

CHICAGO PUBLIC SCHOOLS

BUDGET HEARING FOR

FISCAL YEAR 2013

held at

DALEY COLLEGE

7500 South Pulaski Street

Theater

July 11, 2012

at

6:17 p.m.

TRANSCRIPT OF PROCEEDINGS regarding the
above-entitled matter, taken before Cheryl
Dineen, C.S.R, R.P.R., in and for the State of
Illinois, taken at 7500 South Pulaski Street, on
July 11, 2012, at the hour of 6:17 p.m.

Reported by: Cherie Dineen, RPR, CSR

License No.: 084-004405

1 APPEARANCES:

2

3 PANEL MEMBERS:

4

5 MS. JENNIFER RODRIGUEZ, Compliance Analyst

6 MS. MELANIE SHAKER, Deputy Chief Financial

7 Officer and Treasurer

8 MR. DAVID WATKINS, Chief Financial Officer

9 MS. PAT TAYLOR, Chief Operating Officer

10 MR. TONY RUIZ, Deputy Chief of Safety

11 MR. STEPHEN ZRIKE, Chief Network Officer

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1 MS. RODRIGUEZ: I am Melanie Rodriguez. I
2 just want to let everyone know that we are
3 having a late start this evening. Thank you so
4 much for your patience.

5 Some of our panel members are currently
6 enroute. So if you just bear with us, we should
7 be starting shortly. Thank you

8 THE SPANISH INTERPRETER: Anybody that needs
9 Spanish interpreting, please come over here.

10 (Comments spoken in Spanish.)

11 MS. RODRIGUEZ: Thank you. Good evening and
12 welcome to the Fiscal Year 2013 budget hearing.

13 My name is Melanie Rodriguez with the
14 Office of Budgeting. And I will be the
15 facilitator and timekeeper for the evening.

16 Let me begin by introducing our
17 esteemed board panel.

18 To my immediate right we have Melanie
19 Shaker, Treasurer and Deputy CFO; David Watkins,
20 chief Financial Officer; and Tony Ruiz, Deputy
21 Chief of Safety and Security.

22 We would also like to thank the
23 departments that helped put this together today;
24 the Office of Community Engagement,

1 Intergovernmental Affairs, Local School Council
2 Relations, Safety and Security, Office of Budget
3 and Grants, and Communications, our School
4 Chiefs that are present and Senior Leadership.
5 Thank you.

6 At this time, I will be reading through
7 the budget hearing process.

8 Budget hearing will begin at 6:00 p.m.
9 and end promptly at 8:13 -- correction. We will
10 begin at 6:17 and end promptly at 8:17.

11 All who signed up to speak will be
12 given an opportunity to ask a question until the
13 meeting is adjourned at 8:00 p.m.

14 Those wishing to ask questions must
15 sign in from 5:00 p.m. to 5:30 p.m. on the
16 speaker sign-in sheet labeled operating budget
17 or capital budget at the entrance registration
18 table.

19 And each speaker will be given a
20 number.

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

23 CPS speakers will be limited to
24 addressing topics related to the budget.

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

5 If 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
10 question, we ask that you please speak to CPS
11 staff members who will be onsite to help you
12 fill out follow-up cards. Thank you very much.

13 at this time, I would like to give it
14 over to our presenter that will be presenting on
15 the FY 2013 budget. Thank you.

16 MR. WATKINS: And I'm -- tonight we are
17 going to summarize two budgets and do
18 a presentation and then obviously open it up for
19 your questions.

20 So two budgets. The first one is the
21 operating budget that reflects the day-to-day
22 spending of teachers, utilities, and lunchroom
23 and transportation and all the things had that
24 keep CPS running.

1 The second one is the capital budget
2 which is for major repairs, renovations to the
3 schools, adding new schools, adding new labs,
4 et cetera.

5 Both reflect our key priorities, which
6 is improved student outcomes and optimizing
7 available resources as we do so.

8 Obviously, the end goal of our
9 budgeting and our mission is to help every child
10 graduate college and be Career Ready.

11 The first part of this is investing in
12 every child so that they can graduate and become
13 Career Ready.

14 The first step is empowering
15 principals. And Jean-Claude Brizard is coming
16 in with the philosophy that the principals are
17 the closest to the individual school needs, and
18 we're starting the process of devolving funds to
19 the principals who are closer to the issues of
20 that particular so that they can make the right
21 choices that further our goals.

22 Obviously, we are giving more higher
23 quality school options. And under the
24 newly-created public and community affairs

1 department, we are engaging families and
2 communities to a new level.

3 We must do all of these things in the
4 fiscal constraints that we are given. To do
5 this, we have made significant cuts outside of
6 the classroom from the last year.

7 Plus we have made nearly 400 million of
8 cuts in Fiscal 12, and we have another 144
9 million slated for Fiscal 13.

10 In essence, we have used every tool in
11 our tool kit available to protect the investment
12 that we want to make in kids, including raising our
13 property taxes which is obviously an unpopular
14 thing in the city of Chicago.

15 Yes, we feel it's a significant
16 deficit, and we will need to draw down on our
17 reserves in Fiscal 13. We will start battling
18 the daunting challenge of future years'
19 deficits, because we don't see the revenue
20 increasing in the near term.

21 This budget funds a high quality full
22 school day. It gives teachers and students more
23 time which will increase student learning.

24 We are implementing the common core

1 State standards that are new.

2 And we're also allowing more time for
3 instructional training work to better support
4 the teachers to improve what they do in the
5 classroom, which reflects on the kids.

6 We also are protecting funding for
7 early childhood, maintaining class size and
8 other initiatives which we think are absolutely
9 critical in the overall mission that we have.

10 And lastly, tending the highest quality
11 school choices that we can give to our parents.

12 I mentioned earlier empowering
13 principals and school leaders.

14 The first section of this was to
15 devolve \$130 million of new funding to the
16 schools so the principals can spend as they see
17 necessary and appropriate for their particular
18 needs, 70 million for the new College Ready
19 fund, another 30 million from existing funds.

20 60 million with increase in the State
21 and Federal supplement have been removed from
22 the central office spending to the schools.

23 Commenting that this year we will try
24 a different approach, we sent the school budgets

1 out to the schools in May after we had a
2 significant decrease in all of them
3 face-to-face.

4 And we got them back from them and
5 demonstrated to them the fiscal choices that we
6 have had to make.

7 For example, in the College Ready fund,
8 276 teaching positions were added as choices the
9 principals made.

10 Moving onto the -- increasing access to
11 high quality school options, over 6,508 new
12 seats were brought in for Fiscal Year 13 or
13 School Calendar 12-13

14 Also 1850 were combined with the magnet
15 that are enrolled and included in magnet and
16 stem programs. An addition 2765 seats were
17 brought in for charter schools.

18 Nine schools are -- 2,765 and 900 new
19 seats in existing charters just by adding grade
20 levels. And this equates -- this is not
21 an additional \$76 million.

22 This equates to the total spending of
23 \$76 million which in essence is just per-pupil
24 funds that will transfer as the student moves to

1 a charter school.

2 We also want to continue to invest in
3 early childhood. Obviously it's a conscious
4 decision in both of the State funding and the
5 Federal funding, not a typo, for a \$19 million
6 reduction in the funding for both.

7 We made a conscious decision, given the
8 research that supports how important early
9 childhood is, to continue funding those
10 programs.

11 The second one that was funded
12 previously by Federal funding was one of the
13 last parts of the OURA fund, you know, through
14 the government. So those have all gone away.

15 And then lastly we created early
16 childhood evaluation to insure that the programs
17 that we are developing and using and special
18 needs of individuals are identified early so
19 that we can make corrective action early on in
20 their careers.

21 So I don't know if anybody has had the
22 chance to look at the website this year. And I
23 think here we're representing the union team and
24 budget, because we put up on the website. It

1 is unparalleled.

2 We've got a great website that I think
3 is very easily user friendly, at least for some
4 of us that are a little older in age and weren't
5 as tech savvy as some of the people are probably
6 from the a audience. But there is a lot of
7 detailed information that you can drill down
8 that you can get from our website.

9 Hats off to all of the people that
10 worked on that and the budget and IT. It was a
11 Herculean effort.

12 So CPS faces a significant challenge in
13 Fiscal 13 and beyond after years of obviously
14 increasing revenue, economic downturn that
15 erodes the revenues, all expenses to continue to
16 further the education of our students has
17 continued to decline.

18 One-time fixes, including the OURA of
19 the Federal stimulus funding, that's gone away.
20 Similarly, we've done in the past bond
21 restructuring and then the TIF surpluses, so
22 those are -- all matched the structural deficit
23 of the declining revenues and increasing
24 expenses in prior years.

1 Steps were obviously taken in the
2 current fiscal year. We -- you know, we have
3 closed the books for our June 30 year-end. But
4 we had about \$400 million in cuts that will help
5 mitigate the challenge.

6 But likely there is still not enough as
7 Melanie will describe as she takes over the
8 phone to go through some of the detail in
9 changes from the prior year. And we were
10 required to use many of our deficits as our
11 reserves.

12 MS. SHAKER: I'm just going to walk you
13 though some of the details here to give you
14 a sense of what we were looking at when we tried
15 to put this budget together.

16 Some of the challenges we were facing
17 this first slide tells you what is going on,
18 with total revenues.

19 So just the first point I want to make
20 is that State revenue is at the point where it
21 was in 2008. So there's an expenditure problem
22 we face. There's also a very serious revenue
23 problem.

