

**In The Matter Of:**  
*WESTINGHOUSE HIGH SCHOOL*  
*MANAGEMENT AND BUDGET*

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*FISCAL YEAR 2011-2012*  
*August 11, 2011*

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79 West Monroe Street, Suite 1325  
Chicago, Illinois 60603  
[www.smithsreporting.com](http://www.smithsreporting.com)  
Toll Free: (866) 654-3468 Fax: (312) 726-2336

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OFFICE OF MANAGEMENT AND BUDGET  
FISCAL YEAR 2011 - 2012 PROPOSED BUDGET  
PUBLIC HEARING

THURSDAY  
AUGUST 11, 2011  
7:00 P.M.

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

1                   **PRESENT:**

2  
3                   **MS. MELANIE SHAKER**  
4                   **Chief Financial Officer**

5  
6  
7                   **MR. ARNALDO RIVERA**  
8                   **Deputy Budget Director**

9  
10  
11                  **MS. GINGER OSTRO**  
12                  **Budget & Grants Officer**

13  
14  
15                  **MS. ADRIA HUSBAND**  
16                  **Senior Manager in Budget Office**

17  
18                  **MS. JORY SIMMONS**  
19                  **Moderator**

20  
21  
22   **Reported by: Nancy G. Jackson**

23   **License No. 084-001454.**

1 MS. SIMMONS: Good evening and  
2 welcome to the Chicago Public School proposed  
3 budget hearing. For this evening we have provided  
4 a Spanish translator as well as a sign language  
5 interpreter. If there is anyone who needs  
6 assistance, please raise  
7 your hand now.

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

12 (No response)

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

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

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

24 (Applause)

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

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

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

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

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

22 UNIDENTIFIED VOICE: There was  
23 no registration table.

24 MS. SIMMONS: There was a

1 registration table when we began. Registration  
2 was from 6:00 to 7:00 p.m. Now registration is  
3 closed.

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

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

12 I will be your moderator for the  
13 evening and I will indicate when your time is up.  
14 The public hearing is scheduled to end at 9:00  
15 p.m. On behalf of Chicago Public Schools, thank  
16 you for taking the time to participate in the  
17 hearing.

18 UNIDENTIFIED SPEAKER: What is  
19 your name?

20 MS. SIMMONS: My name is Jory  
21 Simmons.

22 MS. SHAKER: Good evening  
23 everybody, I am Melanie Shaker, I am Interim Chief  
24 Financial Officer and President of Chicago Public

1 Schools.

2                   This is our second budget hearing.  
3 The first one was a success, I think. We are here  
4 to listen to you. This is the whole purpose of  
5 having these meetings, and I do want to invite you  
6 to continue the conversation. This year is the  
7 first time we are doing it. If you look on this  
8 agenda you will see a website, and on that website  
9 you can continue to give us comments to let us  
10 know what you think.

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

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

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

23                   MS. OSTRO: Thank you so much for  
24 coming out. We really appreciate the opportunity

1 to share with you just a few remarks, give you a  
2 quick overview of the budget that we are  
3 proposing, and then give you a chance to give us  
4 some feedback. So Arnaldo and I are going to  
5 share the presentation to give you this overview.

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

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

24 But we weren't only focused on



1 reductions in this budget, we were also focused on  
2 areas that we could invest in. So you will see  
3 that we maintained some critical investments and  
4 were able to add some funding to priority areas,  
5 areas that we think you will find as important as  
6 we do.

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

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

21                   If you take a look at the blue line  
22 going up, what you see is that those are revenues.  
23 Those are monies that are coming into the system  
24 that we have to operate with. You can see that it

1 has gone up every year until 2011. And then we  
2 see between 2011, and I should be specific here,  
3 that these are on a fiscal year basis; and by  
4 fiscal year, that's the year that we calculate our  
5 budget, which is July 1 to June 30 of each year.

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

17               But as you also see, the red  
18 line, that's our expenditures or spending. You  
19 can see that that too has gone up over time, but  
20 in fiscal 2012, we still have the red line over  
21 the blue line, which means we have spending that's  
22 in excess of our revenue. We have more to spend  
23 than we have money coming in, and that's why we  
24 have to tap into our reserves to actually make

1 this budget work.

2 Let's talk first about the  
3 investments that we have made in this budget, what  
4 are the areas that are priorities for us. And  
5 first and most important is that we maintain class  
6 size throughout the district. Class size is  
7 maintained. We've also maintained funding for  
8 pre-K programs, recognizing the importance of  
9 early childhood, and have been able to expand all  
10 day kindergarten for 6,000 students. That's a 15  
11 million dollars investment that we are making for  
12 all day kindergarten.

