- and I'm mindful of
21 the fact that we have ten minutes and a number of
22 people have not been given an opportunity to
23 speak. Yet some individuals have dominated that.

24 Are there other people that would

1 still like to speak?

2 MR. WALTER: Speaker 13.

3 MR. ROGERS: Let's take them in order.

4 Is speaker 13 here?

5 MR. WALTER: 13.

6 Speaker 14.

7 SPEAKER FOURTEEN: First I just want to
8 make a comment before anything else.

9 Is that I'm teacher. I'm not a
10 mathematician. I didn't go to school to be a
11 treasurer, to do your job. But certainly with all
12 of the money that you make, and the fact that
13 we're in the deficit, they should have gave it to
14 me. Because I could have got us in a deficit with
15 the degree that I have.

16 You guys have collected too much
17 money for us to be operating in a deficit. That's
18 first and foremost.

19 That would be true.

20 My name is Jervis Clay (phonetic).
21 I'm a teacher. And my salary nor should my
22 pension or other teachers, they should never be an
23 issue when it comes to you guys balancing your
24 budget.

1 I have played by your rules. You
2 asked me to go to school to get my degree. I did
3 it. When it was time to give a raise you said, go
4 to school. I went back to school and got a
5 master's degree.

6 Then you said, okay, in order to do
7 this job, you need to go back to school. So I
8 went back to school and got another master's
9 degree.

10 Now you're telling me the three
11 degrees that I hold and the 17 years of experience
12 that I have with Chicago Public Schools is
13 nothing. Because that's too much. Because that's
14 what you're telling us in essence. We made too
15 much.

16 It's thumb down. Let's get rid of
17 them and open it up to those that are fresh out of
18 college teachers so that we can save our budget.
19 Let's keep it for -- let's say what it really is.

20 But that is just so unfair.

21 You came here tonight to present a
22 snapshot of a budget that you guys have been
23 putting together. And you expect us -- you're
24 listening? Excuse me.

1 Excuse me. When you -- when you
2 talked, sir, I paid attention. I even took notes.
3 I'm going to ask you to extend to same to me.
4 That's what I tell my students.

5 Now you came here, and you asked us
6 and you showed us a budget in 45 minutes and you
7 wanted us to understand it. You wanted us to
8 accept your budget. And you guys have taken all
9 year to give us this budget. But I'm finding,
10 just looking at it, that it's a bunch of bull
11 crap.

12 Just in reading the Tribune, because
13 they put out information -- and I know for a fact
14 you stated, the treasurer, that people will lose
15 their jobs in Central Office and not be hired
16 back. That's not true.

17 Because in the last ten years you
18 guys have fired over 1400 people from Central
19 Office staff. At that point we should be a ghost
20 town at Central Office. It should be ran via the
21 Internet or via online.

22 That's what you should have done.

23 But you guys didn't take into
24 consideration that 1400 jobs were taken from

1 Central Office. But just this year alone you guys
2 fired over 3,000 employees from the school base
3 setting. That's assuming 3,000 in one year. As
4 compared to 1400 in your, in ten years. That is a
5 problem.

6 Do you have a question?

7 You need to stop interrupting.

8 That's what I ask you to do.

9 Now understand this. You put a
10 contingency plan talking about Safe Passage that
11 you talked about how you're going to save all
12 these dollars and all this money for CPS, you're
13 going to take us out of a crisis. From reading
14 from the Tribune and your reports that every year
15 you have reserve money, that you are just using
16 your reserve ahead of time.

17 So here's my question.

18 In the event that all of this
19 greatness that you just presented to us doesn't
20 work, what is your contingency plan for our kids,
21 especially with that Safe Passage? Because I see
22 the signs. I understand it. What is your
23 contingency plan? When we come back to the table
24 this time next year and you tell us, well it

1 didn't work, let's try something else? Or will
2 the people who are sitting on this panel, the one
3 year, the four months or the ones left when you
4 guys move on in six months move on to another job
5 and then we've got to deal with another set of
6 four people talking about the budget didn't work
7 and why it didn't work. That's my question.

8 MR. ROGERS: I'll try to answer your
9 question.

10 As far as the budget is concerned
11 that we've just presented, we believe that it is
12 the right budget. We believe we have the
13 resources based on our projections of property tax
14 and our allocation of State grants that we will be
15 able to make that budget. We know how many
16 reserves we have. We believe we can balance the
17 budget. We've presented and will not have to come
18 back and say we've been unable to do so.

