

1 CHICAGO PUBLIC SCHOOLS

2 FY-16 BUDGET PROPOSAL

3 PUBLIC HEARING

4 August 18, 2015

5
6 STENOGRAPHIC REPORT OF PROCEEDINGS had in
7 the above-mentioned matter commencing at
8 6:09 o'clock p.m., held at 1900 West Van Buren,
9 Malcolm X College, Chicago, Illinois,
10 MS. LESLIE FOWLER, moderating.

11 CHICAGO PUBLIC SCHOOLS LEADERSHIP PRESENT:

12 MS. LESLIE FOWLER, Moderator

13 MR. JESSE RUIZ, Vice President

14 MS. MARY DERUNTZ, Capital Plan

15 MS. ANNETTE GURLEY, Chief Officer, Office
16 of Teaching and Learning

17 MR. RANDEL JOSSERAND, Network Chief

18 MS. GINGER OSTRO, Chief Financial Officer

19 MR. LUIS SORIA, Network Chief

20 MS. MEGAN WILSON, Transportation

21 MS. MARKAY WINSTON, Diverse Learners

22
23 Reported by: Anna M. Morales, CSR, RMR

24 License No.: 084-002854



1 (whereupon, the following
2 proceedings commenced at
3 6:09 o'clock p.m.)

4 MODERATOR FOWLER: Good evening. My name is
5 Leslie Fowler. I'm your moderator for this
6 evening.

7 welcome to the Chicago Public Schools
8 Fiscal Year 2006 Budget Hearing, and thank you for
9 coming to provide your input for the district.

10 We are joined today by members of the
11 Board of Education. Our Board Member will be
12 Jesse Ruiz. He is running a little behind, but he
13 will be here for your comments and to make a
14 comment back to you.

15 We have CPS senior leadership, subject
16 matter experts in transportation facilities,
17 diverse learners, and the budget. This meeting is
18 an opportunity for Chicago Public Schools to hear
19 your ideas, priorities, and concerns about the
20 budget. The Board is scheduled to vote on
21 August 26th on the budget proposal we are
22 presenting tonight.

23 We have Spanish language translators
24 available. If you are in need, please acknowledge



1 that when you come to the mic. We also have sign
2 language interpreters.

3 Many of you have signed up to ask
4 questions already and we want to get to know -- get
5 you as quickly as -- get to you as quickly as
6 possible. If those slots are full, please fill out
7 a card, and one of the four monitors will get it
8 from you and we will follow up to all questions on
9 our web site. Some of you will also have detailed
10 questions that we might not be able to answer
11 tonight, but we will post all the answers to your
12 questions on our web site.

13 I want to go over a few guidelines for
14 this meeting before we give a very brief
15 presentation on the budget. The budget hearing
16 will begin at 6 p.m. and end promptly at 8 p.m.
17 All who sign up to speak will be given an
18 opportunity to make a statement of up to two
19 minutes until the meeting is adjourned. Speakers
20 are asked to limit their comments to two minutes so
21 that everyone who would like to speak will have the
22 opportunity to do so.

23 The sign-up period to speak was from 5 to
24 6 p.m., and each speaker was given a number. No



1 one will be able to sign up to speak after 6 p.m.
2 speakers will be limited to addressing topics
3 related to the budget as well as the capital plan.

4 when multiple speakers from the same
5 organization or school are listed, only one member
6 per organization or school will be allowed to speak
7 regarding the same issue. If the speaker has a
8 follow-up question, we ask that you please speak to
9 CPS staff members who will be on site to help you
10 fill out a follow-up card.

11 The full budget proposal is on the CPS web
12 site where you can also provide feedback or leave
13 questions. CPS will respond to all questions on
14 the web site including any that we were unable to
15 address at this meeting. You may visit
16 <http://cps@edu/budget>.

17 Let me introduce the members of our panel.
18 Ginger Ostro, our CFO. Markay Winston from Diverse
19 Learners. Mary DeRuntz, Capital Plan.
20 Megan Wilson, Transportation. Luis Soria and
21 Randel Jossierand, our Network Chiefs. We have
22 Annette Gurley, Chief Officer of the Office of
23 Teaching and Learning; and we have our timekeeper,
24 Mr. Carl Hardin.



1 Now let me turn it over to Ginger Ostro,
2 who will be providing a budget overview.

3 MS. OSTRO: Thank you very much. Thanks for
4 coming out tonight to give your feedback and
5 comments on CPS's proposed FY-16 budget.

6 We would like to provide very high level
7 quick overview for you on some of the key
8 components of the operating budget as well as the
9 capital budget before we take your comments and
10 questions.

11 Let me start with just a brief overview.
12 This budget that we're presenting to you is in the
13 context of CPS making great academic strides.
14 We've seen increasing graduation rates, attendance
15 rates, better performance on standardized tests,
16 and more students enrolling in college. Yet all
17 this progress is threatened because we've seen a
18 decline in state funding and growing pension costs
19 which are strangulating the district; and,
20 therefore, we've had to create a budget that
21 presents this harsh fiscal reality.

22 We continue to look to our partners in
23 Springfield to help us, and we will talk about the
24 ways that we want to partner with Springfield to



1 try and achieve fiscal stability.

2 In recent weeks, the Governor, the Senate
3 President, and the House Speaker and others have
4 all agreed that the funding system is inequitable
5 as is the pension system and must be changed, and
6 we want to share some of those highlights with you.

7 First, let's talk about state funding.

8 This chart, the solid orange bars, shows you the
9 amount of state funding we received each year since
10 fiscal '08, and you can see that year over year
11 since fiscal 2009, we've received less money each
12 and every year from the state. This decline in
13 state funding is one of the biggest challenges that
14 we are facing.

15 But even more significant, in addition to
16 the orange bars declining, are those light-shaded
17 orange bars; and what that shows you is how much
18 the state is falling short of funding its own
19 statutory funding level. The state sets an amount
20 that needs to be -- that should be funded but isn't
21 even providing our funding. If you total up the
22 amount that the CPS should have received, it's
23 almost -- it's over \$500 million since fiscal 2010.
24 Think how important that funding could be to us if



1 we had had it now. You can also see that our
2 funding would be almost level if we had received
3 those dollars if the state had fully funded their
4 formula.