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

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

23 MR. RIVERA: So this graph shows  
24 the entire operating budget broken out by units.

1 And as you can see, 75 percent of a money budget  
2 for the upcoming school year, the upcoming fiscal  
3 year, is at the school level. 21 percent is  
4 citywide programming, and that includes clinician  
5 support such as nurses, speech pathologists,  
6 social workers that are budgeted at the school  
7 unit but are deployed to local schools.

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

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

20                   This graph shows the actions that  
21 have been taken since the new team came in and  
22 inherited the 712 million dollars deficit. You  
23 will see the first action that was taken was the  
24 foregoing of the 4 percent of the cost of living

1 adjustments for all unionized personnel. You will  
2 see the 107 million dollar reduction at the  
3 central office network and other operational  
4 levels.

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

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

16 The next line you will see 86.7  
17 million dollars in program reductions. So in this  
18 86.7 million dollars was a lot of trimming of  
19 supplemental programming. So we don't want to  
20 downplay the impact that some of these reductions  
21 have. A lot them are going to have impact at the  
22 school level, but our hope was that by targeting  
23 supplemental programming, we were able to maintain  
24 the core instruction and hoping to minimize the

1 impact. You will see the 150 million dollars in  
2 increasing property tax that Ginger will speak to  
3 a little bit more in detail.

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

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

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

20 Let me show you some of the  
21 things that we would have had to do. We would  
22 have had to violate our first core principle by  
23 increasing class size. We would not only have  
24 not been able to invest in full day kindergarten

1 for more students, we would have had to eliminate  
2 all the full day kindergartens we are currently  
3 able to fund. Rather than maintaining early  
4 childhood education programs, we would have had to  
5 cut them twenty percent. We would have made other  
6 reductions as you see here, including a  
7 significant reduction in bonds preventions  
8 initiatives.

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

17                   Here's what some of the proposed  
18 details are. We estimate that the impact on the  
19 average homeowner of a 250 thousand dollars home  
20 would be about 84 dollars per year. The average  
21 tax on this home was about 1,776 dollars,  
22 obviously with about 84 dollars more, it  
23 would be about 1,860 dollars, it totaled on a  
24 total property tax bill, that would be about a 2.4

1 percent increase.

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

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

20                   We get money from the State of  
21 Illinois and we receive money from the federal  
22 government. And you can see in each of those  
23 areas, the numbers on the far right in the  
24 parentheses are down year after year. We have



1 less money, 256 million dollars less in 2012 than  
2 we had last year, so you have less money to spend  
3 and yet very important priorities to spend money  
4 on.

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

17 But as you can see, if you look  
18 at the very bottom line, even after all the  
19 actions that we've taken, after the property tax  
20 increase you still have a negative 241, negative  
21 241 million dollars deficit in the current year  
22 that we have to address.

23 But, fortunately, if you look  
24 just to the left, in 2011 we over realized our

1 revenue. We received more money than we had  
2 anticipated, so we ended up with 288.5 million  
3 dollars of revenue beyond what we spent last year,  
4 and that's primarily because of some things that  
5 happened one time. We did receive money from the  
6 State of Illinois that we didn't anticipate in  
7 2011, and that helped us achieve more than we had  
8 anticipated.

9                   We did do some refinancing with  
10 some of the funds in the amount that we owed to  
11 our bond holders, and we did benefit from some TIF  
12 money that came in one time in fiscal 2011 that  
13 will be available in 2012. But what you also  
14 notice is that 288 million dollars that we have in  
15 2011 pretty much helped us close the deficit in  
16 2012. That 288 million dollars is how we are  
17 going to balance the budget and pay for the  
18 additional 241 million dollars of expenses.

19                   Let me talk just a little bit  
20 about what happened in the years going forward.  
21 The picture I just showed you is for the current  
22 year. This talks about the years going out in  
23 2013 and 2014, because we do have to focus on the  
24 long term picture.

1                   So for the first two years are  
2 the numbers we just looked at, a little bit of  
3 surplus in 2011 that will help offset the deficit  
4 in 2012, so for two years we balanced the budget,  
5 but the challenges going forward get worse.