19 So 2013, 2014, we're all good.

20 SPEAKER FOURTEEN: So when 2015 comes,
21 since you guys have mastered this, and no one else
22 has ever been able to do this, according to CPS,
23 then we should not ever be in a budget crisis
24 again? No teachers should be fired? That means

1 no Central Office people should be fired. Because
2 you about guys have balanced the budget. So we
3 won't have a problem next year moving forward.

4 Is that it?

5 MR. ROGERS: What I said we've arrived at
6 the fiscal year 2014 budget through what we
7 believe is sound practice. We will have to have
8 the same effort going into '15. We have not
9 addressed that fully.

10 SPEAKER FOURTEEN: Sir, 50 schools
11 closed. And you're tell me the Central Office
12 layoff, TIF money, and all the money and resources
13 that we have, that you balanced the budget.

14 And so I'm clapping. And I'm happy
15 that the budget is balanced. So next year moving
16 forward, if we take -- are you saying that we
17 don't have to lose our jobs? Another set of
18 people won't have to lose their jobs in order to
19 balance this budget for the next year?

20 Because I'm looking forward. I'm
21 not looking for next ten months.

22 MR. ROGERS: Ma'am, I don't -- was that a
23 question? Because we have to allow other speakers
24 an opportunity to speak. We're running out of

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1 time.

2 SPEAKER FOURTEEN: But I gave everybody
3 time to be heard. I think I deserve my turn.
4 I've been sitting here since 6:00 o'clock.

5 MR. ROGERS: Thank you very much. And we
6 did hear you, ma'am.

7 MR. WALTER: Speaker 15.

8 UNIDENTIFIED SPEAKER: Yeah. He can
9 answer your question. Then I'll speak.

10 MR. ROGERS: I answered the question to
11 the best of my ability as I heard it, which was
12 that we believe we've completed successfully our
13 2014 budget. We have challenges.

14 SPEAKER FOURTEEN: My challenge is will
15 other teachers lose their job? Because if the
16 budget is balanced, based on the 50 schools that
17 closed and the over 3,000 people who lost their
18 jobs, will what happened take effect again next
19 years forward -- or are we done, because it's
20 balanced now?

21 You know your mistakes. You learned
22 from them. And when you move on -- or will you be
23 firing more people next year? Are we going to be
24 sitting here again?

1 MR. ROGERS: We've not developed the
2 fiscal year '15 plan.

3 SPEAKER FOURTEEN: That doesn't mean
4 anything.

5 MR. ROGERS: Can we have the next
6 question, please.

7 Is there a next speaker?

8 SPEAKER FIFTEEN: I want to know when
9 does this stop. We are simply sick and tired of
10 playing by you and your fair rules and listening
11 to all your foolishness.

12 CPS you are nothing more than
13 bullies. And you're liars. You exaggerate
14 expenses, making a deficit appear larger than it
15 really is. And then you take pride in doing wrong
16 and not listening to the voice of the people and
17 ignoring us as if we're nonfactors in these
18 decisions.

19 The trust lacks because the
20 District's dishonest policy still continues to
21 impose harm and danger by your actions on these
22 school closings, especially on the south and west
23 sides.

24 You do back-flips just to do harm to
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1 black and brown students, teachers, and quote that
2 there is no money.

3 At the same time you're approving
4 more openings of charter schools. So I'm asking
5 this panel here, whose motto is, children first,
6 will you ask the Mayor to support a moratorium on
7 new charters schools, yes or no?

8 MR. ROGERS: We are --

9 SPEAKER FIFTEEN: Yes or no?

10 MR. ROGERS: We're not in a position to
11 answer that.

12 SPEAKER FIFTEEN: It's only yes or no.

13 MR. ROGERS: I cannot answer the question
14 yes or no.

15 SPEAKER FIFTEEN: Okay. That's a no.

16 The Mayor steals. He takes \$55
17 million of TIF money and he gives it to DePaul, a
18 private institution to pay for a new basketball
19 arena.

20 He takes money and gives it to the
21 Vienna hot dog company to transition from one side
22 of town to the next. And then he builds, with TIF
23 money, a Hyatt hotel over in Hyde Park.

24 This could have alleviated the

1 expense of the money that could have kept schools
2 open, high quality staff working, and our students
3 in schools could have been resourced.

4 I am asking this CPS panel, whose
5 motto again is, children first, will you ask your
6 Mayo to declare a TIF surplus and return money
7 back to the taxing bodies?

8 It's yes or no.

9 MR. ROGERS: No. We're not in the
10 position to ask the Mayor to do that.

11 SPEAKER FOURTEEN: Okay. And last, fair
12 taxes in Illinois. You know that at a flat-tax
13 rate, at flat tax rate the rich don't pay those
14 taxes.

