

CHICAGO PUBLIC SCHOOLS
PUBLIC HEARING
FISCAL YEAR 2014 BUDGET PRESENTATION

held on
Friday, August 2, 2013

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

PRESENT:

MR. PETER ROGERS, Presenter

MS. CRYSTAL COOPER, Timekeeper

MR. MATT WALTERS, Capital Manager

Reported By: Karen Fatigato, CSR

License No.: 084-004072

1 MS. COOPER: Good evening, welcome to
2 the CPS FY '14 Budget Hearing. My name is
3 Crystal Cooper, and I'm from the budget office.
4 I want to introduce our panel first. We have
5 Peter Rogers, he's the CFO of CPS. And Matt
6 Walters is the capital manager.

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

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

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

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

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

23 Speakers are asked to limit their
24 comments to two minutes so that everyone that

1 would like to speak will have the opportunity to
2 do so. And when you have ten seconds remaining
3 I will hold this up, and in zero seconds I will
4 hold this up.

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

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

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

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

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

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

24 MR. ROGERS: Well, good evening, and

1 welcome. Before we begin the formal procedure
2 we are honored tonight to have one of our
3 aldermen here, Alderman Fioretti. As I said, I
4 appreciate the fact that he is here. I've seen
5 him at many of the meetings and he's a tireless
6 supporter of what we're trying to accomplish in
7 the Chicago Public Schools overall in education.
8 I would like to ask the Alderman if he'd like to
9 say a few words before we begin. Thank you.
10 And I think you could probably use this mike or
11 this, whichever you prefer.

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

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

23 Two weeks ago CPS announced that they
24 intend to lay off, and they did, 2100 employees,

1 including 1,074 teachers, 451 paraprofessionals
2 and 550 other school personnel. I was informed
3 today that 200 kitchen workers were also laid
4 off today. These layoffs, as we all know, will
5 have a drastic effect on the quality of
6 education of our children -- of Chicago's
7 children.

8 For weeks CPS leadership told the
9 public that expected budget cuts would have
10 little impact on the classrooms in CPS. We now
11 know that that is untrue. Many CPS schools in
12 the 2nd Ward and throughout the city will lose
13 essential classroom programs, such as, art,
14 music, world language and computer technology
15 instruction, as well as expected increases in
16 the class size. What was promised by Mayor
17 Emanuel was to be a full school day is now
18 missing what many of us expect from a 21st
19 Century public education. These cuts and
20 layoffs also disproportionately affect
21 low-income and working families in the African
22 American and Latino communities. Instead of
23 collaborating with the district's organized
24 labor boards, CTU, SEIU, United Here and others

1 to address a supposed manufactured 1 billion
2 deficit and find additional revenue, Mayor
3 Emanuel blames the employee pension plans and
4 their legally mandated obligations. I believe
5 that these -- I believe that these professionals
6 deserve a fair retirement plan for their service
7 for our city just like other public servants.
8 Teachers, for example, should not have to
9 receive Social Security upon retirement.

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

18 (Whereupon, the audience was
19 applauding.)

20 ALDERMAN FIORETTI: I'm also encouraged
21 that 32 of my colleagues in the City Council
22 signed on to this proposed ordinance. These
23 temporary measures will generate millions of
24 dollars in needed revenue for CPS right now. I

1 support the use of TIF funds for these measures.

2 I just recently received something
3 from -- that somebody was passing out here
4 today. It talks about the money in TIF.
5 Actually, there's 1.7 billion in TIF funds. I
6 was informed that earlier this week by the
7 budget director in a budget briefing. But they
8 claim 1.5 billion of that 1.7 billion, which is
9 in the bank, is already committed for future
10 projects. Well, we can figure out how to do
11 that in the right way. Some of those
12 projects -- I mean, let's think about this 1.7
13 billion in the bank. For what? For DePaul's
14 stadium?

15 (Whereupon, the audience was
16 screaming and yelling.)

17 ALDERMAN FIORETTI: For a Maggie Daley
18 park? For a park over at the riverfront? Right
19 there there's several hundred million dollars.

20 You know, we have to look at what's
21 happening on these charter schools which are
22 taking money away from our neighborhood schools.
23 There are long-term solutions.

24 One, we have to invest in our children

1 no matter what.

2 (Whereupon, the audience was
3 screaming and yelling.)

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

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

15 (Whereupon, the audience was
16 applauding.)

17 ALDERMAN FIORETTI: Four, I think when
18 we deal with the pension issues they are
19 complicated. I'm not going to deny that, I
20 don't think anybody in this room will and I know
21 you won't, but pension obligation bonds are to
22 be looked at. We ought to look at how we pay
23 back those pension obligation bonds, what we're
24 going to do because our children have to come

1 first. If we're going to compete in a global
2 world and global society, and we can do it with
3 the few, you know, I'm blessed with some of the
4 best high schools, Whitney Young, I got Jones,
5 and at the same time Manley is across the
6 street, you know, we've got Crane. We've tried
7 to develop programs, we can do it if they want.
8 The political will is there, we will increase
9 all of our schools.

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

1 that school, we're foreclosing on communities.
2 We can't do that. We need to prepare for the
3 future and our kids are what we need to prepare
4 for.

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

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

18 Once again my name is Peter Rogers, I
19 am the Chief Financial Officer for Chicago
20 Public Schools. And I must say that just by way
21 of introducing what we're going to do this
22 evening, I would like to keep my remarks as
23 brief as possible. We have quite a few people
24 here as you can see, and I think and I know all

1 of you will have an opinion and many of you will
2 want to speak, and I want to make sure that we
3 hear your views on this. At the same time I'm
4 going to try to go through a presentation
5 that -- I will go through a presentation that
6 will highlight some of the aspects of this
7 budget we're going to go through.

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

1 important to stick to that schedule. I'm not
2 trying to cut anybody off, frankly we'd like to
3 hear what you have to say.

4 A VOICE: We're sick of your lies, man.
5 We don't want to see that presentation. It
6 ain't nothing but a bunch of lies up there.

7 (Whereupon, the audience was
8 screaming and yelling.)

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

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

15 (Whereupon, the audience was
16 screaming and yelling.)

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

21 (Whereupon, the audience was
22 screaming and yelling.)

23 MR. ROGERS: When we get started I'm
24 going take you through a brief presentation.

1 (Whereupon, the audience was
2 screaming and yelling.)