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

20                   So this budget, we recognize, is  
21 a real challenge. We've made some hard choices  
22 striking things away from reductions, away  
23 from the classroom; but, as we look forward, we do  
24 have some challenges ahead. So what I hope you

1 take away from this brief overview today is that  
2 we did have some very difficult decisions to make,  
3 that we did make a decision to keep the reductions  
4 as far away from the classroom as possible, that  
5 we were able to maintain class size and other  
6 important priorities, including prepaid programs,  
7 full day programs, and others that we have gone  
8 through and that we will continue to move forward  
9 to identify other ways to improve efficiencies,  
10 streamline programs, and achieve other savings,  
11 but we also want to remind everyone that we don't  
12 want to make the kinds of deep cuts that are  
13 outlined in the slide if we don't increase the  
14 property tax. We don't want to be cutting pre-K.  
15 We don't want to be increasing class size and  
16 that's why we made the recommendation for the  
17 property tax increase.

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

21 MS. SIMMONS: I would like to  
22 call our first speakers for the evening. Again we  
23 would like you to keep in mind that we would like  
24 to keep our comments to 2 minutes. At the one

1 minute thirty seconds mark, we will ask you to  
2 please conclude and we ask you to keep your  
3 comments directed toward the budget. So our first  
4 few speakers will be Valerie Leonard, Dwayne  
5 Truss, Vanessa Redmond and Jemish King. And when  
6 you come to the mike, please say your name.

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

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

15 We had a chance to look at the  
16 budget and we're really dismayed at the way it was  
17 balanced. You actually had to go into reserves.  
18 You also had to cut into a number of programming,  
19 even though they were supplemental. We do think  
20 that these programs were very, very valuable. But  
21 most importantly, we're really concerned about the  
22 fact that you have to raise taxes by 150 million  
23 dollars. Clearly, the TIF program is at work  
24 here.

1                   We did a -- did a review of a  
2     study that was conducted by SEIU. They found by  
3     looking at 2009 revenues for the TIF fund, that  
4     there was actually a surplus of over a billion  
5     dollars and of that amount, 866 million dollars was  
6     uncommitted with nothing, no programs attached to  
7     it, no projects attached to it.

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

17                  We are also concerned that we  
18    noticed that you did a list of projects. You  
19    outlined about 140 million dollars of cuts that  
20    could be spared if you got 150 million dollars in  
21    property tax increases. It is not clear to us  
22    what this 150 million dollars tax increase  
23    represents. Are you actually asking for a total  
24    of 150 million dollars, or is that net of any TIF

1 funds? So we are really at the --

2 MS. SIMMONS: Ms. Speaker,  
3 please conclude.

4 MS. LEONARD: Yes, I will.

5 So we are basically  
6 wondering, are you looking at actually raising  
7 taxes by 300 million dollars or to generate that  
8 150 million dollars, or will that 150 million  
9 dollars after the TIF is applied only generate 75  
10 million dollars?

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

17 Thank you very much.

18 MS. SIMMONS: Thank you.

19 (Applause)

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

24 We did get a TIF surplus this

1 year. We use the phrase one time. What we mean  
2 by that, that is unusual, infrequent, rarely.

3 The 140 million dollars that we got  
4 in TIF surplus is non-commonplace occurrence.  
5 There are two different kinds of TIF revenue that  
6 CPS can receive. One kind of TIF revenue we get  
7 every year and we have to use it for capital  
8 purposes. That means we have to build schools  
9 with it. We can't use it to pay salaries. It is  
10 not allowed, it's restricted to capital projects.

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

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

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



1 districts, TIF balances in each of those accounts.

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

7 UNIDENTIFIED VOICE:(Inaudible.)

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

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

16 Dwayne Truss.

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

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

22 Does that count toward the two  
23 minutes when you're giving your name to the  
24 reporter? I'm serious. I was at a hearing before

1 and they did that. So officially two minutes  
2 count, fine.

3 How you doing?

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

10 (Applause.)

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

21 There should not be any property tax  
22 increase only until that TIF surplus is tapped  
23 first, because in my analysis this is double  
24 taxation, this is double taxation.

1 (Applause.)

2 MR. TRUSS: If you look at the  
3 property tax, half of it goes to schools. They  
4 have-- look at your bill, they will tell you.  
5 It's being diverted to United Airlines, 31 million  
6 dollars. Coca Cola, 3 million dollars. Rush  
7 Hospital 75 million dollars and then talking about  
8 creating jobs. What you don't understand,  
9 teachers are economic development. They are going  
10 to give our kids the foundation. Just like the  
11 suburban school districts, we've got to fight for  
12 quality teachers and support our teachers.

13 (Applause.)

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

1 (Applause.)

