

ORIGINAL

CHICAGO PUBLIC SCHOOLS

PUBLIC HEARING

FISCAL YEAR 2015 BUDGET PRESENTATION

held on

Wednesday, July 16, 2014

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter at Wilbur Wright  
College, 4300 North Narragansett, Chicago,  
Illinois, commencing at 6 o'clock p.m.

PRESENT:

MS. JENNIE WONG-BENNETT, Presenter

MS. KIMBERLY SHANNON, Facilitator

MR. GERALD LIU, Senior Financial Analyst

MR. MATTHEW WALTER, Capital Budget Manager

MR. PHIL SALEMI, Deputy Chief, Network 2

MS. ANNA ALVARADO, Network Chief, Network 1

MR. RANDEL JOSERRAND, Network Chief, Network 3

Reported By: Karen Fatigato, CSR

License No.: 084-004072

1 MS. SHANNON: Good evening and welcome.  
2 Hi, my name is Kimberly Shannon, I'm actually  
3 with the School Support Center for CPS, and I  
4 want to extend a warm welcome to you this  
5 evening and thank you for taking some time out  
6 of your evening to spend with us.

7 As you probably know we are required by  
8 law to hold these public hearings as we launch a  
9 new budget for the fiscal year before it goes in  
10 front of the Board for approval so that's why  
11 we're here tonight. So again, thanks for  
12 coming.

13 I want to start out the evening by  
14 going over a few ground rules tonight, so bear  
15 with me as I read through some of these lists.  
16 And we set these ground rules so we give  
17 everybody a fair chance to speak and that we  
18 have an efficient, cordial meeting.

19 So let's start out first by saying that  
20 all of those who have signed up to speak will be  
21 given an opportunity to make a statement up to  
22 two minutes until the meeting is adjourned,  
23 which the meeting is adjourned at 8 p.m.

24 All those wishing to speak are asked to

1 please sign in on the speaker sign-in sheet at  
2 the registration table just outside our door  
3 between now and 6:30 p.m. Please note that no  
4 one will be able to speak if they have not  
5 signed up after 6:30 p.m. -- prior to 6:30 p.m.

6           Speakers will be limited to addressing  
7 topics related to the budget, including the  
8 capital plan.

9           Speakers are also asked to limit their  
10 comments to two minutes so that everyone will  
11 have an opportunity to speak.

12           When multiple speakers from the same  
13 organization or school are listed, only one  
14 member per organization or school will be  
15 allowed to speak regarding the same issue.

16           Are you guys getting all these?

17           If a speaker has a follow-up question  
18 we ask that you please speak to the CPS staff  
19 members around the room who will help you fill  
20 out a follow-up card.

21           The full budget -- this is a reminder,  
22 the full budget is on our CPS website. You can  
23 provide feedback or leave questions on the  
24 website as well. We will respond to all

1 questions on the website, including any that we  
2 were unable to respond to at this meeting. So  
3 please visit cps.edu/budget.

4 Okay. So I just want to -- so  
5 hopefully that all makes sense to you and we can  
6 keep within those parameters as we proceed  
7 through our evening.

8 I want to briefly go over the agenda.  
9 I think everybody has a copy of it but just the  
10 lay of the land tonight.

11 Again, registration is from now until  
12 6:30 p.m. We are going to start with a  
13 PowerPoint -- with a presentation from Jennie  
14 Wong-Bennett who will lead us through some of  
15 the information about our new budget and then  
16 we'll call our first speaker around 6:20 p.m.  
17 Again, two minute -- please limit your time to  
18 two minutes. And each speaker will have an  
19 option to ask one question and make comments.  
20 And we will adjourn the meeting at 8 p.m. sharp  
21 tonight.

22 So again we want to thank you for  
23 coming out tonight, and we look forward to a  
24 healthy discussion. Thanks.

1 All right, Jennie.

2 MS. WONG-BENNETT: Good evening,  
3 everyone. My name is Jennie Wong-Bennett, I'm  
4 the treasurer of CPS, and I wanted to thank you  
5 for taking the time to come to this meeting  
6 today and to talk with us about the Fiscal '15  
7 Budget Proposal.

8 Before we get started I wanted to  
9 recognize we have Alderman Sposato here in the  
10 audience. Hello. And also I wanted to make  
11 sure we take a moment to introduce our panel who  
12 is here to speak to you today. We have a number  
13 of finance professionals from Chicago Public  
14 Schools, as well as some of our District chiefs.  
15 So if you wouldn't mind just introducing  
16 yourself.

17 MR. LIU: My name is Gerald Liu, I work  
18 in the Budget Office. I'm a senior financial  
19 analyst.

20 MR. WALTER: Matt Walter, I'm a capital  
21 budget manager.

22 MR. SALEMI: Phil Salemi, I'm a Deputy  
23 Chief for Network 2.

24 MS. ALVARADO: Good evening, everyone,

1 I'm Anna Alvarado, Network Chief for Network 1.

2 MR. JOSERRAND: Good evening, I'm  
3 Randel Joserrand, I'm the Network Chief for  
4 Network 3.

5 MS. WONG-BENNETT: And then we also  
6 have Craig Bennett here who is also a Network  
7 Chief as well.

8 Okay, great. We talked a little bit  
9 about the agenda, but just to go over the plan  
10 for the evening. We have a presentation that  
11 we'd like to provide which provides an overview  
12 of the budget proposal, a quick summary of some  
13 of the key takeaways that we'd like to  
14 highlight. In addition to that we wanted to  
15 just talk about the different components of the  
16 budget.

17 There are two main components, one is  
18 the operating budget, which basically covers  
19 day-to-day expenses that includes teacher  
20 salaries, textbooks, janitors and safe passage.  
21 In addition there's a capital budget which  
22 includes the capital improvement plan. And  
23 those -- the capital improvement plans includes  
24 project for new schools for fixing leaking roofs

1 and windows and installing air conditioning.

2 After the presentation we'll take some  
3 comments and questions from the audience on both  
4 the operating and the capital budgets, and we'd  
5 ask as a courtesy to your fellow participants  
6 tonight for you to limit your comments and  
7 questions to two minutes so we give everyone an  
8 opportunity to speak. If you want additional  
9 details we do have a fairly extensive website  
10 with an interactive feature to be able to pull  
11 down information on the budget, it's at  
12 [www.cps.edu/budget](http://www.cps.edu/budget) where you can find some more  
13 additional details or if you have any comments  
14 post hearing tonight you'll be able to put the  
15 comments on the website as well.

16 So on this page we highlight some of  
17 the overviews of the Fiscal '15 Budget Proposal.  
18 As many of you know CPS has grappled with an  
19 ever growing budget deficit over the last number  
20 of years. This deficit has been growing due to  
21 two main factors, one is that the State of  
22 Illinois is the last ranked in the country for  
23 education funding. In addition to that, CPS is  
24 the only school district in the state that pays

1 its own pension costs. Both of these factors  
2 have contributed to our budget deficit. In this  
3 budget proposal we keep cuts away from the  
4 classroom to the greatest extent that we can by  
5 doing a number of things. One is cutting  
6 expenditures in Central Office administration  
7 and operations, that includes 55 million of  
8 additional reductions in fiscal '15 for a total  
9 of 740 million in reduction since 2011. In  
10 addition to that we've added \$70 million to  
11 student-based budgeting which is represented by  
12 an increase in the per pupil rate of \$250.

13 CPS has also continued to invest in  
14 areas that drive student achievement, and we  
15 have a page later on which details some of the  
16 specific areas in which we've continued to  
17 invest in student programming. One of the  
18 things that we're doing this year is we're  
19 changing the revenue recognition period, which  
20 is a one-time resource fund to balance the  
21 fiscal '15 budget. It's not new revenues, but  
22 it provides us a bridge and some time to be able  
23 to find true structural reform. And ultimately  
24 without pension reform and without additional



1 State funding to address the billion dollar  
2 deficit, it's going to be increasingly hard to  
3 protect the classroom from future financial  
4 distress.

5 Finally, as we get to the capital plan  
6 we'll talk about some of the investments we're  
7 making in our buildings, which is direct  
8 investments in the classroom. The fiscal '15  
9 capital budget is approximately \$510 million and  
10 it's mostly supported from outside funding. On  
11 the next couple of slides we talk about where it  
12 is that the budget is planning on spending the  
13 \$5.6 million that's in the proposal that you'll  
14 see on our website and in this presentation.

15 This first page talks about staffing at  
16 the District. 97 percent of our staff is  
17 providing for direct support to schools and  
18 classrooms. So as you can see the two purple  
19 colored parts of this pie chart shows that about  
20 38,000 of the total 39,000 staff members at the  
21 District are staff -- are teachers and school  
22 support staff, which includes principals,  
23 teacher assistants, nurses and custodians.  
24 There's approximately 1300 of employees which

1 are Central Office and Network Office staff  
2 members, which is the two smaller slivers of  
3 this pie chart.

4 In addition we've also redirected the  
5 dollars spent to the classroom to the greatest  
6 extent that we can. So you can see in this pie  
7 chart the large blue segment of the pie, which  
8 is about 4.8 billion, is our dollars spent  
9 directly in schools, out of the \$5.8 billion  
10 deficit in total, which is about 84 percent of  
11 the total budget. The other larger segment of  
12 this pie is 634 million of teacher pension  
13 costs, which represents about \$1600 per student.  
14 And then you'll see the two smaller slivers,  
15 which is about \$299 million, is expected to be  
16 spent in Networks and Central Office.

17 On the following slides we detail some  
18 of the expenditure reductions in Central Office  
19 administration and operations. We've talked  
20 about the \$740 million of expenditure reductions  
21 since fiscal 2011, and you can see that detailed  
22 by fiscal year here. In fiscal 2014 we  
23 experienced \$112 million reduction in Central  
24 Office expenditures. And then in fiscal '15

1 we're proposing a reduction of \$55 million. All  
2 of these expenditures are expenditures which add  
3 up to each other and which also help in future  
4 fiscal years.

5           On this page we outline some of the  
6 ways in which we see the \$55 million in  
7 reductions. So we are proposing to eliminate 20  
8 Central Office positions in Information  
9 Technology, Finance, Talent and Accountability,  
10 as well as renegotiating vendor contracts, which  
11 generates about \$14 million in reduction. We're  
12 reducing outside training vendors and  
13 administrative positions and ensuring funding  
14 for programs that are matching the program  
15 demand, that's about \$15 million. We have a new  
16 facilities management contract which was  
17 renegotiated which will be less costly than the  
18 previous contract and will generate \$17 million  
19 in reduction in expenditures. We are  
20 eliminating positions in lunchroom, and we're  
21 also creating more efficient school bus routing,  
22 something that had started last fiscal year and  
23 we're continuing on into next fiscal year. And  
24 that's expected to generate \$9 million of

1 reduced expenditures.