24 Part of that problem is from reduced

1 State aid and that is what I mentioned at 2008
2 levels. And the State remains late on the
3 payment that it does owe us in block increments.

4 So this is something that we've had to
5 grapple with for several years running now. And
6 it's very serious.

7 Part of my job is to work on the
8 District cash flow. This creates a lot of
9 challenges.

10 So from a budget perspective, we are
11 below Fiscal Year 08 levels, and also our local
12 property tax revenue, our local revenue in
13 general is flat.

14 So we did get a property tax increase.
15 And I don't want to underestimate the importance
16 of that. It's incredibly important to this
17 budget. And it shows that the mayor was behind
18 us here. But it didn't raise enough revenue to
19 counter-bail the other factors that we're
20 looking at here.

21 So if you look at the Fiscal 11 actual,
22 that was kind of one-time revenues and one-time
23 fixes that Dave outlined. TIF surplus, bond
24 restructuring, simply put, we pushed off our

1 debt in order to be able to keep money in the
2 classroom.

3 So we pushed off our debt payments, and
4 you can see what happens in Fiscal 12 and then
5 Fiscal 13.

6 So this has a little bit more detail.
7 You can see the projected revenues, the
8 projected expenditures. What does leave you?
9 \$665 million problem. That's where it leaves
10 you. So that's where we started compared to
11 last year.

12 what did we do to close the gap? We
13 protected programs as best we could. So we are
14 using all of our risk, and it's as serious as
15 that.

16 So revenue increases, we'll go through
17 these on the next page as well as the
18 expenditure cuts that we have made.

19 I think as Dave mentioned, we have we
20 have already gone through 400 million in cuts.
21 That includes cuts from the Central Office.
22 That includes foregoing a 4-percent pay raise
23 that had been promised teachers. So the pain
24 was -- the pain was everywhere.

1 So once we looked at Fiscal 13, we did
2 what we could on the revenue side, \$88 million.
3 so no small chunk of change.

4 and then we had to make spending cuts.
5 So that's where we are now. That left us with a
6 huge gaping problem still. And that's using the
7 reserves that we went through.

8 Going on to the next page, here is
9 the -- some more detail on so the increase in
10 revenue that we have.

11 Property tax cap, we mentioned. It was
12 low this year. The revenue that we can get on
13 the property tax money was low this year,
14 because part of it is based on inflation. And
15 inflation is low.

16 So we got as much as we could from that
17 which is great. Not great news for taxpayers,
18 but still an affordable 28 bucks per household
19 this year.

20 Also we have a TIF surplus increase
21 which quite meaningful. We got some revenues in
22 Fiscal 12. And then we got additional revenue
23 in Fiscal 13, so the City did release TIF
24 surplus to us. And we benefit from that.

1 Other adjustments that we made there is
2 in small, mostly small revenue enhancements.
3 And we were able to generate that 80 million.

4 No here's where we fell on time. Here's
5 where -- most of these cuts, 144 million in
6 total, are in operations. That was difficult.
7 But it is where they needed to be.

8 We tried to keep as much in operations
9 as possible to increase facilities. I would
10 like to recognize Pat Taylor as well who has
11 joined us. She is our expert in capital
12 financing.

13 So she is here for us today, and she's
14 experienced quite a bit of cuts like the rest of
15 us have.

16 Procurement has also gone through some
17 pretty serious cuts. We're calling every single
18 one of our vendors, telling them to cough up
19 some money for us.

20 We're going through every contract we
21 have to see what we can do to save more money
22 there.

23 IT streamlining, you will see there as
24 well.

1 Non-personnel costs, transportation
2 savings. They're hoping to get some efficiency
3 in transportation. Other operations savings
4 here, streamlining talent, finance, security,
5 everything that we can do to be as efficient as
6 possible.

7 My office has had reductions in staff.
8 So has everybody else in the Central Office.

9 We're working very hard to do as much
10 as we can with a lot less.

11 On the teachers' side, of not a lot of
12 money there. There's \$49 million in cuts that
13 are coming out of education.

14 Some of this is Eliminating outdated
15 programs. Some of it is cleaning up what we've
16 had to, what was kind of spiked up from Federal
17 revenues that we got from stimulus money.

18 Stimulus money has run out, so we don't
19 the benefit of that any longer.

20 so we also have the Central Office cuts
21 that you see here, cuts that are in the
22 departments in the Central Office. And
23 rationalized staffing for many schools and
24 culture efficiencies. What we tried to do is

1 put in place a larger security plan.

2 We tried to broaden the investment that
3 we have in socioeconomic supports, while we're
4 still looking at the total distribution of
5 security as a whole.

6 So those are the things we tried to do
7 to decrease spending. But as you will see on
8 the next page, it's simply not enough.

9 So the revenues enhancements that I
10 have told you about, the expenditure cuts that
11 we have made leaves us with a large gap.

12 So by law, CPS has to have a balanced
13 budget. It is not an option. It's law. So we
14 have to have it. So we have to make the gap --
15 we have to close the gap one way or the other.

16 And the way we did it is we used our
17 bank account. We are draining it.

18 So that is what we had to do to make
19 this budget work. That's what we had to do to
20 keep class size consistent. And that's what we
21 did.

22 If we didn't use those reserves, we
23 would have had to make a lot more painful cuts
24 to the classroom and programs.

1 That being said, Fiscal 14 is going to
2 be a huge challenge. So that's going to be what
3 we -- the next daunting task in front of us.

4 I'm going to move on to the capital
5 budget. I'm going to cover some of this as
6 well.

7 And I want to make sure to leave enough
8 time for questions. So I'm going to go through
9 this a little bit quickly. But we're anxious to
10 answer your questions on the capital side.

11 Legislation requires that we have
12 a capital plan in place and available to the
13 public by May 2. We worked very hard to get
14 that out there by May 2, and we did.

15 The capital plan itself is kind of like
16 our operating budget in the sense that put all
17 of it on-line, so you can see the projects in
18 the area that are being done.

19 Bogan, for example, Bogan boilers,
20 technological improvement, HVAC improvements to
21 the tune of something like \$14 million. That's
22 one of the things you will find on the website.
23 So I hope you look at it.

24 The -- unfortunately as a result of our

1 fiscal situation, we have had to reduce capital
2 investment.

3 We've been able to build new schools in
4 the recent years. And unveil new facilities.
5 That is on hold, frankly.

6 We're going to do the best we can to
7 shrink our capital plan. You will see that on
8 the next page. But that's new capital
9 investment.

10 We do have projects that are currently
11 underway that can't be halted in the middle of
12 the project. So you will see additional capital
13 investment continuing. But as far as new
14 investment goes, we have really clamped it. We
15 have really clamped down on what we have
16 projected for future years.

17 So there's going to be about 110
18 million for Fiscal 13. That's drastically
19 reduced from prior years. You will see that on
20 the next page.

21 And about 40 million of that is
22 expected to come from the City. I think you may
23 have read about that. There's a plan together
24 to try to generate some private dollars to

1 invest in our schools, and we hope to benefit
2 from that.

3 We're been working with the City on an
4 ongoing basis for several months on about
5 40 million in energy-type projects. And beyond
6 Fiscal 13, it would be about 200 million a year.

7 So you see, the next page here, the
8 scope of the plan is smaller than in the past.

9 I think I have said pretty clearly that
10 we can't afford to continue to invest as much in
11 terms of capital as we have in the past.

12 Fiscal 09 through Fiscal 12 were huge
13 capital investment years. Some of those years
14 we had some money from the City to match funds
15 through the Modern Schools Program, a great
16 program. But it's over. So now we have to pull
17 back as much as possible.

18 You will see the Fiscal 13 number in
19 there, 40 million. That's -- sorry. That's a
20 little bit hard to see. But it's 40 million on
21 top from the infrastructure fund that I just
22 mentioned. So that will come from the City.

23 And then the bottom is going to come
24 from CPS-raised funds.

1 If you look at the out years, you can
2 see that we continue to keep it as little as
3 possible, because every dollar we spend on
4 operations -- or on capital takes away funds we
5 can spend in the classroom.

6 so these are some of the capital
7 initiatives we put together. I'm not going to
8 go through every single one of these.

9 But what I want to point out is we're
10 trying to invest more in playgrounds. Again, we
11 have Pat here as well, so she's the one who can
12 answer some of your questions on these
13 individual items.

14 We're going put in over \$4 million for
15 recess, because we know that's a big component
16 of a longer quality school day.

17 So we have set aside funding to repair
18 and renovate existing playgrounds, build new
19 ones where there aren't any.

20 IT upgrades we are bidding. We're
21 trying to do what we can here to invest in
22 student achievement.

23 There are two key elements I think in
24 the capital program; and that's investing in

1 health and safety-type capital things that you
2 need to do just to keep the building safe and
3 warm.

4 And then there is also capital
5 investment that we think is going to drive
6 student achievement. So these are the areas
7 that we're focused on.

8 These are some of the investments that
9 I mentioned where we're focusing on safety and
10 security of our students. These are our basic
11 things; chimneys and roofs and energy
12 improvements.

13 these are things we can't go south. So
14 we're doing what we can to get the basics done.
15 And those basics continue with or without a
16 fiscal crisis.