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

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

8 (Whereupon, the audience was
9 screaming and yelling.)

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

12 (Whereupon, the audience was
13 screaming and yelling.)

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

16 (Whereupon, the audience was
17 screaming and yelling.)

18 A VOICE: The people have spoken.
19 Where's speaker one? Speaker one, let's go.

20 MR. ROGERS: I will say this, as some
21 of you have observed this entire budget is
22 online, hopefully you'll look at it. I would be
23 happy to comment on some elements of that
24 presentation.

1 (Whereupon, the audience was
2 screaming and yelling.)

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

6 A VOICE: Speaker number one. Speaker
7 number one.

8 (Whereupon, the audience was
9 screaming and yelling.)

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

12 (Whereupon, the audience was
13 screaming and yelling.)

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

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

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

23 A VOICE: How many schools closed in
24 your neighborhood? Answer the question.

1 (Whereupon, the audience was
2 screaming and yelling.)

3 MR. ROGERS: We came here to discuss
4 the 2014 budget, it represents a number of -- we
5 are working through those challenges
6 collectively. It represents substantial issues
7 for us in the Chicago Public Schools. We have
8 found a way to balance our budget for fiscal
9 year '14 --

10 (Whereupon, the audience was
11 screaming and yelling.)

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

16 A VOICE: Because of you.

17 A VOICE: How much you make a year?

18 (Whereupon, the audience was
19 screaming and yelling.)

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

22 (Whereupon, the audience was
23 screaming and yelling.)

24 MR. ROGERS: -- many of those I urge

1 you to go online and look at those.

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

4 (Whereupon, the audience was
5 screaming and yelling.)

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

9 (Whereupon, the audience was
10 screaming and yelling.)

11 ASEAN JOHNSON: -- budget cuts one of
12 the teachers was my 4th grade teacher because of
13 the budget cuts I have 39 kids in my classroom
14 now I can't get my one-on-one attention with my
15 teacher. There will be no -- there will be too
16 many distractions and the teacher will not have
17 time for small groups. My school is affected
18 along with many others. All of the budget cuts
19 that CPS have done is going to DePaul for a new
20 stadium even though the United Center offered
21 them free rent for ten years. DePaul turned it
22 down and took the new stadium even knowing that
23 the money for the new stadium is taking away
24 from students like me.

17

1 Today I went to the Illinois building
2 and requested that Attorney General Lisa Madigan
3 tell us where the TIF money went.

4 (Whereupon, the audience was
5 screaming and yelling.)

6 ASEAN JOHNSON: Why is basketball more
7 important than my education? I'm demanding that
8 the surplus of the TIF dollars will be used to
9 fund our schools. The mayor claims that a CPS
10 deficit of 1 billion requires him to close 50
11 schools and make the worst cuts in our schools'
12 budgets and a generation. The mayor wants to
13 use the TIF --

14 (Whereupon, the audience was
15 screaming and yelling.)

16 ASEAN JOHNSON: So go and tell that
17 Mayor, I'm going to say it politely because I do
18 not want to disrespect anybody, tell the mayor
19 that he should not be closing these schools as I
20 said before when I walked into the room and that
21 this should not be a budget cut because it could
22 be the other way. Why didn't you take that
23 money from closing the schools, why did you open
24 the charter schools? Why wouldn't you close no

1 charter schools -- but this is the crazy thing
2 about it, you closed 54 schools and you say you
3 had a huge deficit but then you opened 16 new
4 charter schools.

5 (Whereupon, the audience was
6 screaming and yelling.)

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

9 (Whereupon, the audience was
10 screaming and yelling.)

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

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

16 A VOICE: Let the kid speak.

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

20 (Whereupon, the audience was
21 screaming and yelling.)

22 MS. COOPER: Speaker two.

23 MS. REYNOLDS: I am Asean Johnson's
24 mother, I'm here to speak on behalf of Marcus

1 Garvey, as well as every school in the City of
2 Chicago. Marcus Garvey has received three cuts,
3 one of which will be my son's 4th grade teacher.
4 I did not enroll my child in a public school to
5 have him in the classroom with 39 to 41
6 students. Nor did I enroll him into my
7 neighborhood public school to have him in the
8 splits, which would still not give him the
9 individual attention that he needs or his
10 classmates.

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

23 (Whereupon, the audience was
24 screaming and yelling.)

20

1 MS. REYNOLDS: They're only happening
2 on the west side and the south side of Chicago.
3 They're only happening in low-income communities
4 and communities where there's no jobs. The
5 money from the TIF is to bring up a community,
6 which is a school, which is to put jobs back
7 into our community, programs. There's no way
8 possible a school of 309 students --

9 MS. COOPER: Please conclude.

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

14 (Whereupon, the audience was
15 screaming and yelling.)

16 MS. COOPER: Speaker three.

17 MS. PEARSON: My name is Wendy Pearson,
18 I'm here to speak on budget woes of the city of
19 Chicago as well as the public schools and the
20 manner in which it deals with the taxpayer's
21 money and the blame game that the city continues
22 to play. CPS would love to pass the buck to
23 Springfield, but if we look at CPS, CPS
24 administrative offices downtown, the payroll

1 streets, they watch from their graves. Let me
2 give you some numbers. In 2008, 2,400
3 shootings. As of today 2,670, 504 total
4 murders, 319 shootings of our children, 108
5 murders of youth and children, 19 percent
6 increase in the murder rate, 270 Chicago
7 children killed. That's our children you're
8 talking about.

9 MS. COOPER: Please conclude.

10 (Whereupon, the audience was
11 screaming and yelling.)

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

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

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

24

1 to be at your doors knocking. We're going to be
2 at your --

3 (Whereupon, the audience was
4 screaming and yelling.)

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

9 (Whereupon, the audience was
10 screaming and yelling.)

11 MS. COOPER: Speaker four please.

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

15 (Whereupon, the audience was
16 screaming and yelling.)

17 MR. PALLASCH: We've heard several
18 different proposals on how to solve the budget
19 problem and you've dismissed all the math as the
20 magical thinking, so I just wanted to bore you
21 guys with your tactics. It's my belief that
22 when CPS lies to the public they are usually
23 well aware that they are lying. For example, I
24 doubt anyone with honesty would believe that a

1 child would benefit from having their school
2 close.

3 (Whereupon, the audience was
4 screaming and yelling.)

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

20 (Whereupon, the audience was
21 screaming and yelling.)