2 MS. SIMMONS: Mr. Speaker,  
3 please conclude.

4 MR. TRUSS: And also start  
5 going to the board meetings pulling up those board  
6 reports.

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

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

20 MS. SIMMONS: Please conclude.

21 MR. TRUSS: -- where kids,  
22 versus paying these suburban contractors, take  
23 money out of the schools.

24 Thank you very much for indulging

1 me. You all take care.

2 (Applause.)

3 MS. SIMMONS: Vanessa Redmond.

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

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

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

18 (Applause.)

19 MS. SIMMONS: Jemisha King.

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

23 I'm just here to talk about the 7  
24 million dollars and the investment in like how I

1 go to a public school where, well I go to Gage  
2 Park now, how they spending much money on security  
3 that is not really doing anything. The police  
4 officer really just sitting there. It's basically  
5 money being spent on things that don't suppose to  
6 be spent and basically money that's being wasted  
7 that could go to our learning.

8 (Applause.)

9 MS. SIMMONS: Thank you.

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

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

15 Following Jeanette will be Lourdes  
16 Gonzales.

17 Christine Mayle.

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

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

24 With that said, the Chicago

1 Public Schools ideally expresses the value of a  
2 first class education that we want for our  
3 children no matter where they live.

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

13 However, during our analysis  
14 of this budget, we found gross errors, widespread  
15 accounting problems and misplaced priorities. 87  
16 million dollars in cuts to student programs will  
17 only harm your students and lead to the firing of  
18 hundreds of educators, the same ones who was just  
19 denied our contractual 4 percent raises just weeks  
20 ago. The decision to renege on the raises of  
21 teachers, lunchroom workers, engineers, janitors,  
22 security guards will cost the City 1.3 billion  
23 dollars that would have gone back into the local  
24 economy had we had it to spend.

1                   This budget continues to  
2   overstate the teachers' salaries by 50 million  
3   dollars. How can we trust the budget when it  
4   misstates students and employees numbers and hides  
5   its surpluses? What is to be said by a financial  
6   system that continues to rob our schools of more  
7   than 250 million dollars annually through TIF's,  
8   the private slush funds for developers and the  
9   politically connected.

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

19                  Why can't the Board of Education  
20   renegotiate toxic bank swaps that cost the schools  
21   36 million dollars a year?

22                   MS. SIMMONS: Please conclude.

23                   MS. MAYLE: Come on, I have  
24   some good lines coming up.



1                   Why are you wasting money on a  
2   slew of outside consultants, pouring our public  
3   dollars into privately operated charter schools.  
4   It's the same old same old. Cut. Cut. Fire.  
5   Fire. When that does not work, it's close down  
6   the schools. CPS is going backward downhill on  
7   roller skates. The Board is adept at subtraction,  
8   sometimes division, but it's often deficient in  
9   addition.

10                   Thank you.

11                               (Applause.)

12                   MS. SIMMONS: Thank you.

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

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

24                               (Applause.)

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

20 To close out, think about it.  
21 It's everyone's education. Stop protecting these  
22 experiments. I'm all for different ways to  
23 improve education, but we all need to get there  
24 together. You are denying this opportunity to

1 students and handing them to others. You are  
2 robbing Peter to pay Paul.

3 (Applause.)

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

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

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

24 Sometimes they can't make up

1 their work and they suffer for textbooks when they  
2 are out of school, at which time they learn  
3 nothing and most of the time they are asking for  
4 out of school suspension because they get a  
5 vacation to go play Playstation.

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

12 MS. SIMMONS: Thank you.

13 Ron Dates.

14 (No response)

15 MS. SIMMONS: Kimberly Wooten.

16 (No response)

17 MS. SIMMONS: Lourdes Gonzales.

18 Following Lourdes Gonzales is Jose Hernandez,  
19 Gabriella, Suzanna Albros and Martin Perez.

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

24 My question is, how do you

1 determine staffing level for school janitors? Can  
2 you answer?

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

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

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

21 MS. SIMMONS: Thank you.

22 Jose Hernandez.

23 MR. HERNANDEZ: My name is Jose  
24 Hernandez. I am here from the Academy of

1 (inaudible) in Pilsen. Our community concerned is  
2 how is this going to affect the pre-K program, the  
3 early childhood education. I'll give you an  
4 example.

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

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

18                   MS. OSTRO: Again, thank you  
19 for your question. We do see pre-K as a priority  
20 as well as full day kindergarten. That's why when  
21 we went through and looked at the areas for  
22 reduction, we did not make any reductions to the  
23 pre-K program and we added money, 15 million  
24 dollars, to help 6,000 more children get access to

1 full day kindergarten. So we agree with you very  
2 much that it's an important priority. And we did  
3 reflect that in this in this budget.