2 In addition to reducing expenditures,  
3 we're also adding investments in schools as well  
4 in an effort to direct as much money as possible  
5 to the classroom. Some of those investments are  
6 highlighted on this page. They include five  
7 additional neighborhood International  
8 Baccalaureate schools and programs impacting  
9 1400 students, 15 additional dual credit and  
10 dual enrollment high schools to serve over 4700  
11 students, an expansion of safe passage to the  
12 amount of a million dollars. We expect for an  
13 increase of 84 art teachers around 84 PE  
14 teachers funded through TIF surplus. We are  
15 implementing the first year of a computer  
16 science for all program, which will be  
17 implemented in 46 schools. We are adding seven  
18 new options programs to increase opportunity for  
19 2600 students -- from 2600 students to 4300  
20 students. We're adding new safe school to serve  
21 an additional 150 students that are expelled due  
22 to violence. We're creating two new parent  
23 universities in Englewood and Humboldt Park.  
24 And we're also providing a 2 percent salary

1 increase to teachers, principals and assistant  
2 principals for a total of \$86 million.

3           So that kind of covers some of the  
4 reductions in Central Office and additional  
5 investments that we're making in classrooms all  
6 in an effort to try to direct more money to the  
7 classrooms. But despite that we have rising  
8 costs which create financial pressure on our  
9 budget and the biggest of those costs is  
10 pensions. As you can see by this chart this  
11 shows the history of pension funding since 2005.  
12 In 2013 our pension -- the total pension  
13 contribution was \$208 million, in 2014 that rose  
14 to \$613 million, which we made, and in 2015  
15 we're projecting that to go up to \$697 million.  
16 And that cost continues to rise in future fiscal  
17 years as well. In '16 and '17 it's expected to  
18 rise to over \$700 million.

19           On this page we talk a little bit about  
20 what the numbers are related to the budget, and  
21 so you'll see at the chart in the bottom if you  
22 look over to the far right column this is the  
23 proposed fiscal '15 budget. We are projecting a  
24 deficit of approximately \$876 million, and

1 that's due to revenues being \$4.9 million  
2 relatively flat to the previous year, and  
3 expenditures of \$5.8 billion, which is an  
4 increase from the previous fiscal year. So we  
5 have revenues lower than our expenditures which  
6 creates a deficit of \$876 million.

7 The way that that deficit is being  
8 funded in the fiscal year '15 budget is expected  
9 to come mostly from our reserve funds and with  
10 another 54 million to come from the debt service  
11 stabilization fund for a total use of \$930  
12 million in reserves. And again, the idea here  
13 is to, you know, take money from fund balance,  
14 it's a one-time measure, that will help us to  
15 avoid having to initiate major cuts in the  
16 classroom. As you can see it's not a  
17 sustainable financial model, and without pension  
18 reform next year it's something that will be  
19 increasingly difficult for us to maintain and to  
20 protect the classroom.

21 On this page we talk a little bit about  
22 the projected deficit. We've already talked  
23 about the \$876 million on the previous page for  
24 fiscal '15, and that deficit is expected to grow

1 in '16 and '17. With declining revenues and  
2 increasing expenditures, we expect for the  
3 deficit in '16 to be approximately 1.1 billion.  
4 And you'll see we've broken out the components  
5 related to pensions and related to salary  
6 increases, as well as health care inflation. In  
7 fiscal '17 we expect that deficit to grow to 1.4  
8 billion.

9 So that concludes our presentation on  
10 the operating budget. We have a couple slides  
11 on the capital improvement plan and the capital  
12 budget.

13 This slide here talks a little bit  
14 about where the capital budget has been  
15 historically and where we propose the capital  
16 budget to be for fiscal '15. The fiscal '15  
17 capital budget is approximately \$510 million,  
18 and you'll see that's an increase from fiscal  
19 year '13 and fiscal year '14. Of the \$510  
20 million, approximately \$214 million is funded  
21 from outside sources, which is the highest  
22 amount of outside funding we've received for a  
23 capital plan in the last four years.

24 In addition to that you'll see that the

1 CPS funded amount of \$261 million is slightly  
2 higher than the amount in fiscal '14, and the,  
3 you know, amount increase is meant to again  
4 invest in more classrooms and our buildings but  
5 also maintaining, you know, some level of fiscal  
6 prudence in reducing the amount that CPS funded.  
7 The specific investments in capital projects in  
8 the capital plan were guided by the five-year  
9 action plan and the ten-year master plan, and  
10 we'll talk a little bit more about those  
11 projects on the following page. And if you guys  
12 are closely tracking our budget releases since  
13 the May 1 draft that was released, we have  
14 received an additional 36 million of State  
15 funding and a 44 million of -- and \$44 million  
16 of State infrastructure funding, as well as some  
17 other funding shifts of \$7 million which have  
18 helped to increase the outside funding for the  
19 capital plan. So that reduces the amount that  
20 CPS funds on its own and reduces some of the  
21 debt and costs associated with CPS bonds.

22 On this page we outline some of the  
23 specific types of project that we invested in in  
24 the capital plan. One is modernization and



1 repairs which include basic maintenance and  
2 repairs on our buildings. Some of those  
3 specific projects include modernizing labs, air  
4 conditioning, learning technology, playground  
5 and fields, security cameras, building envelope  
6 type project like masonry chimneys and roofs and  
7 ADA accessibility.

8 Another key category of capital  
9 projects includes improving access to quality  
10 education programs. So some of the specific  
11 programs includes capital projects associated  
12 with selective-enrollment, International  
13 Baccalaureate programs, career-focused  
14 educational programs and also college counseling  
15 sweets.

16 Finally, we are making a significant  
17 investment in overcrowding relief as well. And  
18 if you take a look at the website you'll note  
19 that there are a number of schools which are  
20 getting specific projects to help address this  
21 issue.

22 So that's our brief presentation on the  
23 budget. Again, we thank you for coming tonight.  
24 We are looking forward to taking your questions

1 and comments on the operating budget and the  
2 capital plan. Again, we do ask that you limit  
3 your statements to two minutes just so that we  
4 can make sure everyone here has an opportunity  
5 to speak. And additional information can be  
6 found on our website where you can also submit  
7 additional comments if you're not able to make  
8 them tonight. And also transcripts of the  
9 hearing tonight will be available on the  
10 website. Thank you.

11 MS. SHANNON: Thank you, Jennie.

12 All right. Our first speaker tonight  
13 is Dan Sager from Clark Magnet High School.

14 Dan, if you'll come down here so you  
15 can ask your question or make your statement at  
16 the microphone so everybody can hear.

17 MR. SAGER: I wasn't prepared to speak  
18 on the college counseling suites, but I just  
19 found that interesting that you mentioned that.  
20 Most schools have had to go cut counselors, our  
21 school had three, we're down to one. So I find  
22 it -- maybe you could save money if you forgot  
23 about the suites as we don't have as many  
24 counselors.

1           I've taught at Michele Clark Magnet  
2 High School for 20 years, and in the last four  
3 years we've had to make some very difficult  
4 changes. Our principal has had to make some  
5 very difficult budget cuts. We lost our  
6 librarian. We lost -- we went from three  
7 counselors to one. Our music department was  
8 completely gutted. We had a band teacher, we  
9 had a choir director, they're both gone. We now  
10 teach music as a correspondence course, the kids  
11 take it on the computer, which I don't quite  
12 understand, you know, but that seems to work  
13 somewhat.

14           We've also had to lose a lot of really  
15 excellent teachers. And I suppose on one level  
16 I can understand the economy is sluggish, it's  
17 been sluggish for a number of years. But what I  
18 don't understand is how there's so many millions  
19 of dollars in TIF money that's not reallocated  
20 to the school system to where it should be.

21           And you have to pardon me, I get a  
22 little cynical when I hear about cuts in my  
23 building and cuts in other buildings and then  
24 hear about millions of dollars being spent for

1 new office equipment for the new downtown  
2 office. I also get a little cynical when we  
3 talk about resources for the schools and it's  
4 not really spread out throughout the whole city.  
5 I mean, how many millions of dollars are going  
6 for the new Walter Payton extent? I guess I'd  
7 like to see the money spread out. I'd like to  
8 see the Board more aggressively pursuing other  
9 avenues for money. And I'd like a Board that's  
10 accountable to the people because the whole city  
11 has been affected by these cuts and yet the  
12 Board doesn't answer to anyone but ram. Thank  
13 you.

14 MS. SHANNON: Thank you.

15 MS. WONG-BENNETT: Thank you for your  
16 comments. You know, I guess I hear you in terms  
17 of, you know, some of the difficulties that many  
18 schools are facing. We saw some of the numbers  
19 that we had here as it relates to what our  
20 budget deficit is, and the truth is that our  
21 revenues are not meeting expenditures. We need  
22 more education funding and that's something that  
23 is something that we are spending a lot of time  
24 in Springfield and other places trying to find

1 alternative sources of funding.

2           You know, that's part of the reason why  
3 the deficit includes a one-time measure to take  
4 fund balance away in order to try our very best  
5 to try to put more money into the classroom.

6           As it relates to TIF funding, I guess,  
7 you know, the only comment I would make there is  
8 that we are seeing TIF funding in educational  
9 programming this year and we've seen it in  
10 previous years. Part of modern schools was the  
11 several-hundred million dollar commitment to the  
12 tune of \$900 million to fund and improve  
13 expansion in schools, and that's something that  
14 were continuing to receive money for on a going  
15 forward basis as well. So that's certainly a  
16 source of funding that is available to us.

17           But again, you know, the reality of the  
18 situation is that we need more funding for  
19 education, in particular from the State, as well  
20 as looking for pension reform which is a pretty  
21 significant portion of the expenditures that  
22 go -- that goes to -- you know, that goes away  
23 from the classroom.

24           MS. SHANNON: Thank you, Jennie.

1           Okay. Our speaker number 2 is Debra  
2 Woods from the Chicago Teachers Union.

3           Debra, if you'll step up to the  
4 microphone.

5           MS. WOODS: Good evening. I'm Debra  
6 Woods, and I am a teacher at Chicago Public  
7 Schools. This recent year I was at Leland  
8 Elementary right across the street from Michele  
9 Clark. I would like to know with all these  
10 budget cuts are we sending anybody out to look  
11 at the schools in terms of the resources that  
12 the teachers need in the classroom, security,  
13 additional support with the students?

14           This past year was probably my worst  
15 year of teaching ever. As a result I ended up  
16 being placed on medical leave because I had to  
17 take care of my mental and emotional health, my  
18 doctor placed me on there. I literally was  
19 walking into a war zone and defending my safety  
20 every day. There were days -- every day after  
21 lunch I would buzz the office to say there's no  
22 security on the floor. And I would be told,  
23 okay, security is at lunch. I don't know how  
24 many security are in the building, I saw plenty,

1 but there was just not enough to do what we  
2 needed to do. Every day I was being threatened,  
3 and I had never experienced that in my 16 years  
4 of teaching. It was a tough battle for me, the  
5 lack of support.

6 We pay for programs or there was  
7 funding for programs like restorative justice,  
8 calm classroom, PBIS, Chaps, but there was no  
9 recourse for me when every day students were  
10 knocking on my door saying, excuse me, open the  
11 door, bitch. Students who were in my face. I'm  
12 saying I can't have this child in my classroom  
13 because they just threw a chair across the  
14 classroom, someone come get him, and I have a  
15 parent volunteer taking him to the office and  
16 being brought back to me saying he promises to  
17 have a better day. I don't know what we're  
18 doing, it's such a vast difference between  
19 what's happening in the charter schools.