17 So just in terms of how we choose
18 capital projects, we go through a pretty
19 extensive filtering system.

20 Pat presents a plan. The departments
21 present a plan. And then it goes through all
22 the way up to the Board to choose an individual
23 capital project.

24 So it's an objective process. There

1 are a lot of needs we can't meet. So the
2 laundry list is long. The projects we choose to
3 move forward with are limited.

4 I mentioned the website already. We're
5 very proud of it. I hope you look at it.

6 And this was a sample of what you will
7 see on the website. So you can enter any
8 particular location you might be in in the city,
9 and look at what we're investing in that
10 neighborhood.

11 And I think this is important so you
12 know what's going on. So you know how much
13 money we're putting into each neighborhood.

14 So you can click on any individual one
15 of these boxes to see exactly what the project
16 is, and you will see an area attached to it as
17 well which will go through the project in detail
18 and what the project scope is.

19 Just to summarize here, despite the
20 challenge we face, we made a conscious decision
21 to put the money into the classroom and not cut
22 programs, keep class size consistent. And to do
23 that, a very real financial crunch, the use of
24 our bank account.

1 We will suffer negative actions from
2 outside watchdog groups. They have already been
3 out challenging our budget, mentioning how much
4 of our reserves that we're using in a very
5 negative fashion.

6 But we just don't think that we can
7 wait another day making the investments that we
8 have in kids, preserving early childhood
9 education with the budget cuts we've got there,
10 and keeping class size consistent as well.

11 So we need to continue the continued
12 input of our parents and our staff and our kids,
13 educators.

14 I'm very glad to see you here today.
15 We worked very hard to put this together. And
16 so I'm very anxious to hear what you have to
17 say.

18 We understand that this is difficult.
19 And we're anxious to listen to you.

20 So just logistically, what we're going
21 to do is we're going to take questions. We're
22 going to go through any comments or questions on
23 the capital budget first.

24 My namesake here is going to help me

1 with the logistics here. First we're going to
2 start with the capital budget. So please keep
3 your questions for the capital budget confined
4 to that.

5 And then we'll move onto the operating
6 budget. When we get through them both. And if
7 we don't have time to get to your question,
8 we'll take whatever cards, whatever question you
9 have written on cards. We are going to post the
10 answers on-line. We are going to post the
11 townhall where we will be responding to any
12 questions that we can't get to.

13 And then the townhall is going to be on
14 the 18th. So you can see some of the details
15 here.

16 Okay. So at this point, we're going to
17 ask that the rest of the panel introduce
18 themselves. I don't think everybody got a
19 chance to do so.

20 So myself, Deputy CFO and Treasurer.

21 Dave Watkins, Chief Financial Officer.

22 MR. RUIZ: Tony Ruiz, Deputy Chief of Safety
23 and Security.

24 MS. TAYLOR: Pat Taylor, Chief Operating

1 Officer.

2 MR. ZRIKE: I'm Steve Zrike, Chief Network
3 Officer.

4 And then we have some other members of
5 CPS right up here.

6 MR. SIMON: I'm Victor Simon, Chief of
7 Schools for the (incomprehensible) network,
8 31 schools that go from Englewood all the way
9 out to the Back of the Yards.

10 MR. VOLAN: I'm Greg Volan. I'm the budget
11 manager for schools.

12 MS. FORD: Dee Dee Ford.

13 MR. FRALIN: Alex Fralin. Deputy Chief of
14 the Rock Island Network.

15 MS. SAFFOLD: Karen Saffold, Chief, Rock
16 Island Network.

17 MS. TOWNS: Thyaticia Towns for Rock Island
18 Network.

19 A GENTLEMAN: (Incomprehensible) the Office
20 of Early Childhood Education.

21 MR. WRIGHT: Jeff Wright, safety and
22 security.

23 MS. SHAKER: Okay. No capital budget
24 questions?

1 Ellen Alanson?

2 MS. THOMAS: So they can just come counsel
3 to the microphone to the end aisle. They can go
4 to either end, so....

5 MS. SHAKER: There will be microphones on
6 either side, so....

7 MS. ALANSON: Good evening. I am a retired
8 teacher. I worked for 35 years for the Board,
9 and I am also very -- still very involved in my
10 community.

11 And I was listening to one of my
12 neighbors, and she just told me that last
13 Thursday, her students were really looking
14 forward to a scheduled visit from one of our TV
15 meteorologists as part of the science weather
16 curriculum.

17 Now, that visit never happened due to
18 the closing of the schools which was due to a
19 lack of air conditioning in our classrooms.

20 Now, if the Board position is children
21 first, why was 29 million of our educational TIF
22 money be given to a contractor to build
23 a high-rise building downtown.

24 This is a building that most of our

1 students will never live in or visit.

2 So now this money could have been used
3 to fund air conditioners for those neighborhood
4 schools that need them.

5 I ask you to find a way to retract that
6 money and keep our students in school. Thank
7 you.

8 (Applause.)

9 MS. SHAKER: I'm sorry. What was the school?
10 We missed that.

11 I appreciate your comments. And thank
12 you.

13 MS. TAYLOR: I think we all agree that it was
14 very uncomfortable temperatures last week.

15 the District does find itself in a
16 financial situation and it includes things like
17 air conditioning.

18 As far as the -- in the funding that
19 went towards the building, the Jones College
20 Prep, those were TIF dollars. These are dollars
21 that were earmarked by Modern Schools across
22 Chicago initiative.

23 MS. ALANSON: That's not the building.
24 I'm talking about a high-rise building in order

1 to live downtown. That's what the money was
2 used for.

3 MS. TAYLOR: Then I'm completely sorry

4 MS. ALANSON: That is not for that school.

5 MS. SHAKER: We use TIF money for schools.
6 We don't build high-rises. We build schools.

7 MS. ALANSON: What was it used for? That's
8 what I'm say.

9 MS. TAYLOR: Do you have a location?

10 MS. ALANSON: But I think you need to look
11 into that. Because it was used for that
12 high-rise building.

13 MS. SHAKER: Okay. We can look into that and
14 follow up.

15 MS. ALANSON: Ask Rahm.

16 MS. SHAKER: Next is Melinet Jones. I'm
17 sorry if I'm mispronouncing that wrong.

18 Miss Jones?

19 Okay. Any more comments on the capital
20 budget? I don't want to cut this off. But if
21 you don't have anything else. Okay.

22 So we have a lot of speakers on the
23 operating budget. So I'm going to go ahead and
24 shift over to that.

1 So let's start with Daisy Sharp,
2 please. Would Daisy come to the microphone.

3 MS. SHARP: My name is Miss Sharp. And I
4 work at Oliver Wendell Holmes in the Englewood
5 Gresham Network. I'm a middle school math
6 teacher. And I travel from home to school and
7 back. I listen to news station 105.9 FM.

8 And I started hearing this propaganda
9 on the news that CPS paid for stating how the
10 union prematurely went for a strike vote.
11 There was nothing premature about that so that
12 was a bold-faced lie.

13 Secondly, if CPS hadn't gone against
14 our contract and given us a 4-percent raise, we
15 wouldn't be battling here right now.

16 So I thought to myself, and I was
17 watching some of the words you were using,
18 a daunting, oh, that was a great word. It was
19 daunting when I heard that propaganda.

20 To make people think out there that
21 we're just in it for the money or that we're
22 prematurely trying to shut CPS.

23 If you didn't go against the contract,
24 we wouldn't be striking or even have any talks

1 about that.

2 Now, and then and I'm going to
3 paraphrase, every dollar CPS has used went to
4 the classroom.

5 my question is how much money did CPS
6 pay for this propaganda advertising which is
7 nothing but a bunch of lies that should have
8 gone back into our classroom?

9 (Applause.)

10 MS. SHAKER: Thank you. We'll have to follow
11 up on the advertising.

12 The next speaker is Evelyn Nunez.

13 As I kind of mentioned at the
14 beginning, it's not like we 're going to have
15 every single answer that you're looking for.
16 But we will address what we can, and then we'll
17 go ahead and address other questions on-line in
18 the townhall. Now if we could have our
19 Speaker 2, Evelyn Nunez.

20 MS. NUNEZ: Hi. Good evening, everyone. My
21 name is Evelyn Nunez. I am former CPS student.
22 I currently attend Yale University, and I am
23 member of the Chicago Teachers Solidarity
24 Campaign and others throughout Chicago.

1 And I spoke with a number of you
2 earlier. So if you could just join me in the
3 statement that I passed out earlier that I will
4 be reading. And if you could all read it in
5 unison, that would be great.

6 What is happening to our schools is an
7 injustice and a shame. All 160 schools in the
8 city lack (incomprehensible) almost all of them
9 on the South and West Sides, 42 percent of them
10 don't have funding for full-time music or the
11 arts teachers.

12 Charter schools get resources while
13 public schools are slashed.

14 You tell us we have a deficit of
15 \$700 million so we can't pay teachers or improve
16 the schools.

17 Our kids will be in for an even longer
18 school day. But Illinois is not broke.
19 \$250 million in TIF money is taken out of our
20 schools each year to fund the projects of the
21 wealthy, like the \$5 million Penny Pritzker just
22 go to build another hotel.

23 Corporate America doesn't pay its fare
24 share. And our teachers pay with their jobs.

1 The Board of Education has shown time
2 and time again that their primary concern is not
3 the children or the teachers, but the
4 pocketbooks of the rich.