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

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

12 MS. SIMMONS: Thank you.

13 Gabriella Himasa, Suzanna Almos,  
14 Martin Perez.

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

21 MS. SIMMONS: Alexandria Holt,  
22 Hollett, I apologize. Dakota Garcia, Dylister  
23 Stewart and Jasmine Alazar.

24 MS. HOLLETT: Good evening

1 everyone. My name is Alexandria Hollett, that's  
2 H-O-L-L-E-T-T. And I teach second grade at Shield  
3 Elementary in Brighton Park.

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

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

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

22 The code of conduct also promotes  
23 Restorative Justice as the district endorsed  
24 alternative justice philosophy in CPS. But more



1 often than not, principals and teachers I've  
2 worked with don't know what Restorative Justice  
3 means, let alone have the resources to implement  
4 Restorative Justice in their schools. And the CPS  
5 budget itself continues to reflect the culture of  
6 zero tolerance as opposed to a restorative  
7 culture.

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

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

24 The reason I am here today is, as

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

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

15 (Applause.)

16 MS. RESORIA: Good evening.  
17 My name is Jasmine Resoria from the Safe Haven  
18 Program. Safe Haven Program, that's an after  
19 school program for many CPS students who come  
20 after school; things like help with homework and  
21 for many working families who are finishing their  
22 working day then are able to pick up their  
23 children.

24 I ask you how are you allowing this

1 cut to affect these after school programs such as  
2 Safe Haven? I thought there was suppose to be no  
3 child left behind. Not any children left behind.

4 (Applause.)

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

12 Thank you.

13 (Applause.)

14 MS. SIMMONS: Thank you.

15 MR. STEWART: I am Dylister  
16 Stewart. I believe CPS should give schools  
17 Restorative Justice because I believe that it  
18 could change students' behavior. And also I think  
19 CPS should give more money to public schools for  
20 better learning, because the food we receive are  
21 cold or uncooked. And we also need better desks.  
22 The desks we have are falling apart day by day.  
23 And also as students, we need to feel safe, so I  
24 believe we should have better security because

6 MS. SIMMONS: Thank you.

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

22 I just feel, you know, it's like  
23 CPS is going out backward. You know, recess when  
24 I was in school, they found time for recess. Why

1 can't the kids have a break, as well as the  
2 teachers? It's just so many things happening  
3 where the budget needs to be, you know, taken  
4 another look at and possibly see where other cuts  
5 can be cut and added on for those support funding.  
6 Thank you.

7 MS. HOPKINS: Good evening.  
8 My name is Wanda Hopkins, W A N D A H O P K I N  
9 S. I am the Assistance Director for Parents  
10 United for Responsible Education, PURE, and EAN  
11 Specialist for South Austin Coalition.

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

18 (Applause.)

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

1 screen. I have a copy of the disc, I want my copy  
2 of the overview.

3 (Applause.)

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

16 (Applause.)

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

1 the room.

2 (Applause.)

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

6 (Applause.)

7 MS. SIMMONS: Your time is up.

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

17 Thank you very much.

18 Can I get an overview?

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

23 MS. HOPKINS: Where?

24 MS. OSTRO: It's on the

1 website.

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

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

7 MS. HOPKINS: The overview?

8 MS. OSTRO: Yes. What we just  
9 showed.

10 Thank you. We can follow up with  
11 you too.

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

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

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

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

23 I noticed this 9 million dollars  
24 allocated in the capital budget for new early



1 childhood education projects. Seeing as classes  
2 were threatened to being cut due to enrollment  
3 procedure changes. I would like clarification as  
4 to what, why and where the new projects are  
5 located.

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

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

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

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

1 software and supplies.

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

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

21 MS. SIMMONS: Please conclude.

22 MS. HOPKINS: The Pre-School  
23 For All is funded through a state grant and it's  
24 audited for compliance. CPS audits find classes

1 out of compliance, yet nothing is done.

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

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

14 Thank you.

15 (Applause.)

16 MS. SIMMONS: Thank you.

17 MS. OSTRO: I did want to  
18 answer one question on the Early Childhood Capital  
19 Program. That is a new program that the State of  
20 Illinois adopted and that is giving us 9 million  
21 dollars of new money. We are still waiting for  
22 the guidelines from the State for how that money  
23 can be spent for capital construction. I just  
24 wanted to share that with all of you. That is

1 actually very good news. That is additional money  
2 for early childhood construction, the first time  
3 ever.

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

6 (Applause.)

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

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

15 (Applause.)