5 This is one of the biggest challenges we
6 face is that our revenues, our resources have been
7 declining, and yet our expenses continue to
8 increase, and the biggest expense that we face is
9 pension costs. This purple chart shows you how
10 much CPS has to contribute each year into the
11 Chicago Teachers Pension Fund. CPS is the only
12 school district in the state that is required to
13 pay its own pension costs, and you can see how this
14 has been increasing year after year. With
15 declining state revenue and increasing pension
16 costs, you can see how CPS is continuing to get
17 squeezed and really the challenges of the budget.

18 But even beyond that, this chart really
19 shows the pension funding inequity. While CPS is
20 the only district in the state that has to pay its
21 own pension costs, the State of Illinois pays the
22 cost for all other school districts. In fact, it
23 comes out to about \$2,266 per student that the
24 state provides to cover the cost of the retired



1 teachers' pensions. For CPS, we get \$31 per
2 student from the state.

3 when we talk about pension funding
4 inequity, this is the graphic display of it, how
5 different the amount the state gives us compared to
6 how much they provide to the rest of the state. If
7 you go back to that purple chart for a second, that
8 turns out to be \$1700 per student that CPS is
9 spending, and we're getting only \$31 from the state
10 to cover our pension costs.

11 what's key is that we want to support the
12 classroom as well as the pensions, and we can't do
13 that if we don't have funding equity from the state
14 and we don't get additional education funding by
15 the state funding formula.

16 So in this budget, what we've included is
17 \$480 million, the large yellow wedge in funding
18 equity from the state to cover our pension costs,
19 because we don't want the chart to continue to look
20 so unequal where the state is providing so much
21 more money for every other district outside of
22 Chicago. We believe that funding should be
23 equitable, and that's why this budget relies on
24 the \$480 million coming from the state to provide



1 that equity. We don't have -- if we don't receive
2 that, then the challenges are great. We'll have to
3 engage in further unsustainable borrowing or
4 potentially even additional cuts.

5 It's a very high level and quick overview
6 of the operating budget; but another important part
7 of the investments that we are making is in capital
8 which is in our buildings, to help repair roofs and
9 windows and masonry, to add annexes where we need
10 to, but really essentially to invest in the
11 physical structure of the classroom to make sure
12 it's safe and warm and dry for all of our students.

13 Unfortunately, because of the budget
14 challenges we're facing, the amount that we can
15 spend on these capital investments has been
16 declining. This budget includes only \$178 million
17 for capital investments this year, in this upcoming
18 budget year. You can see that's dramatically lower
19 than what we've been able to invest in prior years.
20 And, in fact, if you look forward to the five-year
21 plan that we outlined, we continue to have even
22 less money to be able to invest in our building
23 infrastructure.

24 So these are the key challenges that we're



1 facing: Growing pension costs, unequal funding,
2 and pension funding from the state, declining state
3 resources, and the pressures and the challenges
4 that it continues to put on our budget. This is
5 not the budget that we want to be presenting, but
6 it does reflect the reality of the situation that
7 we are seeing, caught in this vice grip between
8 declining revenues and increasing bills.

9 (Vice President Ruiz arrives.)

10 MS. OSTRO: We are encouraged by what we see
11 and comments from the leaders in Springfield about
12 the need to provide funding equity and to address
13 the challenges statewide that we see. All have
14 agreed that the funding system is inequitable and
15 that it needs to be addressed. And this is what we
16 continue to focus on in the core component of the
17 FY-16 budget.

18 I will stop there after this quick
19 overview to thank you and let you know how much we
20 do welcome your comments, and we have a panel here
21 available to answer any questions that you have.
22 As we highlighted up here as well, you can also
23 leave comments on our web site and we do review
24 them and will provide responses to any questions or



1 comments that people have.

2 We also have -- let me introduce
3 Jesse Ruiz, Vice President of our Board, who would
4 like to make a few comments as well.

5 VICE PRESIDENT RUIZ: Talk about cutting it
6 close. Thank you, all. I've just arrived. Glad
7 to be with you all and thanks for coming out here
8 tonight sharing your thoughts on the budget.

9 It's helpful. We're going to have a Board
10 meeting next Wednesday and vote on this budget, and
11 so your input is important for the Board Members
12 who do this and we do welcome your comments. We
13 obviously are facing some fiscal challenges as
14 you've just heard. We're doing our best to address
15 those and try to preserve -- keep cuts away from
16 the classroom; but without partners, our partners
17 in Springfield, it's going to be very difficult to
18 do.

19 So in addition to reaching out to us here,
20 I continue to ask folks to reach out to your
21 Representatives and Senators in Springfield and,
22 please, tell them that it's important that they
23 help us here in Chicago to close this gap this year
24 and to continue to partner with us on the floor so



1 that we can achieve pension equity with all other
2 school districts and to continue to serve, beef up
3 the momentum, the great strides we've made in the
4 Chicago Public Schools.

5 So, again, thank you for all being here.
6 I look forward to listening to your comments this
7 evening. If there's anything I can address while
8 I'm here, I'll do my best to do so. Thanks.

9 MODERATOR FOWLER: We will now begin the public
10 comment portion of the meeting. As a reminder,
11 each speaker will have two minutes. There is a
12 timekeeper who will notify you when you have
13 30 seconds left. When you have 5 seconds left, I
14 will ask you to conclude.

15 When I call your name or Speaker Number,
16 please line up at the microphone. I will call in
17 groups of five. Let's begin with the first
18 speakers. Speaker Number 1, Nathan Ryan; Speaker
19 Number 2, Rolando Vazquez; Speaker Number 3,
20 Dwayne Truss; Speaker Number 4, Jackson Potter; and
21 Speaker Number 5, Javier Ruiz.

22 MR. RYAN: Hello. My name is Nathan Ryan. I
23 am with the Grassroots Collaborative, a coalition
24 of community organizations and labor unions



1 throughout Chicago.

2 A VOICE: Is the mic on?

3 VICE PRESIDENT RUIZ: I'm not sure if you're
4 picking up. Is that microphone on?

5 MR. RYAN: As I said, my name is Nathan Ryan.
6 I'm with the Grassroots Collaborative, a coalition
7 of community organizations and labor unions
8 throughout Chicago.

9 Yesterday I was at Dyett High School as 11
10 parents and community residents took a bold step of
11 launching a hunger strike so that their
12 neighborhood could have a quality public high
13 school and to make sure that the plan the parents
14 spent years putting together for the school is
15 implemented.

16 I was struck by the determination of these
17 parents to fight for their community and stand up
18 against the powerful interests trying to cash out
19 the future of Chicago's children for their own
20 profit, something that this Board has been
21 unwilling to do. Instead of siding with Chicago
22 school children, CPS has consistently sided with
23 the banks.