20 I worked for the charter school systems  
21 for half of the years I've been teaching, I know  
22 that they have the resources to get discipline,  
23 to get parental support, they have the ability  
24 somehow to weed these children out that are

1 major behavioral issues, discipline problems,  
2 emotional issues.

3 MS. SHANNON: Debra, thank you. I'm  
4 sorry.

5 A VOICE: Let her finish her story.  
6 Please let her finish her story. She wasn't  
7 given a warning.

8 MS. WOODS: Just to let you know I just  
9 really wish you would consider that because as a  
10 result I had to do something that was really  
11 difficult for me to do and just walk away from  
12 my classroom, and I'm still dealing with that  
13 because I felt like I let my students down, but  
14 I couldn't suffer the abuse anymore. I reached  
15 out to administration, beyond administration and  
16 it just seems like we didn't have the support.  
17 And I hear that suspensions are being removed  
18 and we're cutting back on the discipline issues,  
19 and I'm not a fan of having children out because  
20 when they're out they're not learning, but we  
21 need to be able to do something. I mean, I  
22 don't have the time to give you the stories that  
23 I have, but trust me I had a story every day.  
24 It truly was the worst experience I have ever



1 had, and I'm saying if we can do it, this is  
2 CPS, if we can do it in other schools that are  
3 still in Chicago, I don't know why we can't do  
4 it across the board.

5 MS. WONG-BENNETT: Thank you. Debra, I  
6 can hear the dedication in the story that you  
7 told us, and I appreciate the dedication that  
8 you have to Leland and to the students that you  
9 teach.

10 You know, you mentioned a couple of  
11 things in your comments and, you know, I think,  
12 you know, there are a lot of interesting issues  
13 here. You know, you asked about sending people  
14 to the schools and seeing what schools need, and  
15 something that we did in the last year was to  
16 change the model of funding to student-based  
17 budgeting where we're giving principals more  
18 control over what they think -- how they think  
19 spending should work, so whether it's safety and  
20 security or whether it's other types of uses,  
21 you know, trying to find -- you know, give them  
22 the control to be able to spend as they see most  
23 efficiently.

24 You know, you also mentioned -- and,

25

1 you know, by way of safety and security we are  
2 trying to increase the amount of money spent on  
3 safety and security. One of the investments  
4 that are being -- that's being made in fiscal  
5 '15 is an additional million dollars in the safe  
6 passage program by way of example. But, you  
7 know, as I mentioned before, you know, we do  
8 need more education funding, which is something  
9 that I think we would all agree on.

10 You know, by way of charter schools,  
11 you know, just a couple of things I would just  
12 add there, not being specific to your comments  
13 but for the benefit of the group. You know,  
14 charter schools experience the same  
15 student-based budgeting amount as all of the  
16 other schools. And, you know, in addition to  
17 that they are not -- we may be seeing, you know,  
18 different types of numbers from different  
19 sources, but they're as opposed to neighborhood  
20 schools which get Central Office services  
21 without being put into their budget, they are  
22 charged a facility charge in their budget for  
23 our Central Office services. So by way of  
24 example, you know, we have law in Central

1 Office, we have finance in Central Office, we  
2 have, you know, capital facilities in Central  
3 Office, all of the things that a charter school  
4 you have to go and hire your own lawyer, your  
5 own accountant, all those other services aren't  
6 charged -- are charged to charter schools and  
7 are charged to neighborhood schools in their  
8 budgets. So I just want to make sure that, you  
9 know, we provide that information as I know this  
10 is something that, you know, that weighs on a  
11 lot of people's mind.

12 MS. SHANNON: Thank you, Jennie.

13 So first of all, I will start holding  
14 up a 30-second card, I know that is not very  
15 big, to give you a little bit of a warning, so I  
16 apologize about that to help you out a little  
17 bit there.

18 What I'm going to do now is call down  
19 the next three speakers so at least we're lined  
20 up to go so you'll know who's on deck. So the  
21 next speaker is actually Nora Wiltse, and then  
22 after Nora is Tara Stamps, and then following  
23 Tara is Beverly Graham. So Tara and Beverly, if  
24 you can make your way down and sit in the front

1 row.

2 Oh, I've actually got official signs  
3 here, even better. Oh, this says 10 seconds,  
4 would you like 30 seconds, would that be more  
5 helpful? Okay, I just know that we'll get close  
6 to wrapping it up, how about that?

7 MS. WILTSE: My name is Nora Wiltse,  
8 I'm a national board certified elementary school  
9 librarian working in CPS since 2003. From the  
10 2013 projected budget to the recently released  
11 2015 projected budget, CPS has slashed 202  
12 librarian positions, 153 positions lost in  
13 elementary schools and 49 lost in high schools.  
14 This is a loss of 45 percent of our school  
15 librarians in just the past two years.

16 Why are these losses happening? While  
17 CPS's budget may be increasing, funds to  
18 neighborhood elementary schools and high schools  
19 have been drastically cut. New mandates such as  
20 more PE and art minutes have come without funds,  
21 and admins at schools are faced with impossible  
22 decisions. Libraries are shut and the District  
23 now has librarians in only 43 percent of CPS  
24 schools.

1                   Why does this matter? Numerous  
2 research studies show a strong link between  
3 school libraries and increased student  
4 performance. Libraries -- librarians help build  
5 information literacy skills, a love of learning  
6 and a love of reading.

7                   Budgets are priorities. While over 200  
8 school librarians have been cut, money for  
9 standardized testing has continued to increase.  
10 CPS spends a higher percentage of its budget on  
11 testing than any other District in Illinois.  
12 Does this help our students succeed? I ask the  
13 community gathered here tonight, who here thinks  
14 Chicago students deserve funded libraries and  
15 librarians?

16                                   (Whereupon, the audience was  
17                                   clapping and cheering.)

18                   MS. WILTSE: Who here thinks we should  
19 take the money used for more and more and more  
20 standardized testing and instead use that money  
21 for books, e-books, data bases, digital media,  
22 school libraries and school librarians?

23                                   (Whereupon, the audience was  
24                                   clapping and cheering.)

1 MS. WILTSE: This is the problem with a  
2 solution. Our students deserve library programs  
3 and certified librarians to help them succeed,  
4 not at 43 percent of our schools, at all of our  
5 schools. Thank you.

6 MS. WONG-BENNETT: Thank you. So, you  
7 know, by way of librarian positions, some of you  
8 may have seen Barbara, you know, had a response  
9 to this related to the fact that it's not that  
10 we don't want to fund librarian positions, but  
11 that there aren't enough librarian candidates  
12 that are out there to fill those positions.

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

15 MS. WONG-BENNETT: I'm sorry, let me  
16 finish. I say that by way of saying that we do  
17 have a number of positions which still remain  
18 vacant, you know, which are vacant.

19 A VOICE: There are 2002 librarians.

20 MS. WONG-BENNETT: And in addition to  
21 that --

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

24 MS. WONG-BENNETT: -- with

1 student-based budgeting the principals have  
2 their choice to decide what they think they want  
3 to spend the money on. So if there's not  
4 somebody that's in the library at a certain time  
5 then maybe they can split the position different  
6 ways.

7           So, again, you know, it's something  
8 where obviously there's not enough money to go  
9 around, but we're giving principals control on  
10 how it is that they're spending the money and,  
11 you know, what priorities they're making as it  
12 relates to what positions they're filling.

13           As it relates to standardized testing,  
14 we have decreased a number of standardized tests  
15 and that's something that is going to continue  
16 to change over the course of the next year.  
17 This is something that I know Barbara has  
18 mentioned in the past as well, and it is  
19 something that we're taking a look at.

20           MS. SHANNON: Tara.

21           MS. STAMPS: Tara.

22           MS. SHANNON: Tara, excuse me, please  
23 come forward. Tara Stamps from CTU.

24           MS. STAMPS: Jenner Elementary School

1 in what's left of Cabrini Green. I knew these  
2 meetings would be bad and I was prepped for  
3 that, but what I wasn't prepped for is people  
4 like making stuff up like there are not  
5 qualified librarians. Like the lady just said  
6 there are 200. That one threw me for a loop.

7 The other thing that I still think you  
8 did not do an eloquent job of and as a person of  
9 numbers I think you could have done better is  
10 explain why we don't see the TIF money that we  
11 should see and the money that don't come back to  
12 the schools the way that they should come back  
13 to the schools.

14 You also alluded to more money being  
15 placed in safe passage, although safe passage  
16 can have anything to do with the actual violence  
17 or the sense of safety that a teacher should  
18 feel in a classroom. So you're saying more  
19 money will be given to safe passage really  
20 didn't address that.

21 The other thing that I found equally  
22 incredulous is that you said TIF money is being  
23 spent for 84 art teachers and 84 PE teachers,  
24 although at last count there was \$1.7 billion



1 sitting in TIF money and those would be really  
2 well paid art and gym teachers. You know, we're  
3 just sick and tired of being sick and tired.

4           And I want to speak again to the issue  
5 of librarians. Librarians not only provide  
6 reading resources, in most schools the librarian  
7 is also the person that operates the technology  
8 portion, and since we're moving to PARK, which  
9 is an entirely 100 percent computer-based test  
10 that's also timed, it seems as though we're  
11 setting our children up for failure, at least  
12 most of our kids, you know, the ones that are in  
13 black and Latino communities, to fail this test,  
14 to just fail flat out. If you're not going to  
15 have librarians, you're not going to have tech  
16 people, you don't have computers, you don't have  
17 updated computers, you don't have equal access  
18 to those schools in black and Latino  
19 communities, and I'm going to continue saying  
20 that because you've pushed those children off to  
21 private charter operators that come from Turkey.  
22 I don't see how they would have an interest in  
23 African American children and Latino children on  
24 the west and south side of the city of Chicago.

1 I'm talking about Concept charters schools  
2 because eyebrows went up like you didn't know  
3 what I was talking about. I'm talking about  
4 Concept charters schools. I'm talking about the  
5 fact that we're looking at 76 million more  
6 dollars were given for private charter schools  
7 while \$72 million were cut from neighborhood  
8 schools.

9 You got real aggressive with me. That  
10 was aggressive. That was real aggressive.

11 MS. WONG-BENNETT: Thank you, Tara.

12 Now, you mention a number of issues  
13 there.

14 MS. STAMPS: It's Tara. And in African  
15 American communities to call your boss by her  
16 first name is disrespectful.

17 MS. WONG-BENNETT: I'm sorry, I don't  
18 know your last name.

19 MS. STAMPS: I'm not talking about me,  
20 you said Barbara.

21 MS. WONG-BENNETT: I said Tara.

22 MS. STAMPS: No, you kept saying  
23 Barbara said, Barbara said, alluding to  
24 different points in your program. She said

1 Tara, I corrected her. You got that wrong, I  
2 corrected you. But earlier you kept saying  
3 Barbara, we can only believe that you were  
4 talking about Barbara Byrd-Bennett. And so I  
5 said in African American communities to call  
6 your boss by their first name was disrespectful.