5 Here's your chance to do what's right.
6 Support the teachers and stand for a quality
7 public education.

8 The bottom line is that no Chairs and
9 no Chairs for the Board don't care about working
10 families or our schools, but we do.

11 We stand in solidarity with the Chicago
12 Teachers Union, because we are parents, and we
13 are students, and we are the community.

14 And we will never bow down to
15 the interests of the 1 percent.

16 Unions (incomprehensible).

17 (Applause.)

18 MS. SHAKER: Thank you.

19 Our next speaker is Andrew Martinez.

20 I'm going to read a couple at once so
21 we can have a couple come up.

22 Andrew Martinez, and then Debbie Poke.

23 MR. MARTINEZ: I'm Andrew Martinez. And I'm
24 a parent, teacher, taxpayer.

1 So this is sort of a an annual dance
2 where CMS presents a huge deficit to the media.
3 Comes up with a budget that is not quite as
4 huge, and then we go through the fiscal year.
5 And six months after the fiscal year, we find
6 out that they were \$200 million in the black.

7 That is pretty much what happened last
8 year. \$351 million ended up being put into the
9 Office of New Schools which there is no
10 contractual commitment for, while the 4 percent
11 that was contractually committed to the teachers
12 whereas summarily withheld, stolen, if you will.

13 Similar things have been going on for
14 years with the pensions. 1995 I think they've
15 arranged for about 15 years of pension holidays
16 where they haven't paid anything into the
17 teachers' pension fund, effectively stealing
18 7 percent of earnings from teachers each year
19 they have done that.

20 Much more than that when you think
21 about the amount of money that won't be there
22 invested earning interest over time for their
23 retirement.

24 So my big question is when is CPS going

1 to start recognizing that it has obligations and
2 commitments that must be fulfilled before they
3 engage in new-type projects.

4 That is the big deal here. I mean when
5 you become a member of the Board of Education,
6 you represent that institution past, present,
7 and future.

8 So I want to know what this Board is
9 going to do to return what was taken from people
10 to put the children in the classrooms in the
11 existing schools ahead of any new pet projects,
12 and show respect to the teachers.

13 (Applause.)

14 MS. SHAKER: I think I mentioned earlier that
15 the decision was made to forego the 4-percent
16 wage increase, so you mentioned that.

17 This budget does contain a wage
18 increase for teachers.

19 AN AUDIENCE MEMBER: How much?

20 MS. SHAKER: 2 percent.

21 You also mentioned pension funding.
22 Pension funding, we have been paying as
23 according to State law. We didn't -- when the
24 funding levels were above 90 percent, the

1 pension funding -- the pension contributions
2 that were made, the pension was well-funded. We
3 weren't required to make additional
4 contributions.

5 The 7 percent that -- 9 percent that
6 these contract employees go to the pension
7 system. So when the pension funding fell below
8 90 percent is when our contributions really
9 skyrocketed, and that's again 2005.

10 So we've been making very large pension
11 contributions since '05, and the pension
12 payments in 2014 will increase more than
13 \$300 million.

14 Thank you.

15 Debbie Poke. And then after Debbie,
16 Bob Schubert, please

17 MS. POKE: My name is Debbie Poke. I am
18 retired teacher from Gage Park High School here
19 on the South Side.

20 I'm a parent of CPS graduates. One of
21 them is getting Ph.D. at the University of
22 Illinois. And I'm extremely concerned about the
23 future of education in Chicago.

24 I am concerned about public schools.

1 I'm concerned about the way the teachers are
2 being treated.

3 I am concerned about the idea that we
4 have a \$276-million budget item to hire new
5 teachers when over 800 teachers have been laid
6 off, and in the majority of those cases, they
7 were cited as being laid off for economic
8 reasons.

9 The Board is playing games. The Board
10 is attempting to get rid of experienced
11 teachers, many of them women of Color, and
12 attempting to hire cheap young teachers to
13 recycle the labor.

14 Now, that may help you balance your
15 budget, but that is not going to help you
16 provide a quality education.

17 (Applause.)

18 MS. POKE: I wanted to make -- the main
19 point that I wanted to make is that huge
20 quantities TIF money is being spent, and those
21 huge quantities of TIF money are not going into
22 our schools. They are not going into our
23 neighborhoods.

24 They have almost all the TIF money.

1 The vast majority of it is spent Downtown and in
2 the Near Loop area which is a very wealthy part
3 of our city.

4 So I am not here just about the budget,
5 which of course, the gentleman before me
6 mentioned about that annual dance.

7 I'm here about trying to save public
8 education, and not to have public education
9 denied to the children of Chicago. Thank you
10 very much.

11 (Applause.)

12 MS. SHAKER: Thank you. I will address the
13 TIF question, because I know it comes up a lot.
14 And it is a source of contention.

15 CPS receives two different types of TIF
16 revenue.

17 First of all, we don't control TIF
18 revenue. The City does.

19 Second of all, we receive two types.
20 Some is for capital. Some is for surplus which
21 is operations.

22 We received between 8 and \$900 million
23 in the last ten years for capital projects which
24 we've used to build schools like Jones.

1 As for the operating surplus, we don't
2 control it. The City controls when there is
3 an operating surplus or not.

4 We did get TIF distributions, TIF
5 surplus. You know, again, the 800 to 900
6 million I mentioned before could only be used
7 for capital. Again, it's not for the operating
8 budget

9 When the City declare a TIF surplus,
10 the City Council must vote on it to declare a
11 TIF surplus.

12 When they do declare a TIF surplus, we
13 get our portion of that surplus, which is
14 52 percent. It's distributed to all the taxing
15 bodies, including the County, the City, and us.

16 We do expect some TIF surplus this year
17 very thankfully. So we do receive TIF money
18 from the City.

19 Thank you.

20 AN AUDIENCE MEMBER: What is --

21 MS. SHAKER: The next speaker is Bob
22 Schubert.

23 MR. SCHUBERT: Thank you.

24 MS. SHAKER: Ken Murphy after that.

1 MR. SCHUBERT: Thanks for the opportunity to
2 speak on behalf of citizens and teachers and
3 students, alike.

4 I really feel like we're being
5 shortchanged on the privatization deal.

6 I think it's scary when you think about
7 it.

8 What does it mean for us in the future
9 to privatize? I mean you are public entity
10 charged with the obligation to make sure that
11 the children in Chicago are taught, and that the
12 money is being sent to private hands. It seems
13 disturbing to me.

14 But that's not why I'm here. I am here
15 more on a larger view of things. And I just
16 philosophically thought it was a bad idea from
17 the start.

18 I got caught up in it, but that is just
19 circumstance. I really think that the public
20 needs to start getting some questions answered.

21 For instance, why do we insist on
22 privatizing? I mean that I think it's not
23 proving yet as far as helping the situation.

24 I think philosophically, it's a really

1 bad idea. After seeing what happened with the
2 economy.

3 And we give the rich the power. You
4 know, deregulate, and where do we -- they let us
5 down. And we do it all over again, and this
6 time in education?

7 So my biggest concern is the money that
8 is spent on privatizing education. And I would
9 like an answer why we're spending so much on
10 continuing to privatize, when he have serious
11 issues.

12 I mean the teachers, we're expected to
13 teach an extra hour and a half a day. We're
14 getting a net cut of 2 percent after the
15 4 percent was taken from us last year, and add
16 it up, and that's a net loss of 2 percent. And
17 we're expected to work an extra 20 percent of
18 the time?

19 MS. RODRIGUEZ: Your time's expired
20 (Applause.)

21 MS. SHAKER: Ken. And then after Ken Murphy,
22 we'll have Aurelia Villanueva.

23 MS. SHAKER: I'm not quite sure what you mean
24 by privatization.

1 MR. WATKINS: Melanie, let me. We absolutely
2 believe in quality schools for all of our
3 children. I don't think anybody can argue that.
4 We do.

5 and part of that is if you look at the
6 budget, it is about trying to create quality
7 options for our parents and for our students.

8 All of our schools serving all of our
9 students. Charter schools are not private
10 institutions. They are public schools.

11 Contract schools are not private
12 institutions. They are public schools. They
13 are not privatized. They're public
14 institutions.

15 They're not-for-profit. They are
16 not profit energizing, at least not in Chicago.

17 These are not-for-profit institutions.
18 They are public schools that happen to be
19 charter.

20 So I appreciate what you are saying.
21 And there may be a philosophical disagreement
22 about charter schools or not charter schools.
23 But it's not -- they're not private schools.
24 They're not privatizing. They are public

1 schools.

2 AN AUDIENCE MEMBER: They run it like that.

3 MS. SHAKER: Ken Murphy and Aurelia.

4 Is it that Ken?

5 If you could please give your name, so
6 that we can keep track of the questions.

7 MR. MURPHY: I want to talk about charter
8 schools, too. Be prepared.

9 I paid attention to the PowerPoint.

10 MS. SHAKER: If you could please give your
11 name.

12 MR. MURPHY: I'm Ken. I'm a teacher I work
13 on the South Side at two schools.

14 And I paid attention to the PowerPoint.
15 You guys increased \$76 million to fund the
16 charter schools. And I have no idea why we're
17 increasing the money. We have increased the
18 money all the way from 2004 every year, and we
19 figured out through research that these charter
20 schools, they really don't work any better than
21 a regular community school.