24 CPS has bought in more bad bank deals and



1 wall street image than anywhere else in the country
2 at a cost of billions of dollars that should be
3 going to fund neighborhood schools. And while
4 other cities like Houston receive multi-million
5 dollar settlements from taking the banks to court
6 to get the money back, CPS did not. CPS missed a
7 six-year window for arbitration despite Grassroots
8 collaborative repeatedly calling on you to get our
9 money back, leaving hundreds of millions of dollars
10 of our money with the bank, money that should be
11 going to fund special education.

12 Instead, Chicago's unelected school board
13 is choosing to cut special education, lay off
14 educators, and decrease the quality of our
15 children's education. Meanwhile, parents at this
16 very moment are starving themselves outside Dyett
17 High School so that their children can have a
18 better future.

19 The difference in priorities couldn't be
20 more clear. Our city deserves an elected school
21 board that listens to the people --

22 MODERATOR FOWLER: Mr. Ryan, please conclude.

23 MR. RYAN: -- that will prioritize doing what
24 is right for Chicago's children instead of what is



1 profitable for wall street and big banks.

2 MODERATOR FOWLER: Thank you. Next speaker,
3 Rolando Vazquez.

4 MR. VAZQUEZ: Vazquez. Good evening, everyone.
5 My name is Rolando Vazquez. This is my daughter,
6 Rita Vazquez.

7 Hello. Quick comment. I didn't plan on
8 saying this for Ginger. Can I just kindly advise
9 you against couching it as "the reality"? Those
10 are your words -- that this is the reality we find
11 ourselves in. And I kindly advise you to be
12 careful with your framing or framing like that
13 because the reality can be different. It can be
14 different. I have a couple suggestions.

15 But let me start with a question. I think
16 it's pretty straightforward is what is the Board
17 doing specifically to get revenue coming into the
18 state?

19 VICE PRESIDENT RUIZ: The Board is using all
20 its taxing options possible. So we'll be voting to
21 raise property taxes to the cap as we have every
22 single year for the last four years. We don't
23 control revenue at the state level. That's why
24 we're asking our partners in Springfield to help us



1 with providing adequate and equitable funding
2 through the form of pension parity and, frankly,
3 increased funding. Our state funding -- you're
4 exactly right -- has gone down in Illinois. It's a
5 statewide problem, but we are suffering as a result
6 of that statewide problem which is unfortunate.

7 MR. VAZQUEZ: Would you support a progressive
8 income tax?

9 VICE PRESIDENT RUIZ: I've always --
10 personally, I support a progressive income tax. We
11 got to change the Illinois Constitution. I've
12 actually been involved on an individual level in
13 doing that. So, yes, if we can get a progressive
14 income tax in Illinois, I, for one, as an
15 individual -- we haven't taken the Board position
16 on that, but I personally am in favor of
17 progressive income tax, yes.

18 MR. VAZQUEZ: I encourage you to use your
19 influence on the Board to get the other
20 Board Members behind that.

21 VICE PRESIDENT RUIZ: It's a constitutional
22 amendment. So I encourage all of us in Chicago to
23 move all our -- again, there was a effort on this
24 years ago and it went nowhere. We need a



1 progressive income tax in Illinois. We need to
2 expand our sales tax base. We're on an antiquated
3 sales tax base in Illinois. So there's all kinds
4 of additional revenues. We're talking about our --
5 and not to take up too much of your time -- but
6 talking about a pension problem just for CPS, the
7 state has large expensive problems as well. And so
8 they need the revenue as much as CPS needs the
9 revenue.

10 MR. VAZQUEZ: Thanks for that.

11 Last thing, under 10 seconds, I'd also
12 refrain from calling it a pension crisis. It's a
13 revenue crisis, and you just spoke to that. So
14 thanks.

15 MODERATOR FOWLER: Thank you. Mr. Truss.

16 MR. TRUSS: Good evening. I like to start
17 these meetings out with if you keep telling a lie
18 over and over again, eventually for some people it
19 becomes the truth, and it seems like the CPS
20 administration is believing their own lies.

21 First of all, you know, this mess that
22 we're in right now wasn't caused by the state not
23 adequately funding pensions. It was caused by the
24 unelected school board doing things like opening up



1 more charter schools in communities like Austin
2 that got four schools closed down because of
3 underutilization, and here it is, we got a new
4 charter school opening up in Austin and a school
5 like Spencer suffering \$539,000 worth of cuts, and
6 you're saying it's a state issue. No. I think the
7 issue is right there at 42 Madison Street.

8 The CPS -- the budget that CPS has
9 presented harms our most vulnerable children,
10 namely, students with disability and our lowest
11 income children in neighborhood schools.
12 75 schools have lost over 10 percent of their
13 budgets. The BGA reported that district schools
14 are projected to lose \$146 million, an amount that
15 does not correspond to the loss of 4,000 students.
16 Somebody is doing some bad math downtown at
17 42 Madison Street.

18 We recognize that we need more revenues,
19 and one of the great places that you all have and I
20 haven't really heard you talk about is that
21 \$1.44 billion that's sitting in TIF surplus funds
22 that could definitely help our schools right now
23 because we understand we need revenues. And also
24 the fact that what Ms. Ostro didn't present in



1 terms of state revenue loss is the fact of the
2 income tax rollback. That was one of the things
3 that harms us in terms of the issue being revenue,
4 but you keep blaming it on some type of thing that
5 the state came up with this system where it is
6 unfair and that's because of pension.

7 The last thing about that is the fact of
8 the pension wrap-up law that's got CPS having to
9 pay so much money this year to fund the pension
10 because for how long was it? Wasn't it ten years
11 when money wasn't paid into the pension? If you
12 don't pay money into the pension and you then open
13 up more charter schools, you're going to get what
14 you get --

15 MODERATOR FOWLER: Mr. Truss, please conclude.

16 MR. TRUSS: -- and I can't see how that's
17 adequate professional management of our schools,
18 and thank you very much for the opportunity.

19 VICE PRESIDENT RUIZ: I want to say, I agree
20 with you. That's why we're making good on the
21 payments. None of that ten years was happening in
22 the last four years. I agree with you.

23 MR. TRUSS: It added up, though.

24 VICE PRESIDENT RUIZ: It does, and that's why



1 we're paying the pension payment.