16 We are concerned about the safety of  
17 our children. If the City of Chicago can spend  
18 600,000 dollars for one elected official to have  
19 safety, to be secure, surely, surely, you can  
20 spend some money for 4,000 inner city children to  
21 be safe.

22 (Applause.)

23 I want you to understand what type  
24 of mathematics you are using. Our children are

1   worth more than the 600,000 dollars that your  
2   elected official got some death threats, was given  
3   some 600,000 dollars' worth of protection. I  
4   mean, that's sad.

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

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

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

1 (Applause.)

2 MS. SIMMONS: Thank you.

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

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

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

21 (Applause.)

22 MS. SIMMONS: Next is Jackson  
23 Potter, Judith Wilson, Diana Straker, Ed Hershey  
24 and Antoine Wilson.

1                   MR. POTTER: Good evening. My  
2 name is Jackson Potter, I am from the Chicago  
3 Teachers Union.

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

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

20                  The Federal Reserve just stated that  
21 it's going to be two years of zero percent  
22 interest rates. That means the CPS will continue  
23 to lose tens of millions of dollars to these bad  
24 deals. The very banks that destroyed our economy

1 and caused the government to lower interest rates  
2 in the first place will profit off the district's  
3 misery.

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

7 (Applause.)

8 The second part of my question  
9 is, my understanding that CPS sits on a joint  
10 committee to approve TIF's. Is that true?  
11 Because with that 250 million dollars a year, we  
12 could have provided kindergarten not just to the  
13 17,000 students, but all 30,000 students in this  
14 district. We could provided Restorative Justice  
15 program. We could have funded the Safe Haven  
16 program.

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

22 (Applause.)

23 MS. OSTRO: You would like us  
24 to respond; first of all, we hear your enthusiasm



1 for the program. We hear you. We are listening  
2 to you. That's why we are here.

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

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

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

18 Thank you.

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

23 At our school we have a girl's  
24 bathroom that was converted into a classroom.

1                   I have a question. In this budget,  
2   how many new charters are planned and how much  
3   money is being planned to expand charters in this  
4   budget?

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

7                   MS. STRACKER: How much money  
8   for those?

9                   MR. RIVERA: Ten million  
10  dollars.

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

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

18                  MS. SIMMONS: We are asking  
19  that you please not yell out because we are trying  
20  to get the comments for the court reporter. We  
21  can't hear you, we can't get the comments on  
22  record. We can't answer the question when they  
23  are just yelled out, so please allow her to finish  
24  her comments.

1 MS. STRACKER: I think the  
2 majority of people believe that charter schools  
3 are just an opportunity for greedy corporate  
4 monsters to drop in and take money out and the  
5 neighborhood schools neglected and pampering the  
6 charter schools.

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

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

13 Clemente, Hyde Park, Sullivan,  
14 Morgan Park, Orr, Marshall, Dunbar, Tilden, Bogan,  
15 Wells, Juarez, Senn, Farragut.

16 MS. STRACKER: Thank you.

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

23 MS. SHAKER: I think we have  
24 addressed this question. We are not here to make

1 commitments to you, we are here to listen to you.

2 I hear your comments about TIF.

3 MS. SIMMONS: Thank you.

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

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

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

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

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

21 Safe Haven programs work. It's  
22 been working. I can't understand how you can  
23 justify cutting two-thirds of basically a 2  
24 million dollars, a drop in the bucket of your

1 budget that's helping 4,000 students, but yet you  
2 cut it by two-thirds.

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

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

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

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

1 I'm yielding the remaining 45  
2 seconds to you.

3 (Applause.)

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

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

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

21 For us to go back and tell our  
22 parents why there is no Safe Haven program. Now  
23 what's going to happen. We all wish that there  
24 was no violence against students. We don't wish

1 that upon any student in any part of the City of  
2 Chicago.

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

15                   Thank you.

16                                   (Applause.)

17                   MS. SIMMONS: Thank you.

18                   MR. WILLIAMS: My name is  
19 Antoine Williams. I am here for Safe Haven. I  
20 was a volunteer in your program because it's not  
21 enough funds to give the people that's trying to  
22 help, gas for the whole bunch, keep the lights on  
23 where the children can be safe and you trying to  
24 do crazy stuff.

1                   The Safe Haven Program is good  
2 because we all watch the brutality of the honor  
3 student at Fenger High School on the news, the  
4 whole world watched it, and a program like Safe  
5 Haven could prevent the next person from being  
6 brutalized. It's a lot of gang violence in the  
7 City of Chicago and it takes a village to raise  
8 the children.