22 MS. COOPER: Speaker five.

23 JESUS: That's all we are to you,
24 speaker five, speaker six, we're just numbers,

1 right? You got a name, say our names.

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

12 (Whereupon, the audience was
13 screaming and yelling.)

14 JESUS: You heard it. You heard it.
15 All these people here tonight are against school
16 closings. Period. Period. Last night I was
17 disgusted by your remarks. I was disgusted by
18 your remarks. And I'm surprised that you're
19 even showing your face here tonight. And don't
20 worry, you don't have to hold that sign up for
21 me. Next speaker, speaker six, because that's
22 all we are to them is numbers.

23 (Whereupon, the audience was
24 screaming and yelling.)

1 MR. TRUSS: Hello, my name is Dwayne
2 Truss, a west side resident from the Austin
3 community. Somebody say west side.

4 (Whereupon, the audience was
5 screaming and yelling.)

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

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

15 (Whereupon, the audience was
16 screaming and yelling.)

17 MR. TRUSS: We here because no
18 disrespect to none of you all, not here to shoot
19 the messenger, you know, take a coffee break or
20 whatever. What we're documenting with Raise
21 Your Hand for Illinois public education is that
22 we so far documented \$162 million in cuts to
23 neighborhood schools. A \$58 million increase in
24 Central Office and they keep saying they're

1 cutting Central Office staff when they bring the
2 people in the private industry. We're talking
3 about a \$20 million no-bid contract. Network
4 chief training, it's not enough that the
5 principals and superintendents went to college,
6 got there Type 75 and all that, they give a low
7 bid contract to a non-certified company which is
8 supposed to train educators. Help me out with
9 that one. They borrow \$329 million with a
10 capital M and add \$25 million to the debt
11 service saying they got to spend this money to
12 close schools rather than reinvest this money in
13 the schools.

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

21 Let me tell you about choice in the
22 Austin community. Austin community is the
23 largest community in the city of Chicago. We
24 have no magnet schools. When you look at

1 Ravenswood Ridge, they're rich with magnet
2 schools and programs. I'm not getting mad at
3 Ravenswood Ridge. Let's get mad at our black
4 elected officials, that's who you get mad at.
5 And it's a shame --

6 MS. COOPER: Please conclude.

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

11 (Whereupon, the audience was
12 screaming and yelling.)

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

20 MS. COOPER: Please conclude.

21 MR. TRUSS: The reality is this is our
22 community, they talking about bringing jobs in
23 the city of Chicago and all that TIF money, but
24 yet they're hurting our community and we don't

1 have not one black elected official who could
2 stand up against the \$55 million going to DePaul
3 University, but yet it's okay to spend all that
4 money to close schools. There's something
5 wrong. When we leave here --

6 MS. COOPER: Speaker -- please
7 conclude.

8 (Whereupon, the audience was
9 screaming and yelling.)

10 MR. TRUSS: All of a sudden State Rep,
11 State Senator such and such, you need to get off
12 your you know what and come and you're going to
13 represent us. We got in this -- we got
14 something before, don't we, Beverly? Monday,
15 5:30 Franklin Street we're bringing it to the
16 street when we're going to go door to --

17 (Whereupon, the audience was
18 screaming and yelling.)

19 MS. COOPER: Speaker seven please.

20 MS. TRUSS: Good evening to the members
21 of the Board of Education who are present. I'm
22 sorry, I'm sorry that you were sent out here to
23 us to misrepresent the cause because that's what
24 you're doing. I think that it's disrespectful

1 that the president of the Board of Education is
2 not here. It's disrespectful that the mayor is
3 not here.

4 (Whereupon, the audience was
5 screaming and yelling.)

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

16 (Whereupon, the audience was
17 screaming and yelling.)

18 MS. TRUSS: You made decisions that did
19 not include the people of this community. You
20 have disrespected us and we are tired of being
21 disrespected. And so you don't have to hold up
22 your sign for me. All I want to say to you is
23 since you want to hear us and take back our
24 concerns to the people who make decisions, let

1 them know that we're tired of being
2 disrespected. It is disrespectful for us --

3 (Whereupon, the audience was
4 screaming and yelling.)

5 MS. TRUSS: -- for the people here who
6 are going to be making decisions on behalf of
7 our children. It is disrespectful for Rahm
8 Emanuel to stand in front of the media and say
9 now that he's making cuts because of the
10 pension. It's disrespectful to say to us that
11 you closed 54 schools to give our kids the
12 quality education right after that and cut over
13 2,000 members of the staff which means that the
14 classroom size is going to go up. You guys
15 continue to disrespect us and then you seriously
16 think that you're going to be able to come in
17 here and have us listen to you. Really?

18 (Whereupon, the audience was
19 screaming and yelling.)

20 MS. COOPER: Speaker eight please
21 approach the podium.

22 (Whereupon, the audience was
23 screaming and yelling.)

24 MS. COOPER: Can we please have speaker

1 eight to voice their opinion?

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

5 (Whereupon, the audience was
6 screaming and yelling.)

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

18 So I just wanted to address, you know,
19 what the people here care about, you know. I do
20 care about my child's education. I do have a
21 daughter in CPS and her school is losing a
22 million dollars in their budget this year. I
23 also care about my students' education. I teach
24 at Kelly High School, which is at the top of the

1 list in the number of dollars cut from our
2 budget. I also live near Lafayette Elementary
3 which doesn't exist anymore. And I have friends
4 and family at Mitchell and Jones and Kenwood and
5 Roosevelt, Curie, Lane, Bell, Social Justice
6 High School and a whole bunch of others that I
7 can't think of off the top of my head. So we
8 care about our children's education, but every
9 child in the city is my child and every school
10 in the city is my school.

11 (Whereupon, the audience was
12 screaming and yelling.)

13 MS. BROWN: So when you accuse us of
14 only caring about our children, Mr. Cawley, who
15 is not present, maybe he's right and maybe he
16 doesn't understand why he's right though because
17 this is our city and these are our children,
18 every single one of them, even the children who
19 are suffering in the charter schools, and we
20 don't accept this budget. We don't accept the
21 blame for the budget. We don't accept the loss
22 of our teachers, our janitors, our cafeteria
23 workers, our social workers, our librarians.
24 And we don't accept the loss of our textbooks

1 and our buses and our bathroom supplies. And we
2 don't accept the idea that we're supposed to
3 figure out how to come up with the revenue for
4 the schools because that's not our job. We give
5 you solutions and we give you ideas and no one
6 listens to them. We go to hearings where no one
7 cares. We talk to the Board where they text and
8 fall asleep right while we're speaking to them.
9 All right. At this point the only reason we
10 show up is because this is a good place for us
11 to talk to each other and remind ourselves that
12 we're not the only ones who have these concerns.