7 MS. WONG-BENNETT: Thank you for that  
8 clarification.

9 You touched on a number of subjects  
10 here, you know, I think, you know, some of which  
11 we've touched on before, you know.

12 MS. STAMPS: You didn't answer, you  
13 touched on.

14 MS. WONG-BENNETT: We've talked about  
15 TIF funding, which is something that, you know,  
16 we have gotten funding for in the past, there's  
17 been, like I said, over \$900 million of spending  
18 on CPS from TIF funding.

19 You mentioned about \$1.7 billion in TIF  
20 fund balance, and the truth is that the majority  
21 of that money, all but 200 million of that  
22 money, has been committed to other projects as  
23 there are contracts that are existing which that  
24 money is being dedicated to. We will get money

1 going forward from TIFs as well, and that is the  
2 case in fiscal '15 which is the amount for the  
3 84 arts and 84 PE teachers. And in addition to  
4 that we also get TIF money for capital funding  
5 on an annual basis, and we've outlined that in  
6 the budget in terms of the amounts we got last  
7 year and this year which amounts to about 20  
8 million a year.

9           You know, you also mention charter  
10 schools, you know, and funding for charter  
11 schools. You know, I've mentioned this already,  
12 but charter schools are funded on an equal per  
13 pupil basis. They have the same exact amount of  
14 per pupil funding, and the idea there is that  
15 the money is following the students in terms of  
16 where it is that they choose to enroll. And all  
17 of the charter schools in Chicago are all  
18 based -- are all select students based on a  
19 lottery basis. So it's not like there's  
20 selective-enrollment in the charter schools.

21           A VOICE: That's not true.

22           MS. WONG-BENNETT: So I think that  
23 touches on, you know, some of the many topics  
24 that you mentioned.

1 MS. SHANNON: Beverly Graham is next.  
2 Beverly. Beverly is on the League of Women  
3 Voters.

4 MS. GRAHAM: Although I am a teacher, I  
5 have taught at CPS, University of Chicago  
6 Laboratory School and in Leyden School District,  
7 but I'm here tonight representing the League of  
8 Women Voters because we're doing a study this  
9 year on charter schools.

10 We had a position in 2001, but because  
11 of the rapid growth of the number of charter  
12 schools we've decided to revisit the subject.  
13 And our goal is not to decide whether they're  
14 better than public schools or not, but as it  
15 pertains to this particular meeting my question  
16 is what financial impact do charter schools'  
17 budgets have on the overall budget? And why is  
18 the rapid growth of charter schools?

19 And just to give you statistics there  
20 are now 64 charters with 140 campuses. This is  
21 continuing to grow. So my question is what  
22 financial impact does this rapid growth of  
23 charter schools have on the CPS budget?

24 MS. WONG-BENNETT: Those are both great

1 questions, Beverly. You know, in terms of the  
2 financial impact, we had mentioned the amount of  
3 money for charter school students is the same as  
4 for neighborhood students. So in terms of more  
5 charter schools, there's not a financial impact  
6 per se to the budget. The purpose of that per  
7 pupil funding is meant to, you know, provide  
8 equal funding for students in charter schools  
9 versus neighborhood schools.

10 You know, by way of your question about  
11 growth of charter schools, we are required by  
12 law each year to review -- to have an RFP for  
13 charter schools and review proposals provided by  
14 charter schools. There are pretty strict  
15 guidelines as it related to how we select  
16 charter schools. They're based on performance  
17 metrics. And Gerald here can speak maybe a  
18 little more to that. But there are laws that  
19 require us to review proposals for charter  
20 schools and which charter schools get selected.

21 A VOICE: Does that include FBI  
22 investigations into charter schools?

23 MS. WONG-BENNETT: I ask that you ask  
24 your questions as part of your -- as a part of

1 speaking. But we do review all of the charter  
2 schools and their financial.

3 A VOICE: Because one is being  
4 investigated by the FBI, perhaps you've heard.

5 MS. SHANNON: Did you want to add any  
6 more to that?

7 MR. LIU: Yeah, I'll add a little bit.

8 So as Jennie mentioned the charter  
9 schools again are funded through exactly the  
10 same methodology as our traditional schools  
11 through the SPB process. All schools actually  
12 are eligible to undergo the RFP process, that  
13 includes District applications for new schools  
14 as well. So there are some other alternative  
15 costs to that in effect if you want to say,  
16 quote, unquote, for charter schools, not really,  
17 but it's basically for the overall RFP process  
18 to undergo the review of high-quality proposals  
19 and whatnot. And every proposal is reviewed and  
20 the best proposals are accepted.

21 Actually, a little known fact is that  
22 when a school is actually rejected that same  
23 school can actually appeal to the State  
24 commission for charter schools, and if they are

1 granted approval through the State Board they're  
2 actually eligible to open within our school  
3 district.

4 So again, we are abiding by the law to  
5 review those proposals, and again the best  
6 proposals make it through.

7 MS. SHANNON: Thank you.

8 So, Victoria Benson, you're up next.  
9 And following Victoria is Tim Meegan, if I'm  
10 pronouncing that right, and then following Tim  
11 is Alonso Zaragoza, I'm hoping I pronounced your  
12 name right. If the other two speakers could  
13 come down.

14 Victoria, go ahead.

15 MS. BENSON: I'm Tori Benson, LSC chair  
16 at Portage Park Elementary speaking as a parent,  
17 and I'll also be giving a statement on behalf of  
18 Raise Your Hand.

19 The unfunded mandate has caused us to  
20 cut one teacher position, and we are also losing  
21 three special education positions this year.  
22 The current per pupil funding for neighborhood  
23 schools is inadequate. And on a system-wide  
24 scale neighborhood high schools are hit the



1 hardest this year with 35 million in cuts to  
2 going to neighborhood high schools in great part  
3 due to the rapid growth of new schools that the  
4 District has opened since claiming that they had  
5 an underutilization crisis in 2012.

6           Since the fall of 2012 CPS has opened  
7 21,481 new seats in many neighborhoods that are  
8 experiencing a population decline. The 2015  
9 budget lists an addition of 9,224 seats at  
10 charter, contract, alternative high schools and  
11 District schools. This dilutes resources to  
12 existing schools. In 2012 CPS promised they  
13 would redirect scarce resources to existing  
14 schools. Raise Your Hand asks that you greatly  
15 reduce the Portfolio Department, which still has  
16 29 million in the budget, and redirect funding  
17 to neighborhood schools. CPS must now stop  
18 irresponsible school expansion, including  
19 charter and selective-enrollment schools. The  
20 accountability --

21                           (Whereupon, the audience was  
22                           clapping and cheering.)

23           MS. BENSON: Both received increases  
24 this year. The 20 million Supes contract should

1 be canceled. Most importantly CPS should get to  
2 work on figuring out how to solve the structural  
3 deficit by truly engaging stakeholders.

4 Shifting funding from one type of school to  
5 another while diluting system-wide resources  
6 does not address the need for fully funded  
7 high-quality schools for those children.

8 I'd also like to point out that you are  
9 spending 5 million on new furniture for your  
10 offices, however, Portage Park is not even  
11 completely air conditioned, nor did they make  
12 the list. In addition, we have a thousand kids  
13 and we don't have enough computers and updated  
14 technology to support the mandated testing and  
15 programs for Common CORE online. So while all  
16 of you are sitting in your air conditioned  
17 office in your new mahogany desks and swivel  
18 chairs, I'll make sure to remember when I'm  
19 fighting to get resources for our schools and  
20 watch the kids sweating and uncomfortable in  
21 their learning environment on who I should vote  
22 for in the next election. So you probably  
23 should not invest in name plates for your desks  
24 because something tells me a lot of people are

1 not going to be keeping their jobs much longer  
2 if I have a vote in it.

3 MS. WONG-BENNETT: Thank you, Victoria.  
4 I'm not sure if you've seen the models of the  
5 new desks, but they are not mahogany.

6 A VOICE: No one is laughing.

7 MS. WONG-BENNETT: So one of the things  
8 I'm not sure how many you have guys may have  
9 moved in the past, but whenever you move there's  
10 inevitably furniture that is not going to fit in  
11 the new space. And the new space is very  
12 different from our old space. You know, the \$5  
13 million for not just furniture but other moving  
14 costs and all the associated costs in moving to  
15 the new space is being paid for out of the  
16 savings. So in the same way that other schools  
17 who were closed were asked to, you know, to  
18 adjust the spacing of their other location,  
19 we're moving from a much larger space to a much  
20 smaller space, we're going from 17 floors to  
21 three floors and, you know, we're seeing a lot  
22 less by way of rent that we pay in ongoing  
23 capital investments in the building.

24 A VOICE: One of the closed schools

1 would be even cheaper.

2 MS. WONG-BENNETT: So as a result of  
3 that we are generating savings which is what is  
4 going to pay for the costs of moving.

5 You also mentioned a number of things,  
6 one is, you know, new schools opened since the  
7 closing of schools. You know, the one comment I  
8 would make there is that, you know, we do have  
9 areas of the city which have significant  
10 overcrowding issues and so a lot of the new  
11 school construction has been to address those  
12 issues. You know, there are places where  
13 there's underutilization and there are places  
14 where there's overcrowding, and so a lot of that  
15 new school funding is related to the  
16 overcrowding issue.

17 You know, one of the things, you know,  
18 as it relates to charter schools, I know this  
19 conversation has come up and we talked about it  
20 a bit but, you know, with student-based  
21 budgeting it's something where we believe that  
22 it's not a Student's location or zip code or,  
23 you know, or alternatively the socioeconomic  
24 background of kids that matters, but that we

1 give an equal amount of money to each student in  
2 terms of what school they go to. And so it's  
3 something that provides us with the ability to  
4 make sure we're providing equitable funding to  
5 schools for the number of students they have.

6           There are a number of District schools  
7 which have seen increases in budgets. There's  
8 about 275 schools in our total portfolio of  
9 500-plus District-run schools that have seen an  
10 increase in budget and that's because they've  
11 seen an increase in enrollment. You know, some  
12 of the schools that you -- that you mentioned  
13 that have seen a decrease in budget are schools  
14 which last year received a whole amount of money  
15 which basically gave them for money for students  
16 that they didn't have in the school. And it was  
17 meant to basically try to provide a transition  
18 period for those schools to be able to adjust to  
19 the declining enrollment so that we can provide  
20 equitable funding to all the schools based on  
21 the number of students that we have.

22           MR. WALTER: I'd actually also like to  
23 add you had one more thing. You mentioned air  
24 conditioning and the current five-year capital

1 plan we understand that air conditioning is  
2 important to providing a comfortable atmosphere  
3 in student learning. So we've announced that  
4 we're investing \$20 million a year for the next  
5 five years to fully air condition. And so we  
6 understand that's a priority and that's a need  
7 that we're willing to address.

8 MS. BENSON: What about technology? We  
9 have 43 commuters and we have a thousand kids.

10 MS. WONG-BENNETT: I'm sorry, if you  
11 haven't signed up I would say if you can sign  
12 up. We want to make sure we're giving everyone  
13 their fair turn at speaking.

14 A VOICE: Can I ask a favor? Can you  
15 keep your rebuttal to a minute if we only have  
16 two minutes?

17 (Whereupon, the audience was  
18 clapping and cheering.)