15 However, with a progressive tax
16 rate, taxpayers who earn a higher income will pay
17 a fair tax. We also know big corporations avoid
18 hundreds of millions of dollar in taxes every year
19 through the use of loop holes.

20 But my question to you all is, can
21 you ask your Mayor to support raising taxes on
22 millionaires? And I want to know, will you sign
23 our petition, our fair tax petition? Yes or no?

24 MR. ROGERS: No. I will not.

1 And I can't speak for the rest of
2 the City on that particular question. It's up to
3 every citizen to express their views on that.
4 That's not for --

5 SPEAKER FIFTEEN: No. I'm asking if you
6 will sign.

7 MR. ROGERS: You're asking me personally?

8 SPEAKER FIFTEEN: Yes.

9 MR. ROGERS: No. I will not.

10 SPEAKER FIFTEEN: I'm asking the
11 treasurer. Can you?

12 I'm asking everybody on that panel.

13 MR. ROGERS: Let's move on to the next
14 question.

15 SPEAKER FIFTEEN: Yes or no?

16 MR. ROGERS: We're here about Chicago
17 Public Schools' budget hearing, not for our
18 personal preferences for votes.

19 SPEAKER FIFTEEN: Yes or no?

20 MR. ROGERS: We're here --

21 SPEAKER FIFTEEN: I didn't ask you about
22 voting. I asked one question.

23 MR. ROGERS: That's not the reason we're
24 here.

1 SPEAKER FIFTEEN: So out of the three of
2 you who came out here, you were not prepared --

3 MR. ROGERS: Is there someone else on the
4 list?

5 We have time for one more question.
6 Is there anyone else who wants to speak?

7 MR. WALTER: Michael Brunson.

8 Michael Brunson.

9 We're out of time.

10 MR. ROGERS: You're Michael Brunson?

11 We're allowed -- we have time for
12 one more question. Thank you.

13 MR. BRUNSON: Hello, everyone.

14 My name is Michael Brunson. I am a
15 parent with two students in Chicago Public
16 Schools. I'm also a teacher. And for full
17 disclosure, I'm one of the officers of the Chicago
18 Teachers' Union.

19 We've just negotiated a contract.
20 It was kind of a shaky one, but we got it done.

21 And I just wanted to bring something
22 up, because you were speaking earlier about how
23 you, CPS, and Chicago Teachers' Union was working
24 together to better our public schools. So I am

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1 here representing Chicago Teachers' Union.

2 And I want to remind you of
3 something we put in the preamble of our contract
4 when you first open up that contract.

5 I'm not going to read the whole
6 thing, but there's one section that says, the
7 parties recognize that the achievement of these
8 educational objectives require substantial
9 short-term and long-term financial investments in
10 public education and that the fulfillment of the
11 aspirations described in this preamble will
12 require dramatic and cooperative changes in
13 education funding at the federal, state, and local
14 levels.

15 So with that in mind, there's also
16 something in our contract in Article 12 that talks
17 about a legislative partnership where we would
18 work together to advance the shared interest of
19 the Board and Union and facilitate the passage of
20 legislation in furtherance of those interests,
21 including but not limited to, additional funding.

22 With that in mind, I wanted to ask
23 you, instead of going out and slashing jobs,
24 crowding our classrooms, and raiding our pensions,

1 would you be willing to work with the Chicago
2 Teachers' Union and go down and push for
3 legislation at the local level, at the City level,
4 at the state level, and at the federal level --

5 Number one, to renegotiate the TIFS,
6 put that money out there in the schools;
7 renegotiate the toxic swaps; to close these tax
8 loop holes; to push for a graduated income tax;
9 and to push for a financial transaction tax, which
10 will bring billions of dollars into the system so
11 we won't have to go through this every year where
12 we're talking about we don't have enough money to
13 run our school system. And we have to raid the
14 pensions in order to run our school system.

15 So I'm asking, are you willing to
16 work with us to find revenue?

17 Because that is the problem that we
18 have with the school system. We need revenue.
19 And you've negotiated --

20 MR. ROGERS: Yes. I can answer that,
21 Michael.

22 MR. BRUNSON: Will you work with us to
23 find these additional sources of revenue?

24 MR. ROGERS: Yes. Thank you for the

1 question.

2 Yes. We are certainly willing as we
3 always have been. I have personally met with you
4 perhaps a dozen times in the time I've been on
5 this job. I spent a week working with some of
6 your colleagues I thought in a very productive way
7 in Springfield on various fronts.