2 MR. TRUSS: I think you should mention that in
3 the talking points versus saying the state is being
4 unfair. Everybody knows that it's been like that
5 for years.

6 MS. OSTRO: Thank you.

7 MR. TRUSS: -- suburban schools should have
8 been on the pension to help out and maybe we can
9 get some of their revenue back.

10 MODERATOR FOWLER: Mr. Potter.

11 MR. POTTER: Good evening. So I'm here not
12 just because we need counselors in our schools, but
13 I'm here to conduct an intervention. I think
14 district officials -- Jesse, I like you. I think
15 you need intervention and a counselor because you
16 guys are in an abusive relationship with the banks.
17 They rip off and steal and misrepresent the risks
18 of things like option rate securities and toxic
19 swaps, and that's the tip of the iceberg. We're
20 not even talking about capital appreciation bonds
21 where they charge 500 percent interest. We're not
22 talking about lies and manipulation or all the
23 other ways they trick and deceive the district.

24 And instead of speaking out against these



1 unconscionable cuts, you double down on this debt.
2 You don't speak out about the wealthy and powerful
3 pocketing these precious resources that should be
4 going to the most vulnerable students in our
5 system.

6 So while the banks are devouring our
7 school budget -- a glaring omission in the causes
8 of this crisis, I should add, Ginger -- to the tune
9 of \$1.2 billion for the swaps alone, you know, you
10 guys just pulled out a line of credit for
11 250 million to \$300 million to pay off the swap
12 termination fees, that is almost exactly the amount
13 you're cutting from school budgets right now, SPED
14 programs and in the neighborhood schools.

15 In the meantime, parents at Dyett have to
16 starve themselves in order to get -- while the
17 banks are gorging themselves, parents are starving
18 themselves for the basics.

19 So it's time for CPS to get on the path of
20 recovery. It's time to admit you have a problem,
21 get out of this abusive relationship, stand up to
22 the financial predators so that they don't feast on
23 our schools while our schools famine. It's high
24 time. I hope you'll do this.



1 Jesse, Ginger, maybe you can give us an
2 update on where those negotiations stand. Are you
3 extracting any concessions from the banks?

4 MODERATOR FOWLER: Please conclude.

5 MR. POTTER: Markay, maybe you can tell us a
6 little bit about the SPED cuts and what does that
7 mean for the average child that depends on those
8 programs?

9 MODERATOR FOWLER: Thank you, Mr. Potter.
10 Mr. Ruiz?

11 MS. OSTRO: We can just quickly respond. We do
12 continue to negotiate with the banks and anticipate
13 in the August meeting that we will ask for specific
14 authority in terms of bonding to pay for some of
15 the termination payments. We will have more
16 specifics later in the month.

17 Markay, did you want to make a couple
18 comments?

19 MS. WINSTON: Just one comment, Mr. Potter.
20 Relative to special education concerns that you
21 represented, what we've looked at relatively across
22 the Board is really dealing with a number of
23 classroom paraprofessionals, and that's where you
24 see some of the reductions. We're not touching any



1 of the individuals and we're not changing any
2 programs. In fact, we're enhancing by adding
3 additional programs for our preschool diverse
4 learners. So that's where we stand relative to
5 changes to our special education.

6 MODERATOR FOWLER: Mr. Ruiz.

7 MR. RUIZ: I want to say I graduated from CPS
8 high school, so I know firsthand how the budget
9 cuts affected me. We have money to build jails,
10 but when it comes to investing and keeping youth
11 out of jails, law makers want to act like they
12 don't know nothing, you know.

13 I see this budget here in the TIF surplus,
14 that should be like a big part of the pie chart
15 right here. You know, you're not looking at the
16 TIF funds, you know.

17 There's plans for a Noble charter school
18 where I live on the south side. How can you guys
19 consider building a charter school when our public
20 schools that are existing already aren't getting
21 adequate funding? I don't understand that, you
22 know.

23 We're demanding an elected school board,
24 so, Jesse, get ready for your campaign for



1 election.

2 VICE PRESIDENT RUIZ: I'll tell you, you know,
3 we don't build charter schools. They have to bring
4 their own facilities, and they get on the same per
5 pupil basis. And the BGA story that somebody
6 referenced today was, in fact, incorrect, and I
7 think you didn't see it run in the Sun-Times
8 because of that reason, that it was factually
9 incorrect. It was comparing '15 budget and '16
10 budget numbers which didn't compare properly.
11 Somebody talked to Sarah Carter and pointed out her
12 error, and so it was a misleading story.

13 And so just so you know, we don't build
14 those charter schools. And now --

15 MR. RUIZ: Approve the funding.

16 VICE PRESIDENT RUIZ: We get to approve the
17 funding, but the problem is that now there's a
18 state charter commission -- please, listen.
19 There's a state charter commission which happened
20 to years ago. If we don't approve and act on those
21 by law, under Illinois law, that they can go to the
22 charter commission and, just like we did two years
23 ago, and I forget the precise schools where we
24 denied the charter and the charter commission gave



1 them the charter and then we have no authority over
2 that charter whatsoever and they end up getting
3 more money from CPS.

4 So if we don't act on them by law, they
5 can circumvent us and go to the charter commission
6 and get their charter anyway. So if we denied
7 every single charter, you would still see more
8 charters. And, frankly, I was opposed to that law
9 when I was on the State Board of Education going
10 into effect about four, five years, about five, six
11 years ago because the State Board of Education was
12 the arbiter or the court of appeals when charters
13 were denied.

14 Two came my way when I was there from the
15 suburbs, Grayslake and in Matteson, I believe.
16 Blondean Davis opened up a charter school out
17 there, a former chief education officer at CPS, and
18 that was it. Chicago had authority to do its own.
19 We've lost that authority under the state law.

20 MR. RUIZ: Well, I'm saying, though, work
21 harder. Like you said, you have no official
22 authority over it, but you could use your voice as
23 the Board of Education --

24 VICE PRESIDENT RUIZ: I opposed the enacting of



1 the law in the first place. The General Assembly
2 passed it. That's the law until it's changed.

3 MR. RUIZ: Or until we get an elected school
4 board.

5 VICE PRESIDENT RUIZ: An elected school board
6 doesn't have anything to do with it. They would
7 have no control over that either.

8 MR. RUIZ: I know it doesn't, but it helps.

9 VICE PRESIDENT RUIZ: You could make that as
10 well.

11 MODERATOR FOWLER: Thank you. Our next
12 speakers, Speaker Number 6, Ms. Correa; Speaker
13 Number 7, Mr. Cornejo; Speaker Number 8, Mr. Bell,
14 Speaker Number 9, Ms. Alday; Speaker Number 10, I'm
15 not sure I can read it, Naomi Ohiri.