19 MS. SHANNON: Tim.

20 MR. MEEGAN: With all due respect  
21 because I know none of you can make any accurate  
22 decisions, with all due respect I would  
23 appreciate it if you don't comment on my  
24 comments, I find it disrespectful. Thank you.

1 May I begin?

2 MS. SHANNON: Absolutely.

3 MR. MEEGAN: My name is Tim Meegan, I'm  
4 a father of two neighborhood school students, a  
5 teacher at Roosevelt High School and an  
6 independent candidate for 33rd Ward Alderman.

7 In two years you cut Roosevelt's budget  
8 by over \$1.8 million, and we lost 19 positions  
9 despite a loss of only 99 students. You're  
10 cutting budgets in neighborhood schools by about  
11 72 million while increasing budgets to charters  
12 by the same amount. You're cutting a historic  
13 87-year-old school whose social studies  
14 department alone has three national award  
15 certified teachers and two award-winning  
16 teachers in economics and U.S. history. A  
17 school that produced author Shel Silverstein and  
18 Nelson Algren and continues to produce  
19 university graduates today.

20 Meanwhile, Concept charters gets an  
21 increase. The network under investigation by  
22 the Department of Ed and the FBI gets is getting  
23 an increase while my school is losing money.  
24 The same charter operated by the Turkish group

1 who bribes Mike Madigan and others with free  
2 trips to Turkey. You close 50 schools  
3 erroneously claiming there were empty seats in  
4 black and brown neighborhood. Since then you've  
5 added 21,000 seats and 42 new charters schools  
6 in the same neighborhoods you claim  
7 underutilization in the first place. And now  
8 you're building a new magnet school for \$60  
9 million named for the first black President in a  
10 white neighborhood where it is not needed, even  
11 though white enrollment at magnets has  
12 skyrocketed and black enrollment has plummeted.

13           Haven't you guys heard of Brown versus  
14 Board of Education? Before you go blaming  
15 teacher pensions for the budget cuts, keep in  
16 mind that politicians failed to make their  
17 payments for almost a decade but teachers never  
18 missed a payment.

19                                           (Whereupon, the audience was  
20                                           clapping and cheering.)

21           MR. MEEGAN: Only crisis here is the  
22 crisis in ethical leadership. A year ago the  
23 Sun-Times declared privatization of public  
24 education a conspiracy theory. It is widely



1 accepted as true today.

2 We are done begging and pleading with  
3 the appointed School Board so here's what we're  
4 going to do:

5 Rahm Emmanuel will lose this election.

6 (Whereupon, the audience was  
7 clapping and cheering.)

8 MR. MEEGAN: Aldermen too afraid to  
9 stand up to Rahm --

10 (Whereupon, the audience was  
11 clapping and cheering.)

12 MR. MEEGAN: Chicagoans will send a  
13 message to the entire nation that --

14 (Whereupon, the audience was  
15 clapping and cheering.)

16 MR. MEEGAN: Time is burning Chicago,  
17 we're going to take the city back.

18 MS. WONG-BENNETT: I can appreciate the  
19 energy that you have for the school system. I'm  
20 not going to rehash some of the points that  
21 we've talked about already, I guess the one  
22 thing that we haven't talked about is related to  
23 closed schools and the performance of the new  
24 welcoming schools where we have found that in

1 the welcoming schools there's been an increase  
2 growth as it relates to the students who went  
3 from closed schools to the welcoming schools as  
4 compared to as compared to other students in  
5 other schools. So, you know, we found that  
6 those schools have benefitted from the  
7 consolidation of schools because we are able to  
8 better use resources in a school that's  
9 completely filled.

10 MS. SHANNON: Alonso Zaragoza, I think  
11 I pronounced that right.

12 MR. ZARAGOZA: It's Alonso Zaragoza.  
13 I'm the former LSC committee represent at  
14 Northwest Middle School, Kelvyn Park High School  
15 and I'm currently serving at Lloyd. These are  
16 just some of the examples this insane budget.

17 You killed Ames and you gave \$4 million  
18 to a military school. Ames was a traditional  
19 feeder school to my Kelvyn Park High School.  
20 Kelvyn Park High School is losing \$1.8 million  
21 and is accepting grammar school grades forcing  
22 Northwest Middle and KP to compete for students.

23 Northwest Middle School is losing  
24 \$416,000 even though they only lost 50 students.

1 And Aspira is being allowed to go to Lloyd,  
2 Northwest's traditional feeder school, and  
3 advertise inside the school.

4           Why don't neighborhood schools have ad  
5 budgets to compete with charters? You took  
6 stable school communities and destabilized them  
7 all. And that doesn't include the cuts that you  
8 made to Belmont-Cragin Early Childhood,  
9 Steinmetz High School, Reinberg, Thorp, Foreman  
10 and Shurz, all within two or three miles from  
11 this location here.

12           Most of these schools took big cuts  
13 last year and new charters were or are scheduled  
14 to open near them too. This doesn't make sense  
15 to me.

16           Has anyone from the CPS Board ever  
17 played the board game Risk? So in that game one  
18 of the biggest mistakes you can make is to  
19 expand your territories without first fortifying  
20 your territories you already had. When you  
21 stretch your resources too big by overexpanding  
22 you risk weakening your original territory and  
23 stretch your resources out too thin.

24           You are stretching our resources out

1 too thinly and setting up my neighborhood  
2 schools for takeovers. I support a moratorium  
3 on charter school expansions. We should be  
4 providing our existing schools with all the  
5 resources they need to produce stronger and  
6 happier students and not pitting neighborhood  
7 schools against each other to try to get more  
8 students.

9 And as a professional reference  
10 librarians, which I am, I am shocked that you  
11 don't understand the value of librarians in  
12 every school. And trust me there are plenty of  
13 librarians out there who are looking for work.  
14 Thank you.

15 MS. WONG-BENNETT: Thank you, Alonso.

16 You know, by way of an ad budget, the  
17 neighborhood schools are able to create ad  
18 budgets, again we talked about student-based  
19 budgeting, but if they wanted to have a budget  
20 to market their schools and they thought that  
21 was a use that was appropriate they would be  
22 able to do that with their budgets given that we  
23 are funding students equally.

24 In terms of overexpanding, the purpose

1 of the closed schools was because we were  
2 expanded in places where we had schools which  
3 were underutilized and we were investing in  
4 buildings which were likely older buildings  
5 which we couldn't, you know, maintain  
6 efficiently while serving in underutilized  
7 schools. So to your point that's exactly the  
8 purpose of last year's consolidations was to try  
9 to bring students into a school which would be  
10 fully utilized, we've seen the performance  
11 that's come out of that, and not overextend  
12 ourselves to too many buildings.

13 MS. SHANNON: Thank you.

14 Alderman Sposato, excuse me, wants to  
15 speak at this point. So come on up, Alderman.

16 ALDERMAN SPOSATO: Is it all right if I  
17 stand? I have a little bit of a problem with  
18 stairs. I'm very loud. Can everybody hear me?

19 I hope this isn't misinterpreted, but I  
20 actually came here to thank you guys for  
21 something. So I know I've been a little  
22 critical of CPS over things, but recently we  
23 have approved I can't remember if it's a 17 or  
24 \$18 addition on one of my schools, so I really

1 appreciate it. But there's still overcrowding  
2 problems on the northwest side schools, not just  
3 in my ward, in my future ward, you know, we need  
4 to do something on the northwest side, I know  
5 we're taking a good look at that.

6           So like I said, I just -- I don't  
7 always want to be critical of things, I want to  
8 be thankful sometimes in public. So thank you  
9 for the addition at Canty, but we still have  
10 Hansen School is overcrowded. So I'd really  
11 appreciate if we could take a good look at that.

12           And, Randel, I never met you. I called  
13 you a couple of months ago for a problem I had,  
14 so I just want to thank you in public for  
15 resolving my problem with the teacher  
16 appreciation event. And that's all I really  
17 have to say. So no need to comment either so we  
18 can keep it moving, but we just really need to  
19 take a closer look at what's going on at the  
20 northwest schools, they're just busting at the  
21 seams.

22           I did have one question, I'm sorry. So  
23 the 1 million extra for safe passage, is there  
24 any consideration at all to put anybody in safe

1 neighborhoods for safe passage on the northwest  
2 side at all, you know, a person or two? I'd  
3 appreciate consideration for that. We have  
4 problems of getting crossing guards so it would  
5 be nice if we can at least have a safe passage  
6 person or two over certain areas especially if  
7 we're putting another million into it. So thank  
8 you very much.

9 MS. WONG-BENNETT: Thank you, Alderman.  
10 I hear you on the overcrowding issue and it's  
11 something that we've identified in our ten-year  
12 and five-year capital plans. It is an issue and  
13 we are trying to address it. You'll see as a  
14 part of the capital plan we are addressing a  
15 number of other places that are overcrowded, and  
16 with the new State money that we have there's  
17 some money -- some portion of that money which  
18 will go to overcrowding as well. It doesn't  
19 solve the problem and it's something that we  
20 will need to address going forward and can only  
21 happen with additional funding for CPS. So I  
22 totally hear you on that.

23 You know, with the million dollars of  
24 safe passage I'll have to, you know, get back to

1 you in terms of the specifics of where that's  
2 being spent.

3 ALDERMAN SPOSATO: We know where it's  
4 being spent, but throw us a couple of bones on  
5 the northwest side or something like that. A  
6 little help because we have problems, you know,  
7 with the crossing guard thing. But thank you  
8 very much.

9 MS. WONG-BENNETT: Okay. Thank you.

10 MS. SHANNON: Thank you.

11 Our next speaker is Marie Kielty. And  
12 following Marie is Martin Ritter and following  
13 Martin is Loretta Westley. So if Martin and  
14 Loretta can make their way to the front of the  
15 room that would be helpful.

16 Marie.

17 MS. KIELTY: Can you hear me? My name  
18 is Marie Kielty, I'm a resident of Chicago and a  
19 retired CPS teacher. As a pensioner of the  
20 Chicago Teacher's Pension Fund, I have paid into  
21 my retirement. Other entities have not paid  
22 their obligations to teacher pensions.

23 (Whereupon, the audience was  
24 clapping and cheering.)



1 MS. KIELTY: In the section on the  
2 Office of Accountability there is proposed,  
3 quote, shift of Chicago ready to learn  
4 initiative pre-K admissions process from the  
5 Office of Early Childhood to Accountability to  
6 streamline the process, unquote.

7 As a former preschool for all teacher I  
8 required that the parent bring the child with  
9 them to register. The parent and the child had  
10 the opportunity to meet me and the teacher  
11 assistant. While I did the paper work the  
12 teacher assistant showed the child the different  
13 activities in the room. This was a transition  
14 for both the child and the parent. The  
15 transition for the child, helping the child  
16 become acquainted with us in the classroom is  
17 non-existent in this process with  
18 accountability. This is not developmentally  
19 appropriate practice which term the budget uses  
20 in several different places. Quote, the family  
21 engagement, unquote, mentioned is missing. The  
22 Department of Student Assessment provides,  
23 quote, developmentally appropriate assessments,  
24 unquote.