22 And so this is a failed experiment.
23 And we keep throwing money at it, which doesn't
24 make a lot of sense to me.

1 So what we should be throwing money at
2 is things that have been proven to work through
3 educational research.

4 I don't know if you guys have ever read
5 education research before. But it says what
6 works at the schools, like resources, more
7 teachers, you know, smaller class size.

8 So I would like to know why we keep
9 increasing money this failed experiment known as
10 charter schools.

11 Thank you.

12 (Applause.)

13 MS. SHAKER: I think we have answered that
14 question. Charter schools are CPS schools.

15 Aurelia Villanueva?

16 MR. ZRIKE: Melanie, let me just address
17 what you just asked.

18 And I do read educational research.
19 I'm an educator. I'm a teacher, former
20 principal. So that's what I know.

21 Quality education does not reside solely
22 in a neighborhood school or solely in a charter
23 school or solely in a contract school.

24 There are great charter schools, and

1 there are some that aren't so great.

2 There are great neighborhood schools
3 and some that aren't so great.

4 I have seen heads nod. There's an
5 agreement around that.

6 We want to create quality options and
7 opportunities for every single child in this
8 city=.

9 And currently, every child doesn't have
10 a quality option. And there's lots of reasons.

11 It's not just -- it's not just funding.

12 There's lots of reason. Okay?

13 So we want to create opportunities;
14 utilizing the charters, utilizing our
15 neighborhood school structures, our magnet
16 schools, contract. Every school needs to be a
17 high-quality school based days on research.

18 And I totally agree with you about we
19 know what we need to do. That is clear. There
20 are some really great charter schools, just like
21 there are some really great neighborhood
22 schools.

23 We want to take what we've learned from
24 both of those and replicate that.

1 We want more and more, better and
2 better school options for all of our kids,
3 whether they're charters, neighborhood,
4 contract. From my perspective, I don't care
5 where it is. I care that it's quality.

6 MS. SHAKER: Okay. Aurelia.

7 and then the next speaker is Diane
8 Barik, please.

9 And then after that we'll have I think
10 it's Alva or Masoloto.

11 So Aurelia, Diana, and then
12 Masoloto.

13 MS. VILLANEUVA: Yes. My name is Aurelia
14 Villaneuva. I'm a CPS teacher at Juarez
15 Elementary School.

16 In my school, the teachers, all the
17 teachers here we care about the student, and we
18 do what we can.

19 This past year, I am the science
20 teacher, that's difficult, but I have lot of
21 students with special needs.

22 But while I'm not a special education
23 teacher, but then I have to be teaching the
24 student, and then my in the class, what over the

1 course of the time, teachers keep blaming why
2 this course, why the students are not improving.
3 It's all about the teachers. And I notice that
4 the deficit's going on in CPS, and not just
5 there.

6 But my question is what are you going
7 to do to help us with those resources that we
8 need, like more special education teachers, more
9 resource for bilingual students.

10 I'm a bilingual student, and I know we
11 need a lot of -- also social workers.

12 There's one social worker, but she
13 can't do her job, because she has the paperwork.

14 so what are you going to do to help us
15 so that we're not blamed why there's low scores,
16 where you are not doing your job.

17 We actually need that. We're
18 overcrowded. There's a lot of schools -- I have
19 a lot of students in my classroom, and yet you
20 say you're cutting that, but we still have it.

21 Thank you.

22 (Applause.)

23 MS. SHAKER: Steve, I don't know if you want
24 to --

1 MR. ZRIKE: Absolutely.

2 So we really appreciate you coming up
3 and saying that.

4 Teaching is a really hard job.
5 Everyone in this room knows that. And not
6 having everything that you need and everything
7 that you want to do for the children you serve.
8 I'm hearing that frustration in your voice.

9 The reality is we don't have a lot of
10 funding. But we have some funding.

11 And, in fact, we cut programs -- we cut
12 programs centrally that were not effective.

13 And we pushed those dollars to the
14 school sites. Over a \$102 million of new
15 dollars to the schools that used to be
16 centrally-held for schools to make choices
17 around some of the things you just said.

18 Schools are in the best position to
19 decide what kind of staffing they need, what
20 kind of resources they need, what kind of
21 professional development they need.

22 in all honesty, Central Office has for
23 years tried to do that, and Central Office --
24 it's difficult. It's almost impossible.

1 And this is just decided for the
2 District to control exactly what happens in each
3 school. And we all know that.

4 The power sits in the school. And if
5 you seen Jean-Claude -- seen him talk about the
6 idea of a system of schools with the school
7 being from the centerpiece, that's where the
8 resources need to be, not held centrally, but
9 devolved to the schools.

10 And so in this budget, that has been a
11 primary lens that we have done our work through,
12 pushing as many dollars as we can.

13 Yes, it's not a lot. I mean I
14 understand that. And it will never be as much
15 money as any of us want to use to serve our
16 children.

17 But whatever we have, there's a basic
18 philosophy that applies here that it will get
19 pushed to the schools, and the schools make that
20 decision, because they are closest to the
21 children that we serve.

22 MS. SHAKER: And the only thing I'd ask
23 about is special ed funding, according to the
24 individual IEP, and we respected that in the

1 budget.

2 The other thing I would mention to you
3 is that we spent more than \$500 million a year
4 on special ed and State funding is less than
5 half of that.

6 The next speaker Diana, please,
7 Miss Barik?

8 MS. BARIK: I am Diana Barik. And I'm a
9 mother of children who have been in the Chicago
10 Public School System.

11 I am a grandmother of three children
12 who are currently in the Chicago Public School
13 System.

14 so to borrow the gentleman's metaphor,
15 if this is a dance, I have been a wallflower at
16 the dance for 20 years.

17 I think the problem started back in
18 1995 when lawmakers gave the mayor the sole
19 control of the public schools.

20 (Applause.)

21 MS. BARIK: So I'm going to take issue with
22 something you just said. Power does not reside
23 in the schools. Power resides in the Mayor and
24 the Board. And the Mayor and the Board, and

1 they make an agenda to privatize and
2 corporatize, thus stealing the wealth that is
3 public education.

4 And as a parent, a grandparent,
5 a community member, I am not going to let you do
6 that. I'm going to fight it.

7 (Applause.)

8 MS. BARIK: I'm going to support the
9 teachers all summer long. I'm going to do
10 whatever it takes for the Board and the Mayor to
11 get the message.

12 (Applause.)

13 MS. SHAKER: And thank you.

14 Miss Masoloto?

15 MS. MASOLOTO: I am a parent of four Chicago
16 Public Schools students. They are fourth
17 generation CPS students. I myself, my parents,
18 my grandparents have graduated from Chicago
19 Public Schools.

20 I'm very proud of -- to be a Chicago
21 Public School student -- I'm sorry.

22 I'm from the 19th Ward which is fondly
23 referred to as the Irish ghetto by one of our
24 mayors. And I would just like to know why my

1 children -- my children are in two different
2 Chicago Public Schools. Three are in
3 the 19th Ward and one is not.

4 I would like to know why certain
5 schools in the city get better facilities,
6 better funding than others.

7 Approximately six years ago, there was
8 a billion dollar capital improvement announced
9 by the former mayor to improve our facilities.
10 Okay.

11 Not one penny went to the 19th ward.
12 There's a school in the 19th ward that was built
13 in the 1800s that is still standing.

14 And it's not slated -- it was not
15 slated at that time for replacement --
16 improvement upgrades.

17 Our local high school has a swimming
18 pool that was built in -- prior to 1920. That
19 has not been slated.

20 My daughter's school does not have
21 a cafeteria. She was in a classroom of 35 for
22 the past four years.

23 Now, in your PowerPoint, you said you
24 were going to maintain class size.

1 Does that mean that you are going to
2 maintain their class size at 35?

3 (Applause.)

4 MS. MASOLOTO: I want to know to know why --
5 and my son goes to a different school, and he
6 had a class of 20. I just want to know why
7 there's certain areas of the city that get
8 attention when others do not

9 (Applause.)

10 MS. SHAKER: I'll make one comment, and then
11 maybe I'll hand it off to Pat and you, Steve.

12 The class size is 28, elementary
13 school; 31, high school. But it is for core
14 classes. So you are absolutely right there.

15 And there are going to be some
16 fluctuations in those averages.

17 AN AUDIENCE MEMBER: All day long,
18 third grade class, they have 35.

19 MS. SHAKER: As I said, it will change
20 depending on grade level. And it will change.
21 That's all I can say on this.

22 I can hand it to Steve and Pat for
23 further comment.

24 MS. TAYLOR: Would you mind telling me what

1 the three schools are?

2 MS. MASOLOTO: Sutherland, Keller, and South
3 Loop.

4 MS. TAYLOR: So Sutherland, Keller, and South
5 Loop.

6 And the one with the pool is --

7 MS. MASOLOTO: Oh, that's Morgan Park High
8 School. That's our local high school.

9 MS. TAYLOR: I don't have the details with
10 me right now. But I would like to be able to
11 get back to you and whether they lie on a
12 proposed five-year plan.

13 And what I can't speak to is how the
14 selections process was for the original building
15 that I am believing you are talking about which
16 is the Modern Schools across Chicago.

17 So I know that there were 27 schools
18 initially selected to be new schools.

19 AN AUDIENCE MEMBER: And 15 were on the
20 Northwest Side.

21 MS. TAYLOR: Actually, I can get the details
22 for that. But I think they were pretty
23 geographically diverse across the city.