13 (Whereupon, the audience was
14 screaming and yelling.)

15 MS. BROWN: So my request, and it is a
16 request not really a demand, my request is that
17 the people who are in charge, the leaders who
18 are supposed to be making decisions regarding
19 our schools, do that job. And it's a request
20 because I don't expect it to happen. If they
21 don't we'll find other people who will.

22 (Whereupon, the audience was
23 screaming and yelling.)

24 MS. COOPER: Speaker number nine

1 please.

2 A VOICE: They're cowards.

3 (Whereupon, the audience was
4 screaming and yelling.)

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

16 (Whereupon, the audience was
17 screaming and yelling.)

18 MS. CRESWELL: If I only cared about my
19 child, let's be honest, I'd have my house on the
20 market, I'd be moving away, right? Come on.

21 So my daughter will not have a computer
22 teacher next year. You know, computers are our
23 future, blah, blah, blah, but they don't have
24 enough money to pay for it. Her class size this

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1 year was 21, which is incredible in CPS, next
2 year it's going to be 27 because we're losing
3 teachers. And, of course, that is way above
4 average in Chicago suburbs and everywhere else
5 in the state for 2nd grade. She's a lucky one
6 because she could have 39 kids like Asean is
7 going to have. Frankly, we're one of the lucky
8 schools because we're only losing three and a
9 half positions. And unlike other children in
10 the city my daughter has her school to go back
11 to and its doors will be open and no one has
12 fired all her teachers and her staff and her
13 beloved adults in her life.

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

18 (Whereupon, the audience was
19 screaming and yelling.)

20 MS. CRESWELL: Down the street from the
21 Board of Ed and Central Office is sitting on
22 \$1.7 billion, funds that are going to desperate,
23 desperate entities like United Airlines, Miller,
24 Coors Toyota and, of course, in private

1 institution DePaul.

2 (Whereupon, the audience was
3 screaming and yelling.)

4 MS. CRESWELL: My other budget question
5 is why is money going out for charter contract
6 schools but it's not for neighborhood schools
7 like my child's? We're not getting that much
8 cut because we've already been. There's nothing
9 to cut. We don't have language teachers to cut.
10 We don't have a drama teacher, a dance teacher
11 to cut.

12 My final question that I want to ask
13 here, and I really do want an answer to this. I
14 have a report from a teacher at a closing school
15 that multiple members of the Board of Ed arrived
16 at her school and arrived there with chauffeurs
17 and personal drivers that drove them there, got
18 there, hopped out of the car, let them into the
19 school. And then a couple of days later also a
20 CPS employee, Denise Little, arrived with a
21 driver in a car. Is this actually -- are there
22 actual CPS employees and Board of Ed members who
23 are having cars and drivers paid for? Is that
24 really happening?

1 (Whereupon, the audience was
2 screaming and yelling.)

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

6 (Whereupon, the audience was
7 screaming and yelling.)

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

13 (Whereupon, the audience was
14 screaming and yelling.)

15 MS. COOPER: Speaker ten.

16 (Whereupon, the audience was
17 screaming and yelling.)

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

21 Speaker number ten.

22 MS. HOGAN: My name is Katie Hogan, I'm
23 a teacher for now 14 years in the Chicago Public
24 Schools. Also DePaul University we neither

1 wanted nor asked for the stadium.

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

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

18 MR. ROGERS: No, I don't.

19 MS. HOGAN: \$2500. In fact, if you
20 multiply that by 600 professionals, do you know
21 what that number is? 1.5 million. And so you
22 multiply that by three years you can see why I
23 have a problem with a \$20 million contract when
24 I teach in a high school that just lost its only

1 music position. I think it's just a legitimate
2 question that needs to be answered. I called
3 Supes myself, and when I say DePaul I get a lot
4 of answers, to just check if this was something
5 I might be missing, if this was just one man
6 versus the entire program. And they kindly
7 informed me that, no, it's not, that this is
8 also paid for and assisted by private companies
9 that basically give part of the tuition they pay
10 for.

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

17 (Whereupon, the audience was
18 screaming and yelling.)

19 MS. HOGAN: Thank you.

20 (Whereupon, the audience was
21 screaming and yelling.)

22 MR. ROGERS: I'd like to answer the
23 question if you'd allow me to. One of the
24 things I would have mentioned had I been allowed

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1 to make the presentation was that we think it's
2 critically important, one of the most important
3 things we can do and we're intending to fund it
4 with great thought is to make sure certain that
5 the leaders at each one of our schools are fully
6 capable in the most professional --

7 (Whereupon, the audience was
8 screaming and yelling.)

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

12 (Whereupon, the audience was
13 screaming and yelling.)

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

17 (Whereupon, the audience was
18 screaming and yelling.)

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

21 (Whereupon, the audience was
22 screaming and yelling.)

23 A PERSON AT THE MICROPHONE: I'm a
24 parent for one of the Chicago children. And I

1 just want to speak upon a little of my history.
2 I lived on the west side all my life, I went to
3 Ryerson School, that's the school they changed
4 the name. And when I was going to school it was
5 almost like kids in the classroom. And when I
6 sat in that classroom all the kids I couldn't
7 barely learn or the teacher didn't give me the
8 attention one on one or however in a situation
9 the case might be. I don't have facts or I
10 don't have experience. And you haven't -- you
11 know, these kids of Chicago in urban
12 neighborhood have suffered enough, you know.
13 You working on a number of ways of the path for
14 the families, trying too make ends meet, take
15 their kids, you know, what schools they going to
16 out their neighborhood. It's enough that we
17 have to worry about our children, now we have to
18 worry about if they going to get an education if
19 my kid going to come home. You know, it's
20 enough that we have to worry about citizens in
21 Chicago and you all politicians or Board members
22 you all can't be reasonable and see these people
23 suffering and see that our children need
24 schools --

1 (Whereupon, the audience was
2 screaming and yelling.)

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

16 (Whereupon, the audience was
17 screaming and yelling.)