1           In 2015 third graders will spend eight  
2 hours being tested on the Common CORE standards.  
3 This is not developmentally appropriate. I am,  
4 however, pleased that, quote, the  
5 District-required assessments for grades three  
6 through 11 will be reduced, unquote.

7           The term -- the budget uses the term  
8 developmentally appropriate several times in  
9 ways that show there is no understanding of what  
10 is developmentally appropriate as defined by the  
11 National Association for the Education of Young  
12 Children. In the section under new early  
13 childhood initiatives there is a statement,  
14 quote, develop a comprehensive system for pre-K  
15 grade two Common CORE state standards framework  
16 for teaching. The Office of Early Childhood  
17 does not seem to understand that Common core  
18 standards begin in kindergarten, not preschool.

19           The recently revised Illinois early  
20 learning and development standards align with  
21 the Common CORE in some instances. In the  
22 performance policy for schools, including  
23 charter schools, quote, to measure overall  
24 school quality a standard analysis of the number

1 of graduating seniors from charter schools in  
2 relation to the number of freshman rendered four  
3 years earlier.

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

6 MS. KIELTY: And my last comment is  
7 about the Supes Academy. Do they know anything  
8 about early childhood as the document from the  
9 National Association of State Board's of  
10 Education? I have a copy for each member.

11 MS. SHANNON: Thank you.

12 MS. WONG-BENNETT: You know, you  
13 mentioned a couple of things, one is pensions.  
14 You know, I know we had up on the slides earlier  
15 what our pension contributions were over the  
16 last number of years since 2005, all of those  
17 pension contributions were the amounts that were  
18 required by State statutes. So we've made  
19 basically all of the contributions that the  
20 State required us to make.

21 You know, as it relates to assessments,  
22 this is something you actually mentioned, which  
23 is that we are reducing assessments in grades  
24 three through 11, and that's something that is

1 continuing to change. As I know you know the  
2 standard -- Common CORE standards are going to  
3 change. The way it is that, for example,  
4 funding and assessments are done and the whole  
5 landscape of assessments is changing and that's  
6 something that we are taking a look at.

7           You know, one of the things that makes  
8 it hard for us to do things right away is that  
9 funding is tied to assessment tests. So in  
10 order for us to get certain State and Federal  
11 funding it's something that we do have to do to  
12 a certain extent, but we are reevaluating the  
13 way that it's done.

14           MS. KIELTY: But you never mentioned  
15 developmentally appropriate practices as it  
16 relates to the youngest children in the school  
17 system, that is the crux of what I've been  
18 saying all along. And the same thing that I did  
19 not get to say about the Supes Academy  
20 principals, are aware of early childhood  
21 education and the elementary school principal  
22 from the National Association of Elementary  
23 School Principals? The document has been out  
24 for 25 years. How many principals are really

1 aware of what is good practice? So we don't  
2 have principals deciding that we're taking the  
3 block area out of the classroom, not having a  
4 4-year-old child say to me in terms how I label  
5 the block area, Mrs. Kielty, two triangles make  
6 a square, two right triangles make a square.  
7 Sophisticated geometric thinking coming from a 4  
8 year old because she had to play with the  
9 blocks. How many principals are taking those  
10 things out of the classroom?

11 MR. RITTER: My name is Martin Ritter,  
12 I'm a former Chicago Public School teacher, I  
13 taught for eight years, for one year at a  
14 charter school and then seven years after that  
15 at high schools in the District. I also worked  
16 for a year in the Office of New Schools, which  
17 is now called the office of something,  
18 Innovation and Incubation. My job was actually  
19 to investigate charter schools, but everything I  
20 investigated was swept under the rug and then  
21 Ron Huberman just kind of let me go because I  
22 discovered all the bad stuff, including things  
23 that UNO did and Concept did. We'll get into  
24 that stuff later.

1 I actually appreciate that you're  
2 answering questions. I notice that your title  
3 is treasurer. How does your role differ from  
4 the Chief Financial Officer? To me that's  
5 redundancy, two people who have the same job  
6 making a lot of money. He's shaking his head  
7 because he knows. But there's two people.

8 And the Communications Department just  
9 got another person the other day, it was in the  
10 Sun-Times, like \$160,000 to spin stuff that  
11 you're probably reading in your talking points,  
12 which you're doing a wonderful job.

13 I read the entire Chicago Public  
14 School's budget, and I notice that the Talent  
15 Office, the office that really has no talent, it  
16 has an additional 40 staff this year compared to  
17 last year. That's your document, not our  
18 analysis, it has 40 additional staff and ten  
19 additional million dollars. That's money that  
20 should be in schools, okay.

21 All right. I notice that the Office of  
22 Innovation last year's budget was \$11 million  
23 spent as budget and this year its budget is \$30  
24 million. So when you say that you're like

1 cutting Central Office, I don't think you're  
2 really telling the truth because your budgets  
3 are telling a different story. All right. We  
4 had a so-called underutilization crisis last  
5 year and the year before but you keep adding  
6 schools. So you're adding more seats to other  
7 underutilized areas with declining revenue.  
8 You're setting public schools up for failure.  
9 That's what you want. The privatization has to  
10 end.

11 (Whereupon, the audience was  
12 clapping and cheering.)

13 MR. RITTER: All of us must do our part  
14 to

15 (Whereupon, the audience was  
16 clapping and cheering.)

17 MR. RITTER: Do yourselves a favor,  
18 organize, okay, let's beat them.

19 MS. WONG-BENNETT: A couple of things  
20 we've already talked about so again I won't  
21 rehash those. As it relates to the Talent  
22 Office and Accountability Office, I can explain  
23 to you what those increases are. The  
24 accountability office actually moved the Access

1 and Enrollment Office which governs  
2 selective-enrollment into accountability. So  
3 that increase is not actually an increase in  
4 hiring, but it is moving another office that  
5 currently exists in CPS into Accountability.

6 As it relates to Talent, you know, we  
7 mentioned the fact that we've increased  
8 investments in certain programming, and I listed  
9 about a handful of them, and Talent is  
10 responsible for implementing those new programs.  
11 So when, you know, we are making investments it  
12 costs money and people who manage those -- the  
13 programs to run those and in addition to that  
14 some of those increased professionals are due to  
15 vacancies that previously existed which were  
16 then filled.

17 MS. SHANNON: Loretta Westley is up  
18 next.

19 MS. WESTLEY: Hi, I'm a counselor and  
20 case manager at Disney Magnet School. And I've  
21 been with the system for 32 years, and I would  
22 say this last year because of the cuts has  
23 probably been the most difficult year that I've  
24 had. And when I say difficult, I don't mean



1 necessarily for me even though because, you  
2 know, we only have one counselor case manager  
3 for 1700 students in an elementary school, when  
4 the national model is 300 or 600 to 1. So, you  
5 know, that's three times the amount. And I know  
6 you say the principals are given more freedom to  
7 set the budgets, but I think when they're given  
8 these difficult constraints when they have to  
9 make cuts so they have to cut something they cut  
10 positions that, you know, are not teaching  
11 positions. And I think if it's not built into  
12 the Board budget they're going to have to make  
13 these difficult decisions so really I see them  
14 almost being the scapegoat for the budget and  
15 they're having to make those difficult  
16 decisions, you know, die by fire or die by  
17 drowning, which is more difficult. That's what  
18 they're doing, they're not making very  
19 educationally-based decisions, it's just what  
20 the budgets leads them.

21           And this year I have not had time to  
22 spend with students. We were a great school and  
23 we want to, you know, show children how to do  
24 conflict resolution so we don't have, you know,

1 80 shootings in one weekend. We teach children  
2 how to resolve these issues, but I can't do it  
3 with one person 1700 students, it's just not  
4 physically possible. You know, I work long  
5 hours, I work very hard, but it's just without  
6 those positions we can't do it so we can't make  
7 a difference if the budget doesn't have these  
8 positions built in.

9 And it does go back to where the moneys  
10 are coming from and we need to organize and have  
11 the moneys, you know, just show the numbers  
12 where it counts, you know, counselors, social  
13 workers, psychologists, you know, ancillary  
14 librarians and teachers. So that's all.

15 MS. SHANNON: Thank you, Loretta.

16 MS. WONG-BENNETT: Thank you, Loretta.  
17 I appreciate your dedication to Disney and, you  
18 know, I agree, you know, principals are having  
19 to make difficult decisions in their budgets and  
20 there isn't enough education funding, something  
21 that we do work very hard to try to find  
22 additional funding from the State legislature  
23 and from other sources and it's causing for a  
24 lot of principals who work very hard for their

1 schools to have to make difficult decisions. So  
2 I appreciate your comments.

3 MS. SHANNON: Our next speaker is  
4 Marisol Vazquez, if I have that right. And  
5 following is Liz Brown and then Rodney. And,  
6 Rodney, I'm sorry, I can't read your last name.

7 MR. ESTVAN: Estvan.

8 MS. SHANNON: Estvan, thank you.

9 MS. VAZQUEZ: Good afternoon, my name  
10 is Marisol Vazquez, I was recently laid off from  
11 the Belmont-Cragin Early Childhood Center. I  
12 worked there for nine-and-a-half-years, two of  
13 those years I worked in the special ed classroom  
14 as an assistant. I know how important it is to  
15 have two assistants and two teachers. Some of  
16 the kids there are very severe and they need  
17 one-on-one assistance. And also another  
18 coworker of mine her name is Santa was also laid  
19 off.

20 What I don't understand is how my  
21 principal in my school hired an assistant  
22 principal for my school when we have a director  
23 and she knows basically everything of how to run  
24 the school. And I'm really upset how a lot of

1 us got laid off and all this money is going to  
2 charter schools. Thank you.

3 MS. SHANNON: Thank you, Marisol.

4 MS. WONG-BENNETT: Thank you, Marisol.

5 You know, we are making additional investments  
6 in early childhood education, it's not something  
7 that we mentioned specifically before, but the  
8 budget does increase investments in that area  
9 and part of the new funding that we received  
10 from the State will also increase early  
11 childhood education investment as well.

12 MS. SHANNON: Thank you.

13 Liz Brown is up next. And, Rodney,  
14 you're next.

15 MS. BROWN: This one or that one?

16 MS. SHANNON: Whichever one you want.

17 MS. BROWN: I'm sorry, I didn't catch  
18 your name at the beginning.

19 MS. WONG-BENNETT: It's Jennie, Jennie  
20 Wong-Bennett.

21 MS. BROWN: Say the last name please.

22 MS. WONG-BENNETT: Bennett.

23 MS. BROWN: Ms. Bennett, that's how we  
24 do it, okay?

1           So anyhow, Ms. Bennett, I think  
2 everybody here understands she's the one that's  
3 taking the heat so I'll just talk to her.

4           70 mil away from our CPS schools, 70  
5 mil to charters. That's basically the bottom  
6 line, guys. Those are your priorities.

7                           (Whereupon, the audience was  
8 clapping and cheering.)