24 AN AUDIENCE MEMBER: No. No.

1 MS. TAYLOR: I can't say for sure. But I
2 will certainly get that. I will add that to the
3 list. And what I will tell you is how many
4 decisions, how we make decisions about facility
5 improvements today as we do one, any of the
6 structural. We then run it through the other
7 departments to make sure what other programs are
8 going on or not going on, or what plans for the
9 schools are to make sure that we meet with our
10 intergovernmental affairs group, our community
11 groups.

12 The next steps would be to reach out to
13 the communities themselves. We're currently in
14 a process at the District of putting together
15 a master education facility plan.

16 The first piece of that this year was
17 to do the an assessments of the structure of the
18 building.

19 The second is for the education team to
20 talk about what is their vision, that piece by
21 State law is required to be done at least in the
22 first draft by the end of this year.

23 Those -- those two things, the facility
24 assessment and master plan and the education

1 master plan they're going to help us make better
2 decisions down the road, to make sure that we're
3 making the investments where we need to be
4 making those investments.

5 Unfortunately, with the financial
6 situation that we're in today, if it's -- we
7 have to look at more of the safety concerns.

8 So I look at two things when I assess
9 the building. I look at the envelope, which is
10 the roof, the windows, and the masonry because
11 we know that that's how we can cure the air and
12 moisture from getting in, and then look at the
13 mechanical systems to make sure the schools are
14 warm.

15 Certainly our need is to greater than
16 the funding we have available to us, so we have
17 to look and say which are the worse of the
18 schools and address those first.

19 What I will say to you is that I always
20 make sure that there are no safety concerns that
21 go past. Is there is a safety issue in any
22 school, we respond to that immediately.

23 AN AUDIENCE MEMBER: Then why are you
24 spending more money on building new schools when

1 you have so many schools that need help right
2 now?

3 MS. TAYLOR: I believe that the building of
4 new schools was really earmarked through the
5 Modern Schools across Chicago.

6 And if you look at our budget this year
7 and if you look at our budget next year, and the
8 coming years what you'll see is that these are
9 really projects that are more focused on the
10 schools themselves, and renovations that would
11 be done, looking at things like mechanical,
12 looking at the envelope, looking at safety and
13 security. So we're looking at having the --

14 AN AUDIENCE MEMBER: I really need to --

15 MS. SHAKER: I really need to make sure we
16 hear from everybody who signed up. I really
17 need to make sure we get to everybody. But I
18 hear that you want more answers on this.

19 So we will follow up on it.

20 MR. ZRIKE: I will respond to the staffing
21 issues. You just heard all schools are staffed
22 by the same ratio. All schools are staffed to
23 that ratio.

24 However, some schools do need

1 additional resources for multiple reasons.

2 Schools that serve large percentages of
3 students in poverty get additional dollars,
4 Title I dollars.

5 Schools that serve large numbers of
6 students -- second-language learners get initial
7 funding, bilingual programs, both in staffing
8 and dollars.

9 And so that is an equitable approach.
10 It's not equal. But this core staffing is the
11 same across the District.

12 Now, how a school decides to allocate
13 that staffing and what they choose to do with
14 that additional funding they might have, whether
15 it's Title 1 or bilingual, or funding that they
16 have discretion.

17 Because as we said earlier, schools got
18 significant large amounts of discretionary
19 funding this year that they could use to
20 purchase positions.

21 How that money is used is at the
22 discretion of the school and the school
23 principal.

24 And I guess I would invite our Chiefs

1 in the audience to maybe give an example. Is
2 that Victor Simon right there, and we have Karen
3 Saffold right up there.

4 And I know Karen's with the Rock Island
5 Network. And this is the network. So just say
6 something, give us an example of how to use the
7 funding.

8 MR. SIMON: Absolutely. First of all, the
9 schools that you have listed, there are no -- We
10 tend to work mostly with the principals, not
11 often with the teachers directly. But certainly
12 asking questions of teacher leaders about how
13 resources are being used.

14 I'd like to refer back to, you know,
15 one of the slides where we talked about, well,
16 not literally, but just in the sense of when we
17 talk about empowering the principals, that's one
18 of our goals.

19 And I think we have done a great job of
20 keeping those, and I would encourage you to ask
21 those sorts of questions not only in a place
22 like this, but to Steve's point, exactly what's
23 happening in those schools to those dollars.

24 So I have given you a couple of

1 examples. And one that we were talking about,
2 Libby Elementary School in the inner-city,
3 slash, Englewood sort of is the area they were
4 located.

5 They've taken the dollars, they do not
6 struggle this time around with the funding. The
7 principal and I looked very closely at what's
8 happening and teacher learning and all of the
9 other things that were happening in that
10 building.

11 And there was a real strategic
12 investment back into that from an average
13 program. There was something in that particular
14 school.

15 Chavez Elementary School at the Back of
16 the Yards, that was another school, I can't wait
17 until the data is completely out.

18 AN AUDIENCE MEMBER: Yeah. They fired all
19 of those teachers.

20 MR. SIMON: Chavez didn't. No, in fact,
21 this year Chavez is expanding its bilingual
22 program. That's another example of what's
23 happening in the school last year.

24 I happened to serve, but Steve's point

1 about devolving the dollars, and that's the work
2 that I've been involved with every day,
3 investing back into the programs.

4 so directly to the question about 35 in
5 the classroom, I don't know what decisions were
6 made. It may be tradeoffs about if they split
7 a class, and have a four-fifth split or not.

8 Maybe they put more kids in a home
9 class. That's a decision. I can't speculate.

10 But I do know, for instance, getting
11 the dollars this time around have not really
12 pushed back to OURA. We have been having
13 trouble with OURA funding things.

14 MR. ZRIKE: Dr. Saffold, do you want to say
15 from your perspective how about how schools go
16 about the staffing.

17 MS. SAFFOLD: Most of those
18 (incomprehensible) are they send those out to
19 the parents and asked them to come and
20 participate in the planning process with the
21 CFWT. And so I'll speak with you offline.

22 But you certainly have been and have an
23 opportunity to engage in the planning process so
24 that all students will have an opportunity to go

1 and learn.

2 As you know, first, they have real
3 discretionary money, Title I money that's been
4 given to Keller and Sutherland has to be used in
5 a way that parents saw fit based on the survey
6 and parent input.

7 So, again, I'll talk to you offline.
8 But they're a wonderful local school community,
9 and parents have quite an opportunity to
10 participate in the final process, not only at
11 Keller and Sutherland, but all of the schools
12 within my network. And we do monitor that as
13 well.

14 MS. SHAKER: Okay. We need to move on here.

15 I'm going to read three names in a row.
16 So we Maria Moreno and Jesus Capabono.

17 And we need to go to --

18 MS. MORENO: My name is Maria Moreno. I was
19 teaching kindergarten last year at
20 (incomprehensible) school.

21 I just want to give you my experience
22 as a class size, because I remember the Mayor
23 said it wasn't a big issue. That shouldn't be
24 something that we need to be concerned about.

1 We started off the school year -- or I
2 did with kindergarten second-language learners.
3 The teacher I team-teach with had 34, a mix,
4 monolingual and bilingual.

5 On full-day kindergarten had
6 approximately 31, 32. I found that outrageous.
7 And these numbers aren't the highest that we
8 have in CPS for I kindergarten. There are
9 higher ones, including other grades, the core,
10 which are higher than what the contract
11 mentions.

12 We're being held accountable now for
13 scores and evaluations. Our job security,
14 you're blaming us. It is unfair to the
15 students.

16 And you say that it's not important, and
17 you don't want to discuss that in negotiations.

18 Here are some facts. If you are really
19 concerned, 95 percent of of Illinois school
20 districts have lower average class size than
21 CPS.

22 In the past ten years, average class
23 size outside of CPS has gone down. What's
24 happened in CPS? It's gone up. All right.

1 the next speaker.

2 We've been the class size for the last
3 approximate five to ten minutes.

4 MR. CAPABONO: And we'll do it another five
5 minutes, because that is my question, too.

6 Okay? So. I am a former CPS student,
7 pre-school grammar school, high school, all
8 through CPS.

9 And I am ashamed to say that you guys
10 are not doing your job.

11 You guys are not doing your job.
12 36 kids in one classroom? You think that's --
13 you think that's doing your job? Hell no.

14 You think these individuals teachers
15 don't deserve a raise for what they have to put
16 up with every fricking day, eight hours and now
17 you are putting in one more hour to their day?

18 Oh, hell. Yeah. They deserve -- who's
19 teachers?

20 (Applause.)

21 MR. CAPABONO: Exactly. I mean, you know, I
22 am a CPS student. And let me tell you that I
23 have been through special ed grammar school,
24 high school. I was in special ed. I'm not

1 afraid to say it. I'm not ashamed to say it.

2 (Applause.)

3 MR. CAPABONO: I am just amazed you can sit
4 there saying that, well, it's something the next
5 speaker, but you did not address the class size.

6 I shared a class with 36 other
7 students. Almost my time is almost. I see your
8 sign. My time is almost up.

9 But that's -- I mean that I just want
10 to know what are you trying to do with that?
11 And please don't tell me build more schools.
12 What you need to do is hire these teachers, hire
13 more teachers, or give these teachers a raise.
14 Because that's what they deserve

15 (Applause.)