18 A PERSON AT THE MICROPHONE: People
19 from other countries come here open up
20 businesses, we been here 40, 50 years and we
21 can't get a break and our neighborhoods is
22 looking like, you know, like we don't have
23 nothing. We work hard. We work hard for our
24 money. Please you all need to do something.

1 (Whereupon, the audience was
2 screaming and yelling.)

3 MS. COOPER: Speaker 11.

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

18 (Whereupon, the audience was
19 screaming and yelling.)

20 A VOICE: How long are we going to keep
21 taking this? We're not taking it no more.
22 Let's march, let's march 28 -- August 28th.
23 Let's march. Let us -- let everybody in here
24 march and let our voice be heard, okay? Forget

1 this, they don't care. This is done on purpose
2 by design. By design. You got to understand
3 that.

4 (Whereupon, the audience was
5 screaming and yelling.)

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

9 MS. COOPER: Speaker 11.

10 (Whereupon, the audience was
11 screaming and yelling.)

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

14 (Whereupon, the audience was
15 screaming and yelling.)

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

23 (Whereupon, the audience was
24 screaming and yelling.)

1 MR. PORFIRIO: I'm speaker 12. There
2 is one other thing. Who is from the Local
3 School Council? There is something that we can
4 do. Look up by coalition the coalition for LSC
5 for Common Sense, we can reject our budgets.
6 There's something we can do and we are elected
7 to do it.

8 (Whereupon, the audience was
9 screaming and yelling.)

10 MR. PORFIRIO: My name is Tony
11 Porfirio, I'm a CPS parent, and I'm the chair of
12 the LSC at Blaine Elementary. I'm just going to
13 keep it very, very short and sweet. We rejected
14 our budget. We didn't know what we were doing,
15 we just did it. We didn't see any other
16 opportunity, didn't see any other answer. We
17 formed a coalition to be strong and to get our
18 coalition -- to get our LSCs together. You can
19 use this vehicle, we understand the problems are
20 beyond, we really do. But short-term we have
21 got to get the city to do this TIF surplus.
22 There's no way the state is going to be able to
23 react in time to help our kids this year. The
24 only way is this TIF surplus short-term.

1 Long-term we are committed to correct this --
2 correct all the way at the state and the Federal
3 level. Please do not allow this budget to go --
4 to go this way. We have to make the city fill
5 the offer this year and then talk about
6 long-term. We can't talk about long-term
7 solutions with this year so far in jeopardy.

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

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

16 (Whereupon, the audience was
17 screaming and yelling.)

18 ASEAN JOHNSON: She said she listened
19 to me at the Board, but then she said whoever is
20 on the radio she said whoever is giving him
21 these words to tell him the truth. I was
22 speaking from my heart and I was telling the
23 truth. Nobody was telling me that. And if she
24 wanted to do something like she could say to me

1 you just don't go on a radio if they say
2 something about a kid, it's a child. She was
3 acting like it was a grown man who had said
4 something about her. She literally said that I
5 wanted to have a meeting with her but that was
6 like disrespecting a kid and that was not very
7 good.

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

1 That's why the rich need to pay more and the low
2 and middle income pay less. Thank you.

3 (Whereupon, the audience was
4 applauding.)

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

22 A PERSON AT THE MICROPHONE: To close
23 50 schools in the Irish community would be
24 considered what? To close over 50 schools in

1 the Italian community would be considered what?
2 To close just about 50 schools in the Jewish
3 community would be considered what? Would that
4 be considered anti-Semitism? To close over 50
5 schools in the black, Hispanic and poor
6 communities of Chicago would be considered what?
7 Can that be considered a racist agenda? How is
8 there money for Safe Passage but no money to
9 keep neighborhood schools open? How does Rahm
10 Emanuel have the money to billed a multi-million
11 dollar stadium for a private university but no
12 money for CPS neighborhood schools? How is that
13 possible? Is there something wrong with Chicago
14 or is there something wrong with the leadership?
15 Which one is it?

16 (Whereupon, the audience was
17 applauding.)

18 MS. JULIAN: Denise Julian, Claremont
19 Academy. I have a whole lot of questions about
20 the budget this time.

21 First of all, the principals, those
22 that we respect and love had to take four and
23 three days furlough last school year. They
24 haven't had a raise in three -- two to three

1 years or three to four years. So that shows
2 them a lot of respect.

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

5 MR. ROGERS: Yes.

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

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

12 MS. JULIAN: Okay. So then my school
13 every year the enrollment has dropped, they
14 lower it every year and every year we meet it
15 and surpass it. So that means at the beginning
16 of this school year, I'm on the LSC, so we're
17 \$380,000 in the whole because our numbers of
18 enrollment has -- you dropped the number, not
19 you personally, but CPS dropped the number. So
20 then when all these children fled to our school
21 we're not going to have enough money for them.
22 It happens every year, every year. So student
23 budgeting is a crock. That ties the principal's
24 hands. We don't have art. We don't have

1 computer. We have Common CORE, 21st century
2 learning, but our children will not be able to
3 use computers because we don't have a computer
4 teacher. Where is the common sense in that?
5 Where is the budgeting in that?

6 50 schools, the mayor wants to pay for
7 year round -- I mean, excuse me, a longer school
8 year, he wants a school that he grew up in, that
9 he was able to go into. Recess, is recess
10 capital management, recess. Recess is not
11 funded. We're scrimping and scraping trying to
12 find people to run our recess program, a
13 successful one. So where is the money for that?
14 How much money is allocated to each school for
15 recess or are you hoping that we get volunteers?
16 For the parents I'm asking a question.

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

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

24 MS. JULIAN: After the 10th day or the

1 20th day?

2 MR. ROGERS: That's correct.

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

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

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

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

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

19 And then my last statement -- I think
20 that was it. So Title 1, no buses to take
21 children to the athletic events, we have to fund
22 raise every year. So we don't have -- girls,
23 kids have to walk to their whatever games, so
24 now we can't even walk to the games. This

1 budget is unfair. Did you all talk to the LSC
2 president -- the department of LSC about student
3 budgeting, the process? Did you sit down with
4 the Board who override the LSC and talk about
5 school budgeting?

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

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

19 So tell me, accountants, where is the
20 money? How is it divvied up? Where are the
21 buckets? If my pension put us here, where is
22 your bucket? Where is the bucket from ten years
23 ago when you said, oh, we need a holiday? Where
24 was the accountant then putting that money

1 aside? You thought the day was never going to
2 come. I can't even say that because you've been
3 here a year, I don't know how long you've been
4 here, but this has been going on and on and on.