9           MS. BROWN: Writing checks to friends,  
10 that's what you're doing, you're taking public  
11 money and you're giving it to private entities  
12 and there is no fiscal oversight. I dare you go  
13 into your whatever hundreds of pages of budget  
14 detail and you tell me what all the money is  
15 that charters get from private funding. Where  
16 is the detail on that? Do you even know? I  
17 doubt it. Do you know what strings are attached  
18 to that?

19           In my neighborhood Amundsen High School  
20 got 1.5 mil taken away. Chapelle almost a mil,  
21 94 K. And then Concepts, that charter, tried to  
22 come into our neighborhood, we chased them out,  
23 they ran down to McKinely Park. And now  
24 Passages charter in our neighborhood eight

1 blocks away from Chappelle that gets cut, over  
2 enrolls, goes over their enrollment cap and has  
3 the audacity to ask for another \$250,000 because  
4 they want to add 50 more kids. Enough. Have  
5 some oversight, look at their books, open their  
6 books, let us see. Be honest for a change. CPS  
7 has no credibility and all this deficit talk you  
8 have a deficit of trust. The public does not  
9 trust you. Please change your ways.

10 Do you have any questions for me?

11 MS. WONG-BENNETT: I don't have any  
12 questions, but I appreciate --

13 MS. BROWN: Could you ask me a question  
14 because that would be refreshing?

15 MS. WONG-BENNETT: I don't have any  
16 questions for you, but I appreciate your  
17 comments. Thank you.

18 MS. BROWN: Are you sure?

19 I will. I was just in a conversation  
20 with probably your boss.

21 MS. WONG-BENNETT: Thank you,  
22 Ms. Brown.

23 You mentioned a couple of things, and  
24 again I'm not going to repeat myself, but you

1 did mention 70 million away from schools. One  
2 of the things that we haven't talked about is  
3 the breakdown of what's changed in the school  
4 budget from last year to this year. And one of  
5 the things that we haven't really delved into is  
6 the fact that we did renegotiate our facilities  
7 contract. What that means for school budgets is  
8 that we've created a more efficient way to go  
9 and have custodians clean the schools and  
10 whereas before --

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

13 MS. WONG-BENNETT: They had been in the  
14 schools and had been a part of the school  
15 budget, that part of reduction in their budget  
16 is due to savings that we've negotiated. We  
17 used to have a thousand different vendors for  
18 custodian services and now we've renegotiated  
19 that to two vendors. And as a result of that  
20 those savings are being realized in the same  
21 type of custodial services but reduced amounts  
22 of moneys that schools have to spend.

23 MS. BROWN: Can I respond? Are we  
24 having a conversation?

1 MS. WONG-BENNETT: I'm sorry, I'm not  
2 finished yet.

3 MS. BROWN: Because I would like to  
4 respond to what you just said.

5 MS. WONG-BENNETT: I'm not finished  
6 yet.

7 In addition to that, you know, the  
8 other parts of the reduction, you mentioned \$70  
9 million, it's not quite apples to apples  
10 because, you know, the amount of reduction in  
11 some of the schools that you mentioned that  
12 comprise -- and some of the 70 is actually the  
13 custodial services, but it's really 55 million  
14 in reductions is actually reflected in a \$55  
15 million increase to another 275 schools. So of  
16 the again 500-plus District-run schools, 275 of  
17 them are seeing a \$55 million increase in their  
18 budgets which is offset by the \$55 million  
19 increase which is in some of the schools which  
20 is what you're reflecting.

21 You know, some of the other components  
22 just, you know, additional details on the school  
23 budgets in cases of interest. You know, some of  
24 the reduction in the school budgets relate to



1 reduced Title 1 funding from the Federal  
2 Government. And that funding is something that  
3 we are continuing to seek for, and to the extent  
4 that that's approved we'll return back to the  
5 schools and their budgets.

6 And in addition to that, you know, a  
7 lot of the schools -- most of the schools who  
8 had their budgets reduced actually received  
9 again funding in the last year that was hold  
10 harmless money which was money they received for  
11 students they didn't have.

12 So again just to break down the  
13 different components of the budget, you know,  
14 the different reasons why budgets move, that's  
15 the reason for some of the differences between  
16 last year and this year.

17 MS. BROWN: Can I just respond to one  
18 thing that you said? What you did with the  
19 engineers is you took good, middle-class paying  
20 jobs and you privatized them, and we need jobs  
21 in this city.

22 (Whereupon, the audience was  
23 clapping and cheering.)

24 MS. WONG-BENNETT: So the \$17 million

1 from that is going back into schools and it's  
2 being reinvested into schools.

3 MS. SHANNON: Thank you.

4 Rodney, you're up next.

5 MR. ESTVAN: My name is Rodney Estvan,  
6 and I'm the education policy analyst for Access  
7 Living of Chicago. We do special education  
8 advocacy. The special -- believe it or not,  
9 folks, the special ed budget is up this year,  
10 but it's not up over the end of 2014, it's up  
11 over the budgeted budget from 2014. So those of  
12 you who are seeing cuts may have never seen the  
13 teachers that were actually allocated to the  
14 schools. They may have never been filled  
15 because there's unfilled positions. So that's a  
16 part of the dilemma in looking at numbers.

17 But let's get to the big point here,  
18 and I thought that you got it right, the pension  
19 is the big point. The pension is a crisis  
20 beyond all comprehension since the decision by  
21 the Illinois Supreme Court. The Board of  
22 Education needs to make some hard decisions.  
23 One of those decisions is to go to the Assembly,  
24 the Illinois General Assembly, and ask for

1 changes in the cap on our property taxes to  
2 generate revenue because we have a structural  
3 problem here. We will not be able to pay this  
4 forever. We will end up in receivership just  
5 like 1979 when the school finance authority took  
6 over the District. So there has to be something  
7 done.

8           The Board also needs to listen to  
9 issues that have been raised by the Chicago  
10 Teacher's Union, which does not support raising  
11 the cap, by the way, but they need to listen to  
12 some of the proposals they've made about  
13 changing the TIF districts. They need to listen  
14 to potential taxes that can be passed without --  
15 not without the approval of the Assembly. The  
16 Assembly has taken our -- both Ginger Ostro and  
17 Dr. -- the CEO of the CPS to task in committee  
18 meeting over these property tax rates, which are  
19 lower, lower than the average in Cook County,  
20 lower than most suburbs, lower than Evanston.  
21 We don't like property tax increases in Chicago,  
22 it is not popular, but it's something that has  
23 to be put on the table and it is not being done  
24 by this Board because it will not act

1 independently of the mayor.

2 MS. WONG-BENNETT: Thank you, Rodney.

3 You know, as it relates to property tax  
4 increases and going to the State legislature, we  
5 have had conversations with State legislators.  
6 We had them in the last legislative session on  
7 Memorial Day weekend, and we continue to have  
8 them on a regular basis with the CTU. And we've  
9 talked about a number of ideas that both the CTU  
10 and legislators, including discussions  
11 surrounding new revenues, whether it's property  
12 taxes or others and surrounding the TIF funding.  
13 So, you know, we hear you on that point.

14 MS. SHANNON: Okay. Our next speaker  
15 is Jessica Venega (sic).

16 MS. VENEGAS: Venegas.

17 MS. SHANNON: Venegas, excuse me.  
18 After Jessica it's Margaret Aguilar and then  
19 George Schmidt, so if you'll come down as well.

20 MS. VENEGAS: I actually did not  
21 prepare anything. My name is Jessica Venegas, I  
22 have been at Disney for seven years which now  
23 seems like a long time with all the cuts that  
24 have been made. I'm surprised I made it this

1 far. I actually work with Loretta who came up  
2 to speak. And with the cuts that you guys have  
3 been making you guys keep saying that you're  
4 trying to keep cuts outside of the classroom,  
5 but you've made so many cuts that all that  
6 happens is it affects the way that the kids are  
7 able to learn. They're not able to learn in the  
8 space that you provided.

9           One of our positions got cut in fifth  
10 grade, and we were maxed to capacity into the  
11 classroom. A lot of the kids had social  
12 problems, emotional issues, you know, parents  
13 going to jail or becoming homeless. And usually  
14 I was able to send them to Loretta so she could  
15 talk to them or, you know, just have these  
16 moments where they could get counseled, but they  
17 can't so they have to sit in this classroom.  
18 And I don't have a chance to get to them because  
19 I have 31 other kids that I need to teach. So  
20 they're sitting in my class they're not  
21 learning, and I can't reach out to them.  
22 There's no support staff because you've cut them  
23 all. You've cut another, what, 1500 people over  
24 the summer? And it's just getting to the point

1 where it's ridiculous. And you're making these  
2 cuts and they're uneven.

3           You have certain schools getting money  
4 when they don't need it. And you're closing  
5 schools in predominantly black and Latino  
6 neighborhoods and you're setting them up to  
7 fail. And then you're opening up  
8 selective-enrollment schools and they have to  
9 test into these schools that they're never going  
10 to get into because you've set them up for  
11 failure.

12           I just don't understand how you can say  
13 that you're trying to find a way to not cut into  
14 the classroom but that's all you've been doing.  
15 You're stretching us thin. You're opening up  
16 charter schools, you're opening up all these  
17 charter schools that get to pick and choose the  
18 kids that they take and then send back the  
19 kids --

20                                           (Whereupon, the audience was  
21                                           clapping and cheering.)

22           MS. VENEGAS: So they come back to the  
23 public school feeling like they've been rejected  
24 and they have been because they're not the cream

1 of the crop.

2 70 million away from public schools and  
3 70 million to charter schools. Its just wrong  
4 and you keep doing it. It's just ridiculous...

5 MS. WONG-BENNETT: Thanks, Jessica.

6 So I know I said this before but, you  
7 know, student-based budgeting provides equal  
8 amounts of money to all students in all schools,  
9 including charter schools.

10 In terms of, you know, closing schools,  
11 we closed schools that were underutilized and as  
12 has been demonstrated by the performance of the  
13 students in the new welcoming schools, the  
14 growth, you know, of those students has been  
15 greater than what was experienced in the  
16 previous school.

17 You know, we understand that the  
18 budgets of schools are stressed as is our  
19 budget, and that's going to continue to be a  
20 problem given the revenues and expenditures that  
21 we have. It's something where, you know, we  
22 totally appreciate the work and effort that  
23 every one of the teachers of the School District  
24 puts to the schools and we're going to try to

1 make things work. You know, we are working to  
2 do the same with a very, very tough budget, and  
3 so I can understand, you know, that it's a very  
4 difficult situation to be in.

5 A VOICE: Ma'am, why do magnet schools  
6 get up to eight board paid positions and  
7 neighborhood schools do not? Because it seems  
8 to me that the kids that need the most resources  
9 get the least.

10 MS. WONG-BENNETT: I'm sorry, we need  
11 to go in the order of people who signed up.

12 MS. SHANNON: Margaret, you're up.

13 MS. AGUILAR: My last name is Aguilar,  
14 I'm not related to Christina Aguilera.

15 I've been involved in the public  
16 schools as a parent for 12 years. My son  
17 graduated in 2003 and then I kept involved -- he  
18 went to public schools the whole time and then  
19 after that I got involved on the Local School  
20 Council as a community representative. So I am  
21 really passionately dedicated to the idea of  
22 public schools as our social responsibility to  
23 the people of this city.