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

15                   What good is it to spend 300,000  
16 dollars on a business when you could just put that  
17 300,000 or a 100,000 dollars on kids?

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



1 (Applause.)

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

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

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

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

23 You said you are receiving our  
24 tax money. What are you doing with it? Stop

1 giving to these private companies. Stop  
2 supporting those, support our children and schools  
3 and our communities, because is it our taxpayers'  
4 money that's giving you a job.

5 (Applause.)

6 MS. SIMMONS: Thank you.

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

10 MS. SIMMONS: Did you want a  
11 translator?

12 MS. NIGAGLIONI: Yes.

13 I am just-- have to work more than  
14 40 hours free, free, no money, no lunch, no  
15 nothing. But we start working, the government, I  
16 say why you posted these in the CPS website so  
17 this is not fair for the parents. Why you want to  
18 (inaudible in Spanish.) And that is not fair.  
19 Look at how much people are in here. So you only  
20 give me two minutes. So that don't count for  
21 yourself, it's not fair for us.

22 You don't do nothing, you really  
23 don't hear what the people are saying. How many  
24 people have computers. How many have Internet.

1 There will be more people without houses, more  
2 kids without food because if you pay the bills,  
3 you pay the rent and now it's like telling  
4 stories, you don't have money, you see how many  
5 meals you put over here. We don't have  
6 recognition because we have CPS which is from our  
7 budget to buy the air condition. CPS doesn't have  
8 money as they promised us in the next budget.  
9 They say they will do it, but there is nothing in  
10 writing. It's only promises because now they have  
11 a new CEO. If you don't have money. We have no  
12 money because a lot of people here, how many--  
13 (inaudible)

14 MS. SIMMONS: Please conclude.

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

17 (Applause.)

18 MS. SIMMONS: Thank you.

19 MR. JORDAN: My name is Grady  
20 Jordan. I am here representing myself. I have a  
21 personal budget concern because my taxes have been  
22 doubled in the last few years and it's my  
23 understanding that the Board of Education is  
24 getting ready to add some more taxes.

1                   And my concern is the property  
2   that I own in the Austin area is located 8 blocks,  
3   one mile from Austin High School. Yet, the  
4   children who live over there and, in fact, Austin  
5   being the largest community in the City of  
6   Chicago, the children who live there are not  
7   entitled to go to high school in Austin, all of  
8   the children are not entitled to go to high school  
9   in the Austin area because the Board has decided  
10  to take that school, privatize it and give it to  
11  folks from somewhere else to make money.

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

19                  What you are doing is not only  
20  immoral but, in my opinion, is criminal because  
21  there are some children who are not going to high  
22  school over in Austin because you have taken away  
23  that school and given it to some folks to make  
24  money, like Mike Batalis.

1 MS. SIMMONS: Mr. Speaker,  
2 please conclude.

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

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

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

19 MS. SIMMONS: Thank you.

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

24 I have a couple of things that

1 people need to know tonight. There are 7 members  
2 of the Chicago Board of Education that vote on  
3 this budget on August 24.

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

7 My second question is this. I have  
8 been at these budget hearings for the better part  
9 of 20 years. Was anyone in this room was on the  
10 panel at the budget hearings two years ago in  
11 2009? A lot of us were here, but one of the  
12 specialties of this school system is paying people  
13 a lot of money who have no commitment to this City  
14 and school system and then they go someplace else.

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

18 Newell, who was doing these  
19 hearings four years ago, is now working for the  
20 New Orleans School District. Both of those people  
21 was promoted by the Foundation. This dog and pony  
22 show is not the fault of the people here tonight.  
23 They are just replaceable parts of the big machine  
24 that used to grind the staff, so we shouldn't

1 blame them, but we shouldn't either excuse them  
2 for the cynicism for which they do their job and  
3 we have to look at that right now.

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

11                   It was a cynical deprivation of  
12 democratic rights. Anyone who wants this can take  
13 it, Pass it around. But it should have been in  
14 every library, as it was for over 150 years in  
15 this city; and in every ward office, as it was for  
16 over 150 years in this city. And the fact that  
17 the people in this room and members of the Chicago  
18 Board of Education decided to deprive people of  
19 that for a savings of less than  
20 20 or 30,000 dollars, it's insulting; but it's an  
21 attempt to keep the people from actually reading  
22 the two thousand pages of these documents and  
23 figuring out the games and scams that are going  
24 on.

1 MS. SIMMONS: Mr. Speaker,  
2 please conclude.

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

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

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

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

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



1 Board.

2 We all know that you are not  
3 Board members. We all know that now and everybody  
4 here that's affected by this will be at the August  
5 24th Board meeting.