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

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

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

19 I come before you today appalled at
20 what I have heard is about to transpire.
21 Earlier this summer it appeared rational minds
22 would prevail and that Lincoln Park's pet
23 project, the unnecessary new \$50 million
24 expansion of Lincoln Elementary School on the

1 Children's Memorial Hospital site, which Lincoln
2 Elementary School's LSC demanded last October
3 would not be funded due to the one-billion
4 dollar CPS deficit, massive school closures
5 primarily in minority neighborhoods in Chicago,
6 drastic slashing of CPS school budgets for the
7 next year and the recent release of the draft of
8 CPS's ten-year educational facilities master
9 plan which indicated that no school in Lincoln
10 Elementary School's position would receive a new
11 facility without utilizing far less expensive
12 options, especially since Lincoln, though
13 overcrowded, does not sit in a cluster of
14 overcrowded schools but in a sea of 2500 excess
15 seats compared to students in Lincoln Park.

16 Note also, no schools were closed in
17 Lincoln Park, which is the wealthy white
18 neighborhood. CPS wisely did not recommend that
19 Lincoln's middle school they did not recommend
20 it either educationally and fiscally. And I
21 commend them for that, and I commend their task
22 force for that. They stated that they would
23 only build a school if funds were earmarked for
24 Lincoln Elementary School and it was mandated to

1 do so.

2 Lincoln ranks 51st out of 58
3 overcrowded CPS schools with attendance
4 boundaries. It is not the most crowded school
5 in CPS and therefore and rightly it is not CPS's
6 highest priority. Those overcrowded schools
7 that sit in clusters of overcrowded schools
8 should be the highest priority. Those are
9 mainly in minority neighborhoods. That was made
10 quite clear by CPS officials at numerous Lincoln
11 LSC meetings that they would not fund it unless
12 mandated to do so. And at other public meetings
13 regarding massive CPS school closures this year
14 due to CPS overcapacity funds were not
15 forthcoming we heard from the Federal
16 government, the state or from CPS, that left
17 only the mayor.

18 However, it appears that Mayor Rahm
19 Emanuel, Alderman Michele Smith and the
20 developer at Children's Memorial Hospital have
21 come to a deal. Overriding decisions made by
22 the Commission on School Utilization, CPS and
23 Rahm Emanuel's own appointee, Barbara
24 Byrd-Bennett, to place Lincoln Park's pet

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

23 They demanded the new school and they
24 will receive it, that's what we've heard. While

1 at the same time nearly 50 CPS schools in poor
2 neighborhoods in Chicago are being shuttered
3 this fall and another 50 schools will remain
4 more overcrowded than Lincoln was ever projected
5 to be. Is this where we want our scarce
6 educational resources to go? To fund an
7 unnecessary middle school in Lincoln Park. Is
8 this a wise, fair or just decision? I ask that
9 you confirm or deny the funding of this
10 unnecessary school that sits in a sea of 2500
11 excess seats.

12 A VOICE: What's the answer please?

13 MR. ROGERS: I'm unable to answer the
14 question.

15 MS. VILLEGAS: Because you know the
16 State of Illinois is funding it, correct?

17 MR. ROGERS: No, I don't, I'm sorry.
18 But if you'd like a response to your inquiry I
19 suggest you put it in writing and send it in and
20 we'll get you a response.

21 MS. VILLEGAS: Okay.

22 MR. ROGERS: Thank you.

23 MS. VILLEGAS: To whom should I address
24 this?

1 MR. ROGERS: Why don't you send it to
2 me, that's a start, and I will make sure you get
3 an answer.

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

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

1 those at DePaul are his rich pals. And that's
2 not right.

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

21 The second issue I want to address is
22 TIF funds. A popular phrase among you and your
23 friends is that the idea that we can fix our
24 budget problems from TIF funds is, quote,

1 magical thinking. I go to Jones College Prep
2 and at the last Board of Education meeting they
3 said, oh, look how great we did with TIF funds,
4 we gave Jones a new school, isn't that great for
5 them? Yes, it was great for us because you used
6 TIF funds for the right thing, you stopped
7 investing in private corporations and you gave
8 to our schools. So why can't you do that with
9 the other \$1.7 billion that's in a TIF surplus.
10 How many books would that buy? How many schools
11 would that reopen? How many teachers could that
12 rehire?

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

17 MR. ROGERS: That question needs to be
18 addressed to the city and not me. I can tell
19 that you as far as TIF money, I'm glad you made
20 the point about Jones. Chicago Public Schools
21 have benefitted greatly by TIF resources over
22 the period of several years, and we continue to
23 experience benefit from TIF funds each year in a
24 number of different ways. First of all, we are

1 eligible for and receive surplus money from TIFs
2 every year. We also experience the benefit of
3 increased property values and the property taxes
4 that are charged. TIFs have been very good for
5 Chicago Public Schools over a long period of
6 time, and I believe that they continue to be.

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

9 MR. ROGERS: Thank you for your
10 comments.

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

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

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

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

24 So in that section of the budget where

1 there's other local revenues area and it states
2 that there's an increase of \$1.831 million from
3 last year and that it's entirely attributed to
4 anticipated reimbursement for capital projects
5 from the city, and I was wondering if as someone
6 who has been following the infrastructure trust
7 from its inception if that expected revenue is
8 expected from the infrastructure trust for the
9 lightning project?

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

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

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

20 MS. KEARNEY: Yeah, that's why I was
21 wondering because I was at the meeting where a
22 representative from CPS discussed the lighting
23 project and seemed to indicate initially that it
24 was going to be put into the budget, although at

1 later meetings it's now not going to be in the
2 budget. So I was just wondering if any money
3 from the Chicago infrastructure trust, which as
4 you know isn't really operating yet, if it will
5 be in the budget.

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

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

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

22 MS. KEARNEY: Okay, great. Thank you.

23 A VOICE: Are we on a number?

24 MS. COOPER: If you want to speak

1 please come forward. We have 30 minutes.

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

17 Number two, supports that meet student
18 needs. I think that's really funny also because
19 I want to become a guidance counselor and I know
20 those are being cut as well as social workers.

21 I spoke with you guys all know Harper
22 High School, I spoke to one of the social
23 workers there and she was not sure she has a job
24 next year because of budget cuts. I think

1 that's really funny that you don't mention that.