16 Ms. Correa.

17 MS. CORREA: Buenas tardes. Good afternoon.
18 (Through interpreter). First of all, I'm a mother
19 who has been affected by these budget cuts. These
20 are my children who come to the school, the school,
21 who are my children. They come from the
22 transportation from their school that is
23 Jorge Prieto. It used to be just two minutes away
24 from my home. Now they send them to one that takes



1 me 20 minutes. And my worry is now when the winter
2 comes. I'm asking CPS what is happening with all
3 these budget cuts? Where are our taxes? My worry
4 is that I have a husband who works 12 hours a day
5 and he pays taxes. And I'm a mother who is
6 dedicated to the education of her children. Why?
7 Because I don't want my children to have a life on
8 the streets where the government has to invest more
9 money in jails than education for my children.

10 what is going to happen with the children
11 of the future? That's what I'm asking CPS. That's
12 my worry, that I have to get up at 5:30, leave my
13 home at 6:20 to take my children, and by that time,
14 it is already the change of time so it's going to
15 be dark.

16 We need a change and we need support for
17 our brothers and sisters, Latinos and
18 African-Americans. We don't want more closed
19 schools. We want you to work. And I would like to
20 support so that my children can take the bus close
21 to their homes.

22 That's my big question. What are you
23 going to do to solve these problems? We don't want
24 our children on the streets. No more children at



1 McDonald's. No more children on the streets. They
2 are the future and we need a solution now.

3 I would like to ask a question to the
4 representatives from CPS. Would you like your
5 child to walk 20 to 25 minutes in the cold?

6 MODERATOR FOWLER: Thank you.

7 VICE PRESIDENT RUIZ: Of course not. We try to
8 do that, make sure that they have routes as close
9 to possible to their homes. (Spanish language.)

10 MS. CORREA: (Spanish language).

11 VICE PRESIDENT RUIZ: (In Spanish.)

12 VOICES: Translate, please. In English.

13 VICE PRESIDENT RUIZ: She's asking what
14 happened to all our taxes, and I'm saying,
15 unfortunately, the tax rate went down this past
16 year so there are less funds. So, yes, we should
17 all be paying more taxes. We all are going to be
18 paying more taxes to help fund our schools. And we
19 need that tax to be done in Springfield.

20 MODERATOR FOWLER: Thank you. Next speaker.
21 Jaime Cornejo.

22 MR. CORNEJO: It's actually Jaime. Thank you
23 very much. That's okay. I get that all the time.

24 well, I had prepared something, but I



1 wanted to start off, first of all, I'm a youth
2 mentor for the group Advanced Youth Leadership
3 Power which is a part of Access Living, a
4 disability advocacy organization in the City of
5 Chicago.

6 And, quite frankly, I don't want to hear
7 the words "expensive" or "in the way" anymore when
8 it comes to special education because we, as
9 advocates for AYLP, are quite disturbed and
10 distraught by the proposed CPS budget cuts that
11 will deeply affect special education and students
12 with disabilities. Because without advocate
13 support, how are our students with disabilities
14 that are talented and intelligent supposed to
15 achieve their goals, further their education or
16 even have access to decent housing in the City of
17 Chicago? And even further, how are they supposed
18 to get employment as adults like myself with a
19 disability?

20 I'm an adult, unemployed adult with a
21 disability living in the City of Chicago. And with
22 the 625 staff positions that will likely be cut
23 from the special education budget in CPS, there's a
24 lack of good investment in it. So I ask you all, I



1 ask the Board to invest in us and not divest in us.
2 We are worthy and we are 50,000 strong, 50,000
3 students with disabilities or more in the system,
4 and we deserve equitable education.

5 We need these systems -- we need these
6 support systems and services right now because we
7 cannot miss out on future opportunities. We're not
8 a nuisance in the system. We don't want to be
9 last. We want to be considered on the top list
10 right now. We deserve equal education because it's
11 our civil right as people with disabilities.

12 What will happen? Are we going to be sent
13 to jail again because --

14 MODERATOR FOWLER: Please conclude your
15 comments.

16 MR. CORNEJO: -- because of our disabilities?
17 We don't -- I'm against the school-to-prison
18 pipeline. We need to be over -- we need to be
19 overprepared. There needs to be more staff at the
20 beginning of the school year. Thank you very much.

21 MODERATOR FOWLER: Thanks for your comments.

22 MS. WINSTON: Thank you for sharing your
23 comments from Access Living relative to students
24 with disabilities. When you comment about not



1 wanting us to perceive students with disability as
2 less than or nuance, nobody that I'm talking to has
3 that perception. What we are, in fact, trying to
4 do is we're trying to make sure that we're aligning
5 all of the supports and services that we're
6 delivering to the ISBE guidelines. I think all of
7 us are in agreement perhaps that ISBE guidelines
8 are the guidelines that we are required to follow.
9 And so as we're looking at our staffing ratios and
10 we're looking at the number of students in our
11 district, our efforts have truly been to make sure
12 that we're close in alignment with that.

13 We haven't been in alignment. We noticed
14 that we had a decline in students within our
15 Chicago Public Schools, and yet we continue to have
16 increases in our staffing. And so part of the
17 effort is, one, to make sure that we're closer
18 aligned with our class size ratios; but, at the
19 same time, we're not watering down or compromising
20 the quality of supports and services that we're
21 delivering.

22 So, like you, we want to make sure that
23 our students with disabilities are graduating. We
24 want to make sure they have opportunities to go to



1 college and that they have opportunities to be
2 employed. Those are the same goals that we've had
3 in the past and those are the same goals and
4 priorities that we will maintain in the future.

5 MR. CORNEJO: Right, but why is it the reading
6 levels of students with disabilities have decreased
7 so that, therefore, makes it harder for them to
8 achieve equal opportunity in terms of employment?
9 And there's 30 percent of people with learning
10 disabilities within CPS -- or 60 percent of people
11 that have mental health issues that are going to,
12 you know, our juvenile centers, and that can't keep
13 happening.

14 MODERATOR FOWLER: Mr. Cornejo, your time is
15 up. Thank you. Dion Bell.

16 MR. BELL: Hi. My name is Dion Bell from
17 Communities United. I graduated from Roosevelt
18 High School last school year. Just because I
19 graduated doesn't mean I don't care about my school
20 anymore. It's like a second home to me.