8 And I'm more than willing to do
9 that, as are my colleagues in CPS. And we expect
10 to be able to work with you to carry on for the
11 benefit of Chicago Public Schools in any kind of
12 funding for a concerted way that would achieve
13 that goal. I look forward to that Michael.

14 MR. BRUNSON: Thank you. You've heard
15 me, and you've heard all of the people here in the
16 audience say and repeat the same thing. You need
17 to look at TIFS, the swaps, the graduated income
18 tax, closing the loop holes. Let's work on that.

19 MR. ROGERS: It's after 8:00 o'clock.
20 I'm sorry.

21 MS. DELGATO: You can take one more
22 speaker. We've been waiting for the last two
23 hours.

24 MR. ROGERS: I appreciate your patience.

1 I thank you for your patience. I apologize that
2 some of the questions took a little longer. We
3 should have held to the schedule tighter.

4 MS. DELGATO: My name is Brenda Delgato.
5 I'm a parent. I have three children at CPS
6 schools. I support the investment in early
7 education and preschool.

8 Implementing Ready to Learn has been
9 a disaster as I've seen in one of my daughters'
10 schools where the autonomy is taken away from
11 individual school again erroneously thinking
12 Central Office can do a better job.

13 They think the preschool is full
14 when the preschool is still taking names for those
15 slots by August 26.

16 As an LSC member of one of my
17 schools, I'm encouraged by the principal's
18 autonomy from the budget. But we cannot function
19 if we are still in the negative.

20 We do not have in our budget the
21 funding for the requirements for the sub-teachers,
22 only if the teachers call in for 7 days sick I
23 believe.

24 We don't have field trip money. Not
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1 a single field trip is in the budget for any of
2 these K-through-eight schools. Some of the basics
3 are supplies for the classrooms.

4 So she is given autonomy. But she
5 isn't given nearly enough resources.

6 Two of my children go to a bilingual
7 school where the reading scores were the highest
8 by CPS, recognized as the one percent highest NWA
9 growth this last year.

10 It was because Ruben Salizar has
11 stability and has investments of interventionists
12 where they can provide for all the children that
13 they accept. They are not a -- they are an open
14 enrollment school with no testing.

15 But even at 80 percent limited
16 income and 60 percent English language learners,
17 with stable families, stable teachers, we have ten
18 nationally certified teachers, two golden apples
19 we were able to reach that NWA growth.

20 Next year we have lost two of those
21 nationally certified teachers, and the
22 probationary teacher, which had a hundred percent
23 of her students meet their NWA goals and a hundred
24 percent meet their ISAT goals, even with the most

1 rigorous testing this year is no longer going to
2 be able to come back, because she was cut by the
3 budget. She was a probationary teacher. And we
4 can't -- we couldn't keep her on.

5 We're not going to have that
6 successful track record next year. But I do
7 recognize when my own daughter went to school, she
8 was at Skinner North. So she won the lottery to
9 get into the school with the highest test scores
10 in Chicago.

11 Skinner North is not losing any
12 teacher positions. She will still have art twice
13 a week. She will have music once a week. She
14 will have Spanish twice a week. And she will have
15 gym once a week, too.

16 The children that she goes to school
17 with at Skinner North have less than 15 percent
18 are limited free and reduced lunch. And I know of
19 two children that I reported did not have Chicago
20 addresses and were in that kindergarten class, and
21 they will not be returning next year.

22 So again there's many ways to save
23 money for the children of Chicago. Let's make
24 sure that those limited spots for selected

1 enrollment in schools go to Chicago students.

2 I want to clarify some math that we
3 have. The closing of schools is going to save
4 over a hundred million dollars over the long term.
5 But then you had to spending 130 million in bonds
6 this year and additional costs in the payment of
7 25 additional debt payments to close those schools
8 just to save the 400 million over the long term
9 for closing those schools.

10 The training that started 200
11 principals went to, a no-bid firm, to the Sups
12 Academy, that \$20 million the principals reported,
13 I quote, a waste of time, not differentiated, no
14 clear goals. Those are principals we heard back
15 from.

16 That \$20 million should have
17 resulted in four hundred teachers, the ones that
18 were the probationary teachers or 200
19 top-of-the-scale tenured teachers.

20 In the rate you keep raiding the
21 reserves has been going to be for nine straight
22 years in a row. Your reserves must be like the
23 two fishes and the five loaves. You just keep
24 raiding them, and more keeps appearing. If

1 there's anymore left in there, we need it for
2 fiscal year '14.