2 Pillar three, engaged and empowered
3 families and communities. Did you see how
4 people just walked out of here? They do not
5 feel engaged. They do not feel like they're
6 being listened to. Look at you up there right
7 now, no one is taking notes. Even if I hate a
8 professor I take notes in their class. You have
9 this lady right here typing, will you actually
10 read that transcript. Why aren't you taking
11 notes? That's unacceptable. Also I think I saw
12 you on your phone earlier, lady in the middle.

13 MS. COOPER: Keeping time.

14 A PERSON AT THE MICROPHONE: Number
15 five also does not make sense to me. I want you
16 guys to go back when students walked out at the
17 other proposed budget cuts as we saw here. We
18 have of a student union that's meeting outside.
19 You guys are forgetting that you are affecting
20 families and communities as well as students,
21 okay. This is run on students. This is run on
22 poor people's taxes. You need to change your
23 bilanguage, change -- open up your ears and
24 listen to people and stop saying you want to

1 invest in us and you cut all the programs that
2 we need. This does not make sense. Thank you.

3 (Whereupon, the audience was
4 applauding.)

5 A PERSON AT THE MICROPHONE: Good
6 afternoon, I am an AFT, IFT, CTU delegate. We
7 have had conventions, 2010 was my first in
8 Seattle, Washington, and then again 2012 in
9 Detroit, Michigan where all schools are charter
10 now. So they opened up a privatization and all,
11 you know, the teachers they don't have the
12 salaries they used to have and so forth. The
13 parents have to have somewhere to send their
14 kids, they may or may not have anywhere to send
15 their kids. The charter federation was voted to
16 be stopped in the AFT convention and it was not
17 stopped. When we get to a local levels like you
18 just ignored that the charters were to stop
19 being expanded and the schools were to stop
20 closing. It's though as we wrote this thick
21 book on AFT resolution and when it got to local
22 government it was disregarded.

23 Now, I know that you have \$210 million
24 you plan to use for school closings and

1 welcoming schools. You have 700 schools you're
2 responsible for, those 700 schools should
3 receive \$300,000 apiece and maybe get another
4 teacher back in the classroom, maybe get another
5 program in the school, maybe stop a teacher from
6 being fired, maybe stop an engineer from being
7 fired.

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

23 Being an educator for 20 year the kids
24 never are promoted knowing what reading level

1 they're on, they're just promoted with some type
2 of standardized test scores. So that keeps our
3 kids from achieving too. It feels like to me
4 with my 20 years of experience the system is
5 just set up for failure. It's like our kids
6 never had a chance because they may have been
7 born into low and reduced lunches to say the
8 least.

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

23 You cannot make our education
24 institution an industry, an education industry

1 for profit. Our kids are not commodities, they
2 deserve democracy. Our forefather left Great
3 Britain, fought in the Revolutionary War so they
4 could have independence. We want our kids to
5 have choice. We don't want a dictatorship or
6 corporation telling them that they can't go to
7 this school because their scores are not high
8 enough when they're reading levels have been
9 affected in the first place.

10 To end I would just like to say that
11 \$210 million being spent on 100 schools is
12 irrational when \$300,000 can be spent on 700
13 schools to get some teachers rehired. I have a
14 lot of points here that some of them may be
15 confusing if you don't have a lot of insight on
16 what's been going on in the economy, but I
17 passed these out. I hope most of you have them.
18 I hope most of you Skype me so we can just talk
19 so we get to root of the problem and we can get
20 our kids back in the schools.

21 Some of you may not know the U.S.
22 Federal court is deciding right now on an
23 injunction on the school closings. For some
24 reason I didn't hear it at the Board meeting

1 until I said it last Wednesday and I haven't
2 heard it here. But the schools are not closed
3 yet, there's an injunction on the school
4 closings. And there are lawsuits on these
5 school closings due to Americans with
6 Disabilities Act and also a post racial era
7 violation for not merging some white students.

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

12 A VOICE: You can come outside and
13 speak.

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

17 (Whereupon, the audience was
18 applauding.)

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

1 means for you.

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

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

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

10 (Whereupon, the audience was
11 screaming and yelling.)

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

15 A VOICE: Answer the question, sir.

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

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

1 about here and I'm not going to do it.

2 A VOICE: It's our tax money that
3 you're spending.

4 MR. ROGERS: Please continue with the
5 rest of your question, sir.

6 A PERSON AT THE MICROPHONE: Sure. So
7 if your opinion is not relevant to this
8 conversation then I don't understand why you
9 would sit there and pretend like our opinion is
10 also relevant. So thank you.

11 MS. PARA: Good evening, my name is
12 Angelica Para, I basically volunteer at my local
13 high school, which is Kelly High School. It is
14 a Chicago Public School. It's not a
15 selective-enrollment school so what that means
16 is that my school has to accept any incoming
17 students. Now, take into account we have over
18 3,000 students and we are very overcrowded. You
19 are closing schools so that may mean we may be
20 even more overcrowded. And that is considering
21 that thankfully we did have a small addition to
22 our school which still means we are still
23 overcrowded.

24 Closing these schools is not good for

1 our kids because of the fact that they have to
2 go into different areas maybe further and those
3 schools are going to be overcrowded. What are
4 you guys going to do when these schools are also
5 overcrowded? Are you going to reopen the old
6 schools that you guys closed?

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

20 Now, I understand you guys have no say
21 in what happens, you are supposed to take this
22 information back to the higher-ups. But I agree
23 with some of these people when they say I hear
24 about politicians getting raises. How can they

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

20 I agree also why does DePaul need a new
21 stadium? What is the reason behind getting a
22 new stadium for DePaul? What is the reason
23 behind putting a small park downtown? Downtown
24 is already beautiful as it is, we don't need

1 another park downtown. I think all the money
2 that we have in the surplus should be put into
3 our schools.

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

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

11 MR. ROGERS: I want to announce at this
12 point because we have limited time left as we
13 indicated at the start we had a process in place
14 which we're going to stick to which called for
15 people to register who had questions to ask by
16 6:30. I know that the two of you have raised
17 your hand and said you would like to speak.

18 A VOICE: Three.

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

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

23 MR. ROGERS: I'm sorry, we're going to
24 back to our rules. I believe you're a student

1 at the University of Chicago, let's hear from
2 the people that are registered.