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

16 (Applause.)

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

19 MR. GONZALEZ: Good evening.  
20 My name is Rene Gonzalez, I am a custodian.

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

24 You need to take into account one

1 thing we do when doing our jobs. We remove  
2 graffiti, clean erasers, vacuum floors covered in  
3 stains, clean desks, arrange furniture, clean  
4 sinks and toilets and mop and break down rooms for  
5 meetings, clean glass, metal refinishing, replace  
6 light bulbs and empty trash, tile removal, moving  
7 furniture from different rooms and floors and  
8 janitors are often asked to work outside  
9 the job description; snow removal in the parking  
10 lots, removing litter in the streets and lots  
11 more.

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

15 MS. SIMMONS: Thank you.

16 MR. ENRIQUEZ: Hello everyone.  
17 My name is Ismail Enriquez. I am a community  
18 organizer in Little Village and we are working  
19 with the Safe Haven Program for the City of  
20 Chicago so that we can be united.

21 I thought that CPS would get  
22 better, but unfortunately because of what you guys  
23 are doing by cutting the budget, it's going to  
24 create more violence, shooting.

1           The African American and Latino  
2 community need to stick together. This affects  
3 our lifestyle. This is affecting our children,  
4 this is affecting our family, all they are going  
5 to do by cutting the budget, by doing these  
6 things. Is a shame. I graduated from CPS, it's a  
7 shame. Because you guys are doing this, there are  
8 going to be more shooting and more violence and  
9 more uneducated children. Stop acting like you  
10 don't know what's going on. Get it together CPS.  
11 You know the hell what is going on. Get it  
12 together.

13                       MS. SIMMONS: Thank you.

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

20                       Our children have to come through  
21 drug dealing areas, abandoned building, abandoned  
22 cars, and we have sex offenders in our area that  
23 is not registered. And not only that, you talk  
24 about longer school hours. For what? The schools

1 are targets because if they are not in your area.

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

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

18 We have computer programs at our  
19 schools. you don't give our kids computer  
20 programs. Half the computers do not work.

21 Our teachers sit up and they talk  
22 about our kids because they got theirs and you're  
23 here to get yours and they talk about your mama  
24 and because of our economic situation. You need

1 to give them some behavior modification.

2 MS. SIMMONS: Thank you.

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

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

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

21 The second question. Why should I,  
22 as a homeowner, constantly get taxed when you have  
23 the authority to stop or circumvent or try to get  
24 this TIF money? Instead of using it, why don't

1 you use it for the school, the TIF program.

2 That's my second question.

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

16 MS. SIMMONS: Thank you.

17 MR. DIATO: I am Chris Diato, D  
18 I A T O.

19 The 2012 budget, a lot of programs  
20 started. The programs are necessary for the  
21 schools to try to assist students. I think  
22 classes should start early, and maybe we can try  
23 to involve more people. It seems like there is a  
24 lack of public involvement. I know it is not your

1 fault. I am just trying to state the obvious.

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

9 Thank you.

10 MS. SIMMONS: Thank you.

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

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

24 I want to know why the students

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

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

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

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

19 MS. SIMMONS: Mr. Speaker,  
20 please conclude.

21 MR. WARD: I was nearly a victim of  
22 gun violence. That's to say that we need to stop.  
23 We need to stop putting the blame on everybody  
24 else. We need to start putting the blame on



1 ourselves, think about what's in the best interest  
2 of our young people not the CEO's, not the  
3 politicians, but people such as myself, such as  
4 the young people that are here before you. Think  
5 what's in the best interest of us. It's  
6 not high definition cameras, but the safety and  
7 security for the young people who we call our  
8 future.

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

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

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

18 (Which were all the proceedings  
19 had in the above-entitled  
20 matter.)  
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22  
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1 STATE OF ILLINOIS )

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3 COUNTY OF C O O K )

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8 I, Nancy G. Jackson, being first duly

9 sworn, on oath says that she is a Registered

10 Professional Reporter, License No. 084-001454, and

11 Notary Public in and for the County of Cook, State

12 of Illinois, and that she reported in shorthand

13 the foregoing report of proceedings, and that the

14 aforementioned proceedings are a true and correct

15 transcript of her shorthand notes so taken as

16 aforesaid, and contains the proceedings given at

17 said hearing.

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Nancy G. Jackson, CSR

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Lic. No. 084-00145

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**WESTINGHOUSE HIGH SCHOOL  
MANAGEMENT AND BUDGET**

**FISCAL YEAR 2011-2012  
August 11, 2011**

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