16 MS. SHAKER: We hear your questions about on
17 class size. We've tried to address them. We'll
18 clearly need to follow up and put more
19 information on-line.

20 Lamont. And then after Lamont, we're
21 going to have Therese Boyle and Sara Lean.

22 So, Lamont

23 And then please line up, so we can get
24 through everybody. I really want to make sure

1 we get to everybody. So. Okay. Last call for
2 Lamont Christmas. Last call.

3 Okay. Therese Boyle. And then Rufus
4 Dairling. And then after that would be Ifram
5 Montalco.

6 So Therese Boyle?

7 MS. BOYLE: Hi. I'm Therese.

8 I'm Miss Boyle. I am a clinician,
9 namely, a school psychologist. And I have been
10 off for the summer. And I've been listening to
11 the media about all of the violence and murders.
12 And it's overwhelming. And as a clinician, I
13 see that every day firsthand in the classroom in
14 the schools.

15 And is it begs of the violence on the
16 children of the city of Chicago. It is
17 staggering. Right now I serve five schools.
18 One is in the Englewood community. On is in
19 Grand Crossing. One is in Garfield Park, and
20 one is far south of Altgeld Gardens, and one is
21 in Morgan Park. I'm at one of Dr. Saffold's
22 schools.

23 I only did get to go there every other
24 week. It is like an Band-aid, and it's not

1 enough.

2 I looked at the budget, and I see that
3 we have 225 psychologists in the budget for next
4 year, at least that's what it looked like to me.

5 This year we had 217. And with that
6 number, I was at five schools.

7 I just think that we need more than
8 even 225 to do our job I mean that I've been
9 trained in some really good programs like
10 anger-coping, but I can't do it if I'm an
11 every-other-week type of situation.

12 I see kids that are in such significant
13 issues. They have been abused. They are
14 self-injuring. They are very aggressive.

15 And the teachers, when I come in the
16 building, they -- I don't want to say that they
17 attack me, but they come in here, come here,
18 see, we haven't seen you. Where have you been.
19 I say, well, I only come every other week.

20 And then I try to quickly test the
21 child. I have to test and then write the
22 report, and then do emergency situations. It is
23 not enough. Thank you.

24 MS. SHAKER: Yes. I don't think anybody

1 questions here that your job is crucial.

2 And the fact of the matter is that in
3 every area of the budget has been cut. So
4 seeing you -- I would have to check your number
5 on the school psychologists. But the fact that
6 that's been maintained indicates our
7 understanding of it's importance.

8 but I don't doubt that it's not enough.

9 MR. ZRIKE: It's not enough. And I totally
10 agree that it's not enough. Again, we push the
11 dollars we have to the schools.

12 And I know that there are schools, and
13 some of their plans are to have invested in
14 social and emotional support for students. Not
15 any -- and some of those are actual staff
16 members. I don't know the specifics.

17 But I do know that is that has been a
18 high priority for at least some of the schools.
19 As they have taken those discretionary dollars
20 and decided how to spend them them.

21 Again, we believe since we don't have a
22 truck of dollars that is just siting there
23 waiting to get passed out, we need to push the
24 dollars we have to the schools to make the kinds

1 of tough choices.

2 Because you're right, if we had more
3 funding, it would be great to fund more of the
4 kinds of support that you provide our students.

5 We don't. But we do know we want to
6 get those dollars to the schools, let them make
7 the choices that make sense for their schools.

8 MS. SHAKER: Thank you.

9 Rufus Dairling. And then Ifram
10 Montalco. And then after that will be Eddie
11 Bocanegra.

12 MR. DAIRLING: Earlier on you said
13 increasing it, and I would just like to point
14 out that that's not set in stone. That is a
15 decision that's been made by Mayor 1-percent,
16 Rahm Emanuel, that that's something that happens
17 when you start giving away tax cuts to the
18 Chicago Mercantile Exchange and pushes it to the
19 State.

20 So you guys need to go back to the
21 Mayor, and tell him that it's not acceptable.
22 And he needs to find more money.

23 (Applause.)

24 MR. DAIRLING: I do have a couple simpler

1 questions, too, actually.

2 How is that money allocated? Is that
3 per student?

4 MS. SHAKER: Can we take all of your
5 questions at once, so that we can address them?
6 Because you are going to run out of time if you
7 do it like that.

8 MR. DAIRLING: That's fine. I am done.

9 MS. SHAKER: Okay. Steve?

10 MR. ZRIKE: I know, Greg, you have got the
11 actual formula. Greg Volan, he's our budget
12 manager. He can actually give you the
13 specifics, because it was answered many times in
14 a number of cases.

15 MR. VOLAN: Right. So our three sources of
16 discretionary funds that go to the schools,
17 there's a College Ready fund that comes from
18 general funds. There is also SGSA that is a
19 State discretionary dollars, and also
20 Title I Federal dollars.

21 so for the last two categories, that's
22 based on poverty levels of the schools. But
23 the College Ready fund which is something new
24 this year, that comes from the general fund.

1 So we did a complicated formula to
2 distribute those dollars to schools. Some of
3 the factors that we were looking at was to
4 insure that every school had enough art and
5 music and PE teachers and librarians to provide
6 coverage for all of the teachers.

7 So the quarter formulas that you have
8 don't always provide enough for schools. So we
9 try to identify schools that were in that
10 situation, and make sure that they received
11 extra funding in the College Ready fund. So
12 that they would be able to use those dollars to
13 hire additional teachers. I'll call them
14 ancillary teachers. The ones that require
15 coverage for classroom teachers.

16 When we provided -- there is -- one
17 other component was making sure that every
18 school had funding for core instruction,
19 priorities like common core, and the teacher
20 evaluation, we make sure that the additional
21 funding went to every school for that.

22 And then finally there was the funding
23 that schools traditionally got every year for
24 books and supplies, repairs furniture.

1 schools with at-risk schools?

2 MS. SHAKER: Right. Let's make sure -- I
3 want you to have your full two minutes. So
4 we'll respond. But, please, if you have
5 anything else.

6 MR. MONTALCO: I'm waiting for the answer
7 right now.

8 MS. SHAKER: Okay. Well, you're going to
9 run out of your two minutes, so.

10 MR. MONTALCO: I have one question. That
11 was it.

12 MS. SHAKER: Okay. Tony, that answer was?

13 MR. RUIZ: We made an investment in the
14 security technology and security overall in our
15 public schools.

16 We based our decision -- we focused on
17 schools based on a criteria of environmental
18 factors, index of crime.

19 Basically we made -- you talk about
20 cameras, we made a \$7 million investment last
21 year in capital.

22 MR. MONTALCO: \$7 million?

23 MR. RUIZ: Not only an investment of -- it
24 also referencing other technologies for the

1 police department, combining those efforts to
2 insure that we're not only focusing on schools
3 but also focusing on the community.

4 Bit investment, it's been very
5 successful, you know, on our focus of schools.

6 MR. MONTALCO: Okay. My following question
7 is, and then how much is being spent on
8 restorative justice measures instead of zero
9 tolerance in public schools? Because you said
10 there was no zero tolerance anymore. But money
11 is still being spent.

12 And we're mad -- no. We're not mad.
13 We're pissed.

14 (Applause.)

15 MR. MONTALCO: So how much is being spent on
16 restorative justice?

17 MS. SHAKER: One of the things we've said if
18 that we've been reviewing school -- the safety
19 and disciplinary procedures.

20 We'll need to get some numbers for you.
21 That we will need to post on-line.

22 MR. ZRIKE: Yes. We will need to post that.
23 I don't know the exact numbers.

24 But I do want to respond that we need

1 to make sure it is restorative justice. I think
2 you are exactly right.

3 And the Board at its last meeting
4 passed a new Student Code of Conduct which
5 actually emphasizes what you just described.

6 It's got to be about restorative
7 justice and the development of our children, not
8 punishment.

9 And if you get a chance to look at the
10 Code of Conduct, it's on the website for the
11 District. But it's there. And I understand
12 what you're saying, at least I think I
13 understand what you are saying. And I agree
14 with what you are saying.

15 That is what we need to be doing. It
16 isn't about just punishment. It is about
17 restoring our youth.

18 MR. MONTALCO: If I am right, then why are
19 we not seeing that being played up?

20 MS. SHAKER: We need to move on to the next
21 speaker. But we will follow up on that.

22 And please look at the Code of Conduct
23 that is on-line, too.

24 The next speaker is Eddie Bocanegra.

1 And then and Anthony Lawrence.

2 And then after that will be Janet
3 Vargas.

4 MR. BOCANEGRA: I am here with the High
5 Hopes Campaign. I am actually a community
6 organizer for the students. I also work for
7 with the Urban Youth Promise Center.

8 So I find that I actually mentor about
9 20 kids. I mean 20 kids to come out of Little
10 Village, the Pilsen area, the Brighton Park
11 community. And so --

12 (Applause.)

13 MR. BOCANEGRA: And so my question -- or I
14 should say my comment really is, you know, I
15 grew up in a pretty impoverished community. At
16 14, I was involved in gangs. And at 18 I went
17 to prison.

18 At 13 I was expelled from school, and,
19 in fact, going to high school where at the time,
20 you had to (incomprehensible) so my question
21 really is that what kind of hope and what kind
22 of message are we sending our kids, especially
23 what we consider really at-risk youth? Because
24 youth that come from these neighborhoods like

1 the Little Village and Brighton Park and Back of
2 the Yards and Englewood, those are at-risk
3 youth.