3 The face, the face part of the
4 network went up over \$8.8 million an increase of 2
5 million.

6 MR. ROGERS: Excuse me. I want to allow
7 another individual would who like to speak
8 tonight.

9 MS. DELGATO: I understand.

10 I've been here for two hours. I can
11 be given an additional 30 seconds.

12 The increase in field positions in
13 fiscal year '14 at a traditional school has
14 increased by 154 million. This is what I want to
15 make sure that I understand.

16 I as a parent, I want good schools.
17 I want stable schools. I don't want teacher
18 turnover. Either stable schools may mean tenured
19 teachers or probationary teachers.

20 I always stand with my school. I
21 almost always stand with my principal. But as an
22 informed LSC member, I always make sure that we
23 have informed decisions as an LSC member. I
24 sometimes stand with CPS.

1 Accountability. Some of the
2 increase in testing is useful. ISATs and other
3 testing for small second graders and kindergarten
4 is a waste of time. I'm not always with the
5 Union. Sometimes I am. But I'm always with my
6 school.

7 MR. ROGERS: Thank you.

8 Next speaker, please.

9 MS. BAGLEY: Hi. Thank you all for
10 waiting. My name is Sally Bagley. I am a parent.
11 And I am petrified.

12 My son goes to a small school with
13 about 350 students. And our budget was cut by 23
14 percent. When Barbara Byrd says she keeps the
15 cuts out of the classroom, I don't see how that's
16 possible when 23 percent of my son's school budget
17 was cut.

18 My son has cystic fibrosis. I chose
19 that school purposely, because it was a small
20 school and he would be safe there and taken care
21 of. And I'm afraid that with 30, 35, 40 students
22 in his classroom, that the teachers will not be
23 able to give him the attention that is needed for
24 his health or for his education.

1 So I am petrified for our schools.
2 And I don't understand why we can't go and ask for
3 the budget surplus from the TIF funds to be
4 brought in. And I'm sure that you're all sick of
5 hearing it. And I'm sure we're all sick of saying
6 it and nothing happens. And here we are getting
7 -- this is my fifth, sixth, 20th meeting.

8 And my real question for you is,
9 there was a lot of passionate speakers here
10 tonight, a lot of people that had a lot of good
11 things to say, a lot of people that are upset and
12 angry.

13 And I want to know, is it going to
14 make a difference? It's like you sit there, and I
15 saw that budget hearing. Can anything change at
16 this point? Or are we all just here talking to
17 hear ourselves talk?

18 That's my question.

19 MR. ROGERS: Thank you.

20 I've attended many community
21 meetings. And I can tell you that I personally --
22 and I know I speak for my colleagues -- we hear
23 you.

24 It is all being recorded and will be
119

1 read by everyone that needs to see your comments.

2 All I can say is that I don't
3 anticipate this being completely satisfying to
4 you. But we work very hard ourselves day in, day
5 out. We listen to what people say. We try to
6 make what we think are the best decisions given
7 the resources that we have. And the challenges
8 that we have are found across the entire district
9 that is extremely large.

10 I don't know the particulars of your
11 son's schools. If you mentioned the name of it,
12 we can only --

13 MS. BAGLEY: Mitchell Elementary.

14 MR. ROGERS: Thank you. Mitchell
15 Elementary.

16 And if you give us your name and how
17 we can reach you, we'd be happy to get to you
18 observations about what happened to the funding.

19 But I can tell you, yes, we listen
20 very carefully. We work very hard. We presented
21 what we think is the best alternative for the
22 delivery of the quality of education that we need
23 to, to improve the education of the children of
24 Chicago with the budget that we've presented.

120

1 We've used every single resource we
2 have, including draining our resources, in order
3 not to make any cuts more than we needed to in the
4 schools.

5 So we're working very hard in
6 response to your question. It is definitely taken
7 to heart. And thank you for making your comments.

8 With that, we need to conclude the
9 meeting. We appreciate your comments, all of
10 which have been recorded and all of which we
11 certainly, as I mentioned to the last speaker,
12 we'll take to heart. And we'll go back and
13 receive the others as well and have them guide our
14 decisions going forward.

15 Thank you very much.

16 (Which were all the proceedings
17 had in the above-entitled
18 matter, ending at 8:14 p.m.)

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1 STATE OF ILLINOIS)
)

2 COUNTY OF COOK)

3 SHELLY WHITE, being first duly sworn, on
4 oath says that she is a Certified Shorthand
5 Reporter, that she reported in shorthand the
6 proceedings given at the taking of said hearing,
7 and that the foregoing is a true and correct
8 transcript of her shorthand notes so taken as
9 aforesaid, and contains all the proceedings given
10 at said hearing.

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