21 In the past two years, Roosevelt lost over
22 \$1.8 million. As a result, we lost a dozen
23 teachers -- well, about a dozen teachers from
24 classes and many other school programs. There were



1 not enough teachers to teach the classes that we
2 had left. There were not enough books, so we had
3 to share. Our books were ripped, torn, missing
4 pages or completely outdated.

5 This year, Roosevelt lost \$871,000. It
6 lost 11 staff positions. This is on top of the
7 \$1.8 million we lost in the past two years.
8 Everything will be worse this year. There will be
9 less teachers, less classes, and less resources for
10 our students.

11 I do not go to Roosevelt anymore, but that
12 doesn't -- but I don't want to see a school that I
13 spent the last four years of my life be ripped out
14 because CPS couldn't get their act together. Thank
15 you.

16 MODERATOR FOWLER: Thank you. Speaker
17 Number 9, Alday.

18 MS. ALDAY: (Through interpreter.) My name is
19 Merced Alday, and I'm on Communities United. We're
20 here because we are worried about the firing of
21 special needs teachers. This is a problem. For
22 example, at Roosevelt School, they fired four
23 teachers of special needs -- four special needs
24 teachers. These teachers are important to help



1 children to move forward. This way, the students
2 don't get stuck. Because if they don't receive
3 this help, these children are going to be
4 frustrated for the future.

5 MODERATOR FOWLER: Thank you. Speaker
6 Number 10.

7 MS. OHIRI: Hi. My name is Naomi Ohiri. I'm
8 from the Jackie Vaughn School. I'm concerned for
9 this proposed budget. I just want you to know this
10 is the fall-out if you were to persist in going on
11 with these cuts.

12 We are about 208 total at our little
13 school. We were punished heavily. We lost 23
14 paraprofessional positions. We lost five teacher
15 positions. And now I understand we got some of
16 those back; but I want you to know every time you
17 make a cut, we lose a child.

18 We are a school of diverse learners. Each
19 one has their own inability, disability; and when
20 you can't address that individual's particular
21 need, you lose a child. We are a fall-out if you
22 keep continuing with this budget that you're going
23 to give to us. We can't survive off of that.
24 We're already reeling from the last cut you made.



1 We're already understaffed. Even our gymnastic
2 teacher doesn't -- he doesn't even have enough
3 people to help him take the kids either upstairs or
4 downstairs because we don't have the teachers, and
5 now you are taking away five of our teachers.

6 We want our teachers. We want our
7 paraprofessionals because if we don't have those
8 people, where do we go? We have -- you know, we
9 are hurting. Don't hurt us anymore. Please. We
10 need those positions. We need those
11 paraprofessionals. We need our teachers. And we
12 are a group, we are a strong LSC, and we want you
13 to know we are here. Don't do this to us, please.
14 I'm pleading to your humanity. Whom you cut, you
15 cut to the bone, and we are the bone, and we invest
16 in our kids.

17 And this is my child. I want her to be
18 able to fill out a job application. I want her to
19 be able to be a viable child. (Applause) -- a
20 citizenship in this world. Don't cut us off before
21 we have a chance to even see who she is. I invite
22 you to come to Vaughn and see who we are and see if
23 you are not turned around. No matter who you are,
24 we want you to come.



1 MODERATOR FOWLER: Thank you.

2 MS. OHIRI: -- do not reduce our -- make us one
3 person.

4 MODERATOR FOWLER: Thank you.

5 MS. WINSTON: Thank you for your comments
6 regarding Vaughn School. What I would just comment
7 to you is I know very well what the situation is at
8 Vaughn, and my staff and my deputy chief has, in
9 fact, visited with your principal and met with your
10 assistant principal and talked with your staff and,
11 in fact, today attended the LSC meeting. So we
12 have, in fact, been able to make some corrections
13 to the budget situation at Vaughn relative to the
14 data that was provided.

15 So note that that is very much a priority
16 for us, and we enjoyed working collaboratively with
17 the Vaughn leadership team to address those
18 changes.

19 A VOICE: One teacher, 26 aides.

20 MODERATOR FOWLER: Our next speaker, Speaker
21 Number 11, Betts, Speaker Number 12, Sosa.

22 MR. SOSA: Sosa.

23 MODERATOR FOWLER: I'm sorry. Speaker
24 Number 13, Sheridan. Speaker 14, Taylor. And



1 Speaker Number 15, Lee.

2 MS. BETTS: Good afternoon. I, too, am a
3 parent at Vaughn. I have a scenario for you guys.
4 First, I have a question. Do any of you have a
5 child with disabilities? Then I wondered if you
6 know how we feel. I pray that you do feel what we
7 are feeling when they said that they cut those 23,
8 24 people, those paraprofessionals.

9 How would you feel if you had a child
10 that's blind and had no aide, to walk down those
11 stairs without an aide? There's an accident just
12 waiting to happen. How would you feel if your
13 child had to go to the bathroom in a wheelchair and
14 has to wait because there is only one teacher in
15 the classroom? There's not an aide there. So now
16 the teacher has to take the entire class to the
17 bathroom like they're in first grade to go and aid
18 this one child which is going to take maybe about
19 10 minutes to change this person. I think
20 sometimes people have the right to -- we don't want
21 everyone knowing that you're going to the bathroom,
22 you know.

23 As I said, you guys, just take into
24 consideration what we're seeing. Yes, you guys



1 have helped us to get some of our staff back, our
2 paraprofessionals. We need all of them back.
3 Every child needs an aide. Don't take the aide.
4 Don't take the help because when you take that
5 help, then it puts pressure on the next teacher to
6 aid. So someone misses out. And, unfortunately,
7 maybe my child or it will be somebody else. I just
8 want to say everybody deserves the same help.
9 Also, come visit Vaughn.

10 MODERATOR FOWLER: Thank you for your comments.
11 Please conclude.

12 MS. BETTS: Just come visit Vaughn. Feel the
13 love that the staff gives our children. You would
14 be pleased and proud if you saw. Just come. Come
15 down.

16 MODERATOR FOWLER: Thank you.

17 MS. WINSTON: I have visited Vaughn and I will
18 continue to visit Vaughn.

19 MODERATOR FOWLER: Sosa.

20 MR. SOSA: Greetings. I bring a message from
21 the folks that are along with me that are carrying
22 out a hunger strike outside Dyett. I know that you
23 know about it, Jesse. We brought it up to you
24 many, many times.