4 And so what I'm wondering is I'm seeing
5 all these teachers here and how difficult it
6 must be for them to actually be teaching,
7 especially in the environment they are in.

8 So. What are we doing? What are the
9 measures we're actually taking, and how much of
10 our budget is actually being appropriated for
11 restorative justice practices so that you can
12 give some of our youth hope.

13 The other thing, and this is my last
14 question, because I am out of time, too.

15 But many of you guys on that panel are
16 from the Little Village? Englewood? Brighton
17 Park?

18 (Applause.)

19 AN AUDIENCE MEMBER: None. None.

20 MR. BOCANEGRA: I ask that question, because
21 none of you represent me.

22 When I'm talking about youth today,
23 there's a lot more youth that come out of the
24 juvenile detention center. So I want to be a

1 voice to them, because they can't speak or
2 articulate or convey what they feel most of the
3 time.

4 And so the express that through
5 violence a lot of the times, because the people
6 who are up here in the position with the titles
7 can't relate to them, and they don't understand
8 what they're living in in their environment or
9 the pressures they are under.

10 (Applause.)

11 MS. SHAKER: Thank you. The next speaker is
12 Anthony Lawrence, Janet Vargas, and then Dejon
13 Johnson.

14 MS. RODRIGUEZ: I'm from Humboldt Park. I
15 was born and raised in Humboldt Park.

16 MR. LAWRENCE: My name's Anthony. I'm here
17 with the Solidarity Consolidated Campaign.

18 Actually you guys are trying to do your
19 best to answer the questions. But Rahm and
20 Brizard, really just Rahm holds all the answers
21 and all the power.

22 So, you know, you are doing the best
23 you can.

24 But what I want to say is charter

1 schools are private schools. Okay. Let's get
2 this clear. \$266,000, that is more than Brizard
3 makes. And we're giving more money to charter
4 schools. That's a private industry when the
5 person at the top makes more money.

6 They're not required by the Freedom of
7 Information Act, but the Attorney General said
8 if they're not a public entity, they do not
9 follow the same rules.

10 So the Chicago Math and Science Academy
11 did not -- union didn't register its speakers
12 last year because they said they didn't apply to
13 the same public rules that all public institutes
14 adhere to.

15 It's convenient when you guys want to
16 appease us and say that charter schools are
17 really public schools. But it's ingenious, oh,
18 they're also run by private schools. That's
19 what we mean by private schools.

20 If you allow it to continue, it is just
21 going to be like the parking meters. The
22 parking meters are terrible. And that's what
23 you're doing to the public schools.

24 (Applause.)

1 MR. LAWRENCE: The zero tolerance is giving
2 more money to those. And they have to tell them
3 that if you don't follow the rules, you won't be
4 allowed to go to school. And that is what you
5 are getting over.

6 AN AUDIENCE MEMBER: All of them do that.

7 MR. LAWRENCE: It's the same rules. And if
8 you really said that you were doing it, you
9 wouldn't be in the Board room trying to figure
10 out how to come up with this.

11 You'd be out organizing with us if you
12 really cared about us.

13 (Applause.)

14 MS. SHAKER: Thank you.

15 The -- next, we have Janet Vargas.

16 MS. VARGAS: Okay. So my name is Janet
17 Vargas. I'm a parent. I've mentored at-risk
18 young ladies.

19 I wrote this thesis on how often
20 restorative justice is when I was with High
21 Hopes. But I think Rahm is being paid -- after
22 meeting with Rahm, well, not Rahm, but I mean
23 some of his representatives and some Board
24 members, and everybody tells us the same thing.

1 We do have restorative justice and the
2 school Code of Conduct. And we're talking about
3 lip service and the vocabulary that we use and
4 the value that we claim have been found where we
5 put money.

6 Because I know I put my money where I
7 find things that are important. Right? Like I
8 spend for my son, because my son is important.
9 And that's my priority.

10 So how much money is being put towards
11 like changing the climate of the schools and the
12 culture on programs such as restorative which is
13 upcoming by the way.

14 I actually had to leave the room,
15 because my son was being really loud, so that
16 was my priority. So I missed her wonderful
17 presentation about how much money is being put
18 towards climate change programs this upcoming
19 year.

20 And this inner school Code of Conduct,
21 and I applaud the Board members. But how much
22 money are we putting towards this? If I heard
23 it was \$6 million dollar, and that's not even as
24 much as we puts into cameras.

1 (Applause.)

2 MS. VARGAS: So that's my question. How
3 much money is being put towards climate changing
4 programs, and is that posted up on-line, or do
5 you have it right now?

6 MS. SHAKER: That is not something we have
7 right now.

8 MR. ZRIKE: I want to go back to whatever
9 number that is that comes up is going to be
10 a small amount of the total amount of
11 restorative justice work that is going.

12 And I know of many high schools
13 personally their discretionary dollars into
14 restorative justice.

15 So it should be centrally supported,
16 but also going back to what I've been saying
17 continuously, these decisions need to be made at
18 the local school level where those resources and
19 supported centrally.

20 so I don't disagree there should be
21 some sort of central support that. It's
22 a big deal.

23 MS. VARGAS: Discretionary funds, I know the
24 principal gives out gift cards for some schools.

1 MS. SHAKER: Okay.

2 MR. ALFONSO: My name is Don Alfonso. And I
3 am the founder of the Interfaith Action
4 Coalition of America. And I have been working
5 with the public schools and City College for the
6 last 50 years in a security capacity, and also I
7 was one of the original Officer Friendlies.

8 now, dealing with the -- what we have
9 on the streets today, and the drop out rate and
10 what the teacher have to put up with in the
11 classroom as far as discipline, we need
12 specialized program to deal with the student
13 inside the school and outside the school.

14 And the TIF money should go towards
15 a specialized program in conjunction with
16 Chicago Police Department, archdiocese, and some
17 of the other school board to bring about the
18 specialized curriculum.

19 I have a template here that will give
20 you some of the concepts that is necessary to
21 raise these kids from this low mental concept
22 that they have to bring them into a critical
23 thinking processes where they will appreciate
24 knowledge is power.

1 And if we don't bring about this new
2 concept, anything outside the box, we're just
3 spinning our wheels, because it is necessary
4 that they understand how we relate to the
5 universal order.

6 And that universal order is where all
7 of us come from. And there is laws that is
8 necessary that we maintain a mental plane that
9 will allow them to process this material world
10 in a positive nature and to correct themselves
11 into a discipline order based on --

12 MS. RODRIGUEZ: Your time is expired. Thank
13 you.

14 MS. SHAKER: Kim, would you go ahead and take
15 that? If you would hand it off to Kim, that
16 would be great. Thank you.

17 Okay. I am going to -- Tanya Jones or
18 James Jones, please. And then after that we
19 have Van Jordan and Mora Harper.

20 Tanya Jones? One more time. Last
21 call. Tanya Jones, please.

22 Okay. I am going to move on to Van
23 Jordan, please.

24 And then Mora Harper, please.

1 AN AUDIENCE MEMBER: I just wanted to add my
2 question was regarding charter schools.

3 But the question has been answered and
4 not answered. But the question has been raised.

5 AN AUDIENCE MEMBER: I'm still disappointed
6 with the answers I received.

7 (Applause.)

8 MS. SHAKER: Thank you. :

9 I think we have tried to make some of
10 our answers to charter schools. There's a
11 section in the budget on charter school funding.
12 I have heard a couple of numbers thrown around
13 that don't reflect what we have in the budget.
14 So that is where I would refer you to.

15 I mean there the number of charter
16 schools is increasing. I think we have covered
17 that.

18 And about 53,000 of our kids are
19 protected in the charter schools.

20 I think we said before that we believe
21 charters are CPS schools. And we have spoken at
22 length on that.

23 Mora Harper I think is the next
24 speaker. Is Mora here? One more time, Mora

1 Harper. Okay.

2 Let me do a time check. Okay. It is
3 7:53. And that concludes that speakers that
4 have signed up to talk to us about the operating
5 budget. And we have covered the capital budget.

6 If you have additional questions,
7 please, there are staff members. Please raise
8 your hands, everybody, staff members, so they
9 can take your questions.

10 I am interested in hearing anything
11 that you may still have, so please fill out
12 those cards.

13 We clearly need to get you some
14 answers. We clearly need to post these things
15 on-line in the coming days.

16 So thank you very much. I really
17 appreciate you coming, and I really appreciate
18 your comments. Thank you.

19 We have gone through our speakers
20 I'd be happy to look at the cards. I think we
21 have spent some serious time answering
22 questions, and I would be happy to answer more
23 if you will fill out the cards.

24 Thank you very much for coming. And I

1 do appreciate your comments. Please fill out
2 any cards, and the staff members will take them.

3 (Which were all the proceedings
4 had in the above-entitled cause
5 this date and time, concluding
6 at 7:55 p.m.)

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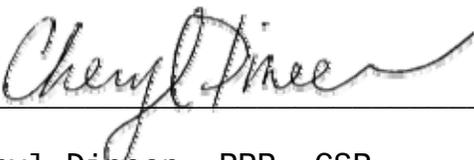
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1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF W I L L)

4
5 I, Cheryl Dineen, 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 hearing, and that the foregoing is a true and
10 correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said hearing.

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Cheryl Dineen, RPR, CSR

LIC. NO. 084-004405



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