3 A VOICE: I think I should speak, sir.

4 MR. ROGERS: Next speaker please.

5 A PERSON AT THE MICROPHONE: I have two
6 daughters attending Chicago Public Schools and
7 like everyone else who is here now and who has
8 been here I care passionately about fully
9 funding a public school education for every
10 child in Chicago no matter where they live. I
11 care passionately about that.

12 But the things that I'd like to address
13 are much more in the long-term view and they're
14 things that I haven't really heard people talk
15 about because the situation is so dire, but I'm
16 going to address my long-term. Of course, I am
17 also programmatic enough to know that you have
18 to be here for a certain amount of time and you
19 kind of have to listen to this whole thing. And
20 I know that there's an element of fear involved
21 so I want to thank you for listening to me and I
22 hope that you might be able to think about some
23 things that at least we also think about but
24 we're not really saying as much.

1 I've never addressed you before but
2 that's because you've never done what you're
3 about to do before. Soon you are going to allow
4 big business back to charter schools to take
5 over closed schools in Chicago. This action
6 diverts public tax dollars to a for-profit
7 business model. And I think there's a huge
8 difference between contracting private
9 businesses to provide goods and services for any
10 given school and then handing over the financial
11 control to charter schools. I think I must be
12 hitting the nail on the head because you're not
13 looking at me anymore. Thank you.

14 I think at some point down the line,
15 I'm talking about decades down the line, I've
16 been in Chicago for decades, and I imagine I'll
17 stay in Chicago for decades, down the line these
18 for-profit models are going to have to return
19 some kind of money to their investors, right?
20 So it's just another way of paying for private
21 gain with public tax money. And I think it's a
22 brilliant plan on the part of big business
23 because they're really hungry to tap into public
24 tax revenue stream all over the country. As a

1 private company they will have a guaranteed
2 revenue stream at the front end, but unlike the
3 mortgage bailout that happened and the recent
4 housing bubble where the savings and loan crisis
5 where the public tax money was used at the end
6 to revert the crisis, this is going to be a slow
7 and steady gradual stiffening away of putting a
8 percentage of the budget from charter schools
9 into the hands of private companies. It's not
10 going to be coming back into the community ever
11 again. Once the schools are closed and you give
12 it to charter schools there's not going to be a
13 chance for them to come back and be public
14 schools again.

15 And I don't believe that there are at
16 this point enough checks and balances, enough
17 transparency or enough standards for
18 accountability on the charter schools to prevent
19 them from becoming really an incredibly corrupt
20 force inside getting money off of the public tax
21 revenue for private gain. Not everything --
22 some of it is going to be given to kids, but I
23 don't believe the same percentage is. Thanks a
24 lot.

1 MR. ROGERS: Thank you. Can we have
2 the next speaker and last speaker? Thank you.

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

16 (Whereupon, the audience was
17 screaming and yelling.)

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

22 I guess I really just have one question
23 and that is have any of you, and I didn't get
24 here early enough to know exactly who you are in

1 the system, I know that you're not Board
2 members. I know that the odds of them having
3 gone through this again after going through it
4 last night was slim to none. Have any of you
5 ever been in a CPS school for more than just a
6 few minutes in fiscal year 2013 when you were
7 preparing the budget? I'm just really curious
8 about that.

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

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

13 MR. ROGERS: Yes.

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

16 MR. ROGERS: Yes.

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

19 MR. ROGERS: No.

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

22 A PERSON AT THE MICROPHONE: This very
23 much relates to the budget, sir. Can you
24 recall -- okay, so I don't want to tax your

1 memory to recall the school. Can you recall
2 anything that struck you about any of the
3 students at the school, about any of the
4 programs at the school?

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

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

20 MR. ROGERS: Thank you for your time.

21 We have now concluded with all the
22 speakers that registered to speak at this
23 session. I want to thank those that are here --

24 MR. ANDERSON: I did register.

1 MR. ROGERS: And your name, sir?

2 MR. ANDERSON: My name is Mahiri

3 Andersson.

4 MR. ROGERS: I beg your pardon.

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

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

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

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

23 MR. ROGERS: If I understand your
24 question it is when did we begin thinking about

1 student-based budgeting?

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

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

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

11 MR. ROGERS: Yes.

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

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

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

23 MR. ROGERS: Those numbers are based on
24 the information we have available to us at that

1 time, including what revenue we expect and as a
2 result of the expenses that we think are best
3 allocated for the programs that we believe to be
4 the most important in the schools.

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

10 MR. ROGERS: Yes, we have.

11 MR. ANDERSON: If that's the case why
12 do we have several schools throughout the Rock
13 Island and Englewood network that currently if
14 we are talking about all the students that are
15 within CPS and we're talking about closing
16 schools, allocating funding for the official
17 receiving schools, why are there schools that
18 are still not being properly funded to this date
19 as of three weeks before the start of school
20 based on the number of students that have come
21 from those neighborhood schools and other
22 schools? Why is that money still not -- why has
23 that money still not been pushed down to schools
24 if we are working with a student-based budget at

1 this point then why has there not been some
2 foresight or some allocation or reallocation of
3 money since we've had these cuts, why has that
4 money not been pushed down to this date for a
5 number of schools across the city that have had
6 influxes of students of 60, 100, 20, 89, several
7 schools throughout the Rock Island network and
8 also the Englewood-Gresham network?

9 MR. ROGERS: Would you like to provide
10 us with details of your question? You're
11 speaking in generalities and we cannot answer.

12 I can tell you that we review
13 continuously what we believe to be the
14 population of the schools, we're looking at
15 students based on our best assumption of where
16 they're going to go and we base our budgets
17 accordingly.

18 Are there further questions you have?

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

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

24 MR. ANDERSON: And those numbers that

1 you're looking at --

2 MR. ROGERS: I think I answered your
3 question, sir.

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

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

11 Thank you for your comments.

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

20 (Whereupon, these were all the
21 proceedings had at this time.)

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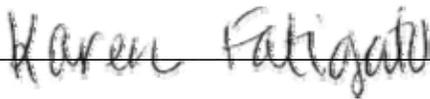
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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF C O O K)
4

5 Karen Fatigato, being first duly sworn,
6 on oath says that she is a court reporter doing
7 business in the City of Chicago; and that she
8 reported in shorthand the proceedings of said
9 public hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said public hearing.

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Karen Fatigato, CSR

LIC. NO. 084-004072



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