1 I am not from the south side. I'm not,
2 you know -- I haven't been to Dyett. I haven't
3 been a student there, but what you guys have done
4 to the African-American community in this city has
5 no name. What you continue to do, it's called
6 Dyett High School.

7 You -- like I told David Vitale last time,
8 what can you do with \$10 million? What would you
9 have done with the \$10 million that Barbara
10 Byrd-Bennett gave to the folks? How much did those
11 people make out of this deal? We're talking about
12 people that have given you all kinds of reasons to
13 approve them. People have opened their hearts.
14 People have told you, you know, that they can't go
15 in this community without these schools, and you
16 continue to refuse them.

17 You know, as a matter of fact the Dyett
18 obligation that Coglán (phonetic) put forward is
19 the only value education that you have. The other
20 two obligations, one of them was out of deadline,
21 and the other one has no community support.
22 Therefore, those two should be tossed out.

23 Do the right thing for once. Listen to
24 the people that want to continue to be part of



1 Chicago. Stop discriminating people on the basis
2 of their color, on the basis of their income. You
3 know, give them a chance to stay in the City of
4 Chicago. What kind of city are we going to build?
5 Just a city for rich people where black people and
6 brown people have no place?

7 You have a lot to say about this.

8 (Applause) -- you say you have ideas. I don't
9 believe you. Why don't you put it forward at the
10 Board meeting and become our advocate?

11 MODERATOR FOWLER: Please conclude.

12 MR. SOSA: If you can't get this done, you
13 know, just quit, like you took the jobs of all
14 these teachers. Then you don't --

15 MODERATOR FOWLER: Thank you, Mr. Sosa.

16 Sheridan.

17 MS. SHERIDAN: Hi. My name is Gabriel. I'm a
18 teacher. I've been teaching for 17 years for
19 Chicago Public Schools, and I really do love my
20 job. I love the students and families that I
21 serve.

22 And I came before you at one of the other
23 hearings and I had a statement prepared at that
24 hearing and set it aside because I genuinely wanted



1 to ask you about how my pension is being blamed for
2 this financial crisis. And, today, I was going to
3 have a whole another statement prepared for you,
4 and, again, I have to set it aside because I am
5 perplexed again, this time about your explanation
6 about how the charters are funded.

7 I know that my tax money partially
8 supports these charter schools, and I know that
9 many of the people in Chicago would rather have my
10 tax money go toward the neighborhood schools that
11 already exist. So I hear that they're saying that
12 these charter schools come with their own
13 facilities, and I know that they can be a
14 money-maker for the people who are bringing the
15 charters forward, but I also know that my tax money
16 goes for them.

17 So I really genuinely would like more full
18 explanation about how my pension, which was a
19 promise to me that was originally intended to
20 attract highly qualified teachers to stay in the
21 profession instead of Social Security, which I have
22 not paid into all these 17 years. So when I go out
23 of the business, I have to rely on this pension;
24 but somehow the public is being led to believe that



1 my pension, which was a promise made to me to
2 continue to educate myself for this profession, is
3 now a crisis.

4 In the meantime, all these people want to
5 know why the money -- a lot of revenue has been
6 talked about that's not being tapped into; but
7 there's also misspending, and you sort of -- you
8 sort of put off that young man who asked about the
9 elected school board and certainly --

10 MODERATOR FOWLER: Please conclude.

11 MS. SHERIDAN: -- there are lots of decisions
12 to be made, but there does seem to be a
13 mismanagement of funds according to what people
14 would like our tax money to be paid for.

15 VICE PRESIDENT RUIZ: If I could speak briefly.
16 Nobody is blaming your pension fund. You're
17 entitled to it. We want to honor it.

18 what I'm blaming is the state doesn't
19 treat Chicago as they treat every other district
20 where they pay every other district's contribution
21 to the pension funds, the TRS. We almost have a
22 200 times differential on how much we get per
23 pupil, about \$31 to 2600 more -- \$2600 that --
24 \$2,066, I believe the number is, that other



1 students get across the state of Illinois. You
2 know, \$31 versus over \$2000. That's what we're
3 blaming.

4 MS. SHERIDAN: well, I do appreciate your
5 comments earlier and right now. I do feel like the
6 state is blaming the city and the city turns around
7 and blames the state and both are blaming the
8 pension.

9 VICE PRESIDENT RUIZ: I'm not blaming the
10 pension. You never heard me say that. It's a
11 disparity in how pensions are funded across the
12 State of Illinois.

13 Ms. Sheridan: The funding is there. There's
14 also some revenue that people have mentioned
15 tonight. I'm really, really hopeful --

16 VICE PRESIDENT RUIZ: I hear you. We're trying
17 to get to additional revenues that's favorable to
18 everybody.

19 MODERATOR FOWLER: Thank you. Mr. Taylor.

20 MR. TAYLOR: In 1979, I graduated from Chicago
21 Metropolitan High School, first magnet school and
22 first alternative school in this nation. The next
23 year, in 1980, this Board entered into a
24 desegregation decree wherein you admitted for



1 decades how it and the CHA had been using schools
2 to segregate and discriminate against black people.

3 In 2009, you went in front of the judge to
4 bring down the desegregation decree. Basically
5 what you said was the school board was just too big
6 to do -- you just cannot do it because we do not
7 have enough white people in the system that we
8 can't do. Then four years later, you closed 50
9 schools in predominantly black and brown
10 neighborhoods and four white neighborhoods.

11 Then after that, in 2015, you said -- in
12 2013, you said you would not sell these schools.
13 You turned around and sell these schools. You sell
14 one on 45th and Indiana for \$300,000, a property
15 that was worth \$5 million, but you sold it for
16 \$300,000. You sold one on 61st and wabash for less
17 than \$300,000. And you ask where is your revenue.
18 One of these, one on 61st and wabash did go to a
19 charter school.

20 Now I ask you, since they have lifted this
21 decree, is this Board going to keep the history of
22 segregation that you have which you already
23 admitted to or are you going to finally turn around
24 and try to stand with the people?



1 We ask you to make a decision on Dyett on
2 August 26th. Why do we have to go through this RFP
3 process? Nobody else has to do that. With King,
4 they gave them the school within two weeks, no RFP
5 process.

6 So we want to know, are you going to stand
7 with us or are you going to stand like all the rest
8 of the boards to discriminate and segregate against
9 the people of Chicago?

10 MODERATOR FOWLER: Please conclude.

11 MR. TAYLOR: Thank you.

12 MODERATOR FOWLER: Thank you for your comments.
13 Speaker Lee.

14 MS. LEE: CPS is claiming to be broke, but we
15 recognize CPS is broke on purpose. CPS continues
16 to starve neighborhood schools while at the same
17 time exponentially growing contracting charter
18 schools.

19 We, as taxpayers in Bronzeville and across
20 the City of Chicago, stand together saying that we
21 want the Dyett Global Leadership & Green Technology
22 High School. We want the same quality schools in
23 our community. We have 1200 strikers in
24 Bronzeville right now fighting for quality,



1 world-class education.

2 So you all talk about the fact that there
3 needs to be equity. Yes, there needs to be equity
4 throughout the City of Chicago. And the black and
5 brown communities, we get their closed schools. We
6 get closed hospitals. We get no jobs. But in
7 other neighborhoods, they get world-class
8 education, and those children deserve it. But so
9 do black children on the south side of Chicago.

10 We deserve quality schools throughout the
11 City of Chicago. The Dyett Global Leadership &
12 Green Technology plan is the best academic plan,
13 and you know that, Mr. Ruiz. You know we have the
14 best plan. We want a vote on the Dyett RFP on
15 August 26th. We want to make sure that we have
16 quality schools that are not starved as the goal of
17 charter and contract schools and the budget
18 reflects that. We need equity, we need equity
19 throughout the district and not just in certain
20 communities. Thank you.

21 MODERATOR FOWLER: Thank you, Speaker Lee. The
22 next speakers, Speaker Waller and Speaker Lanking.

23 MS. WALLER: Good evening, Board Members. I am
24 a special educator, and I am very concerned about



1 this state of affairs with special education.
2 Christopher, Montefiore, Beard. One of 68 students
3 in the United States will be diagnosed with autism.
4 One in six will be diagnosed with developmental
5 disabilities. 11 percent of children will be
6 diagnosed with ADHD.

7 Is this the time for us to have less
8 teachers, less support staff when we have over
9 50,000 IEPs in the system? with all due respect,
10 Ms. Winston, have you been to these schools? Have
11 you been to Christopher? Have you been to
12 Montefiore? Have you been to Beard?

13 MS. WINSTON: Yes.

14 MS. WALLER: You have been to Beard?

15 MS. WINSTON: Yes.

16 MS. WALLER: Was it this year?

17 MS. WINSTON: Not this year.

18 MS. WALLER: Okay. Because I was there.

19 I want to ask you, these schools are going
20 to be suffering with these cuts. They're morally,
21 they're morally wrong.

22 And you mentioned something about ISBE
23 rules. But there's a federal law that says these
24 children are entitled to a free and appropriate



1 public education -- not private, public -- that's
2 going to meet their unique needs.

3 I ask you a rhetorical question, and this
4 is this: when you go home and you're laying in the
5 solitude of your home and you think about your day,
6 what faces do you see? Because I'll tell you the
7 faces that I see. I see the children that say, you
8 told me I could. I stuck with it. I didn't give
9 up because you told me not to. I see the parents
10 at graduation that say -- they're crying, but
11 they're not crying because they're happy. They're
12 crying because --

13 MODERATOR FOWLER: Please conclude.

14 MS. WALLER: -- the system is going to start
15 all over again with them trying to find a place for
16 their children to go. Don't ignore the elephant in
17 the room.

18 MODERATOR FOWLER: Thank you.

19 MS. WALLER: It's revenue.

20 MODERATOR FOWLER: Thank you, Ms. Waller.
21 Speaker Lanking.

22 MS. LANKING: Good evening. I'm kind of
23 nervous. You know, it's kind of like, to me, like
24 gun violence. I lost two young cousins last year,



1 and, you know, it don't affect you until it happens
2 to you. And that's how it feels now.

3 I'm 33 years old. I have a 16-year-old
4 son who has cerebral palsy. He has cognitive
5 impairments and he attends Vaughn. So when they
6 called me up with this, it hit me. I'm so
7 emotional. Like I said, I'm a single mom working a
8 seasonal job. My son get up for the
9 transportation. We live 319 South Loomis, and
10 Jackie Vaughn is 4355 North Linder. My son wait
11 for the bus at 5:45 in the morning for school. I
12 can't get him to school.

13 My son has special needs. Yes, it is.
14 That's the way of making it sound good, right? But
15 I know I have a disabled child. I know that. I'm
16 always teaching my child, you don't need sympathy
17 from nobody. If they don't push the chair, you do
18 it. You make do with what you do. But when you
19 take this away, the aides, my son can't help get
20 his belt on. It limits his life. I have jogging
21 pants for him.

22 No. Please don't limit mine. Please
23 don't. You gave us one teacher, Dr. Foley. That's
24 the name, Foley? I don't know. She's the deputy



1 chief.

2 MS. WINSTON: Yes, ma'am.

3 MS. LANKING: Ma'am, you look very cute with
4 your red lips, very cute.

5 Dr. Foley didn't matter too much to me
6 today. Because it's not affecting her. If it's
7 not affecting you, you going to let it go. But it
8 hit home. It hit home.

9 MODERATOR FOWLER: Please conclude.

10 MS. LANKING: I posted it on Facebook. I
11 didn't really care for it because I'm upset, and I
12 will be at every meeting towards this. I'll lose
13 my job. I don't care because it's my child's life.
14 Thank you.

15 MODERATOR FOWLER: Thank you. That concludes
16 the speakers on our list this evening. Thank you
17 for coming out. At this time, that concludes our
18 activities. Thank you.

19 VICE PRESIDENT RUIZ: Thank you, all.

20 MS. WINSTON: Thank you.

21 (whereupon, the Public Hearing
22 adjourned at 7:11 o'clock p.m.)

23

24



1 STATE OF ILLINOIS)
2) SS:
3 COUNTY OF W I L L)
4

5 ANNA M. MORALES, as an Officer of the
6 Court, says that she is a shorthand reporter doing
7 business in the State of Illinois; that she
8 reported in shorthand the proceedings of said
9 Public Hearing, and that the foregoing is a true
10 and correct transcript of her shorthand notes so
11 taken as aforesaid, and contains the proceedings
12 given at said Public Hearing.

13 IN TESTIMONY WHEREOF: I have hereunto set
14 my verified digital signature this 19th day of
15 August, 2015.

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17
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20

21 Illinois Certified Shorthand Reporter
22
23
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