24 I've been to several of these hearings,



1 I see you guys sitting here taking notes and  
2 catching the anger and the reasonable anger of  
3 people, of counselors who every day cannot do  
4 any ongoing counseling but have to do crisis  
5 management every day that they're in school.  
6 The teachers that have too many students in  
7 their classes. And I think all the schools  
8 should have 20 students in each class. Now,  
9 that's really a silly thing when you want to do  
10 twice that almost. But I see this political  
11 process, and I don't know that anything goes  
12 past here.

13 I see a lot of people -- a woman in the  
14 last year's hearings that her son was murdered  
15 in, quote, unquote, safe passage. And she said,  
16 what are you guys talking about safe passage.  
17 And so I see you as feeding us a lot of  
18 platitudes and in some cases misrepresentations,  
19 very possibly outright lies that you were  
20 supposed to tell us, and certainly different  
21 than I see when I read things.

22 And so I'm feeling very, very  
23 frustrated with this, and I hope -- and I see  
24 not many people here, and I'm wondering what

1 your public publicity for this meeting was  
2 because I didn't get it from -- I got it from  
3 Raise Your Hand, which I am not a representative  
4 of, but I'm on their list. So, you know, what  
5 are you doing?

6 MS. WONG-BENNETT: Thank you, Margaret.  
7 So you asked a question about comments being  
8 made here. I'm not sure if we mentioned this,  
9 but there is a transcript of these proceedings  
10 that's being taken by a court reporter and a  
11 summary of those comments are being prepared for  
12 Board Members, as well as Dr. Bennett.

13 You know, in addition to that we are  
14 working to increase the transparency of our  
15 budget, and it's something that has happened  
16 over the last couple of years. I'm not sure how  
17 many of you have been to the website, but  
18 there's a truly interactive and advanced website  
19 which allows for you to search, you know, the  
20 budget, which is a very large and complicated  
21 \$5.7 billion budget based on a number of  
22 different categories, whether it's by the  
23 school, by the type of funding and, you know,  
24 gives you an ability to interact with the data

1 in there. It is a very big budget, and it's  
2 something that, you know, it takes a lot of  
3 going through and information to go through,  
4 which is why we're here to answer questions and  
5 listen to comments that you have.

6 MS. SHANNON: George.

7 MR. SCHMIDT: My name is George  
8 Schmidt. Before you start timing me could you  
9 put slide six back up so I can talk about what  
10 I'm going to talk about.

11 MS. SHANNON: Is that the one you're  
12 wanting?

13 MR. SCHMIDT: That's the one. Thank  
14 you very much. I could have cited other ones,  
15 but basically what you really have is a  
16 credibility gap.

17 I reported about a week ago from a  
18 press conference that Arne Duncan did six years  
19 ago where he showed that the total  
20 administrative budget was less than \$200  
21 million. That was, of course, before the  
22 miracles began in 2011. That \$740 million cut  
23 is just an outright lie. It's a fabrication.  
24 There's no way you can prove it because it's not

1 true. You did not reduce Central Office  
2 administration by 700 million, you never had 700  
3 million there. What you're doing is padding it  
4 with other claims, but even those have no truth  
5 to them. What we have here tonight has nothing  
6 to do with the budget, it's a total  
7 epistemological struggle over credibility and  
8 you have none.

9 I'll give you another example,  
10 Ms. Bennett, how long have you been with CPS?

11 MS. WONG-BENNETT: I've been with the  
12 Board for two years.

13 MR. SCHMIDT: Two years.

14 And you've been on the Joint A Board  
15 Committee?

16 MS. WONG-BENNETT: I'm sorry?

17 MR. SCHMIDT: You said earlier that you  
18 met with the union.

19 MS. WONG-BENNETT: I have, yes.

20 MR. SCHMIDT: I've never been at one of  
21 those meetings with you, I'm one of those people  
22 on that committee for the union. CJ Orozco, the  
23 former CFO, the Peter Rogers and others. I got  
24 to tell you, the credibility here is really

1 funny.

2           You know, I'm a parent of two children  
3 in public schools and my eldest son graduated  
4 from -- who went to Berkley from Whitney Young.  
5 He's a successful computer engineer right now at  
6 age 25 and he didn't need window dressing STEM  
7 nonsense to learn the mathematics and other  
8 things he learned in Chicago Public Schools  
9 class of 2007.

10           Since 2011, and I wouldn't believe this  
11 was possible, your credibility has collapsed. I  
12 doubt any one of you has taught in the schools,  
13 if you did you taught for fewer years than the  
14 28 years that I taught. Thank you.

15           MS. WONG-BENNETT: Thank you for your  
16 28 years of service to the schools. These  
17 numbers are real. If you go to our budget,  
18 these numbers are real numbers.

19           MR. SCHMIDT: I'm talking about the 740  
20 million on the top.

21           MS. WONG-BENNETT: It's a total of \$740  
22 million since fiscal year '11.

23           MR. SCHMIDT: In what?

24           MS. WONG-BENNETT: In expenditure

1 reduction for administration, operations and  
2 programs. If you go back to the budget  
3 presentations from previous years we outlined  
4 specifically what makes up the 55 million this  
5 year, what made up the 112 million last year and  
6 going back historically to previous years as  
7 well.

8           You know, as it relates to credibility,  
9 that's why we're here today is to listen to your  
10 comments and provide responses to the best  
11 extent that we can because we know that there's  
12 a lot of information that people are putting  
13 together and we want to try to be able to  
14 explain and communicate what it is that's in  
15 this budget and how it is that we are doing our  
16 best given the limited resources to be able to  
17 provide funding to classrooms.

18           MS. SHANNON: We have the final two  
19 speakers, Jeff Naumann is next, and following  
20 Jeff is Kathleen Boyle.

21           MR. NAUMANN: Hi, I'm a special ed  
22 teacher at South Shore Fine Arts Academy. I  
23 just want to talk a little bit about special  
24 education students or students with special

1 needs.

2           Due to deteriorating working conditions  
3 we've seen a mass exodus of special education  
4 teachers. Special education teachers are  
5 leaving the city for the suburbs and they're  
6 leaving the horribly underfunded schools in the  
7 south and west sides for the moderately  
8 underfunded schools on the north side.

9           Last year the Chicago Public Schools  
10 had approximately 100 full-time special ed  
11 positions that went unfilled primarily because  
12 of a lack of qualified candidates or scaring  
13 them away. When schools do not have a complete  
14 staff of SPED teachers, as was the case in my  
15 school, South Shore Fine Arts Academy, we are  
16 unable to meet the needs of our students with  
17 special needs.

18           So I guess my question is how is this  
19 budget going to attract a qualified SPED teacher  
20 to meet our student's needs and thereby ensure  
21 that CPS is in compliance with Federal law?

22           MS. WONG-BENNETT: We, you know, have,  
23 you know, kind of procedures in place for how it  
24 is that we try to recruit teachers, you know,

1     because --

2             MR. NAUMANN:  Where in the budget?

3             MS. WONG-BENNETT:  I'm sorry?

4             MR. NAUMANN:  Where in the budget?

5             MS. WONG-BENNETT:  They're part of the  
6     positions that are allocated to the schools in  
7     student-based budgeting.

8             MR. NAUMANN:  Did you produce the  
9     funding?  Because we had a hundred open  
10    positions last year so did it increase this year  
11    and by how much?

12            MS. WONG-BENNETT:  Again, I have to get  
13    back to you on specifically how much funding may  
14    have increased for special ed, I don't know that  
15    number off the top of my head.  You know, as it  
16    relates to hiring, again, that's something that,  
17    you know, there are specific procedures for how  
18    it is that we hire, which a part of the union  
19    contract and, you know, to the extent that we  
20    can we try to fill these positions.

21            MR. NAUMANN:  It doesn't matter if you  
22    have more people in the human capital  
23    development sector if the teachers aren't there  
24    because they're running away or their burnt out.



1 So how are you addressing this? I mean, should  
2 I just tell my parents that you don't care about  
3 students with special needs? Because that's the  
4 impression that I'm getting.

5 MS. WONG-BENNETT: No, the positions  
6 are there and, you know --

7 MR. NAUMANN: The positions are there,  
8 but they're not filled because of the working  
9 conditions that are driving away qualified  
10 special ed teachers.

11 MS. WONG-BENNETT: We're doing the best  
12 that we can, you know, with the limited  
13 resources that we have. And I hear you, it's a  
14 difficult situation.

15 MR. NAUMANN: So I should just tell my  
16 parents that I'll do the best I can --

17 MS. WONG-BENNETT: What we do --

18 MR. NAUMANN: -- with my 20 students?

19 MS. WONG-BENNETT: We need additional  
20 State funding and additional money which then  
21 helps with that situation. You know, that's  
22 really what our needs are.

23 MR. NAUMANN: I'll tell them they're  
24 getting no help from the Board.

1 MS. SHANNON: So we do have Alderman  
2 Arreno who just came in, I just want to check to  
3 see if you'd like to say a few words before we  
4 go to Kathleen.

5 ALDERMAN ARRENO: Why don't you let her  
6 let her speak first.

7 MS. SHANNON: Okay. Kathleen, come on  
8 up.

9 MS. BOYLE: Hey, thank you for being in  
10 the hot seat, I know it's not easy because I've  
11 been there at my school myself. I've worked on  
12 the west side of the city for the last -- this  
13 will be my seventh year coming up and it's been  
14 tough. And it's funny I see something building  
15 in the city, I feel an anger. And if you're  
16 aware of the anger of just this room of people,  
17 imagine an entire city that's galvanized by  
18 what's being done to them. And it's easy to  
19 blame the teacher and it's easy to blame our  
20 pensions, but I look at the fact that our last  
21 two Governors were indicted for criminal charges  
22 of corruption. And one of them is sitting there  
23 now for criminal charges of corruption. This is  
24 a man who refused to live in Springfield and we

1 had to hire police protection for him around the  
2 clock to watch him at his house and then fly him  
3 to Springfield when he had meetings. And I know  
4 this because my sister lived in Ravenswood.  
5 That cost the taxpayers \$14,000 a year. Who  
6 paid for that? Did it come out of my pension?  
7 Did it come out of your pension? Is it my  
8 fault?

9           These are the things I don't  
10 understand. And I don't understand how one of  
11 the biggest charter school leaders, Juan Rangel,  
12 was also let go from his position for  
13 corruption. And this is the cycle that's  
14 happening in our city. It's estimated that  
15 each taxpayer has to pay \$1300 yearly in a tax  
16 for corruption. In the last 30 years over 1400  
17 politicians in this city have been indicted for  
18 corruption. Is that my pension's fault? Is  
19 that my fault? Is that all the teachers here  
20 fault? And that's what I see but nobody is  
21 addressing that issue and that's what is really  
22 concerning me.

23           I see the city being sold from under  
24 our feet to the parking meters, to the lights

1 that catch us when we go a little too fast.

2 It's a problem.

3 And the last thing I want to say is who  
4 are we going to blame? The charter schools can  
5 only expand and make money by expanding and once  
6 they've expanded beyond the rate of which they  
7 can be paid for they're going to collapse and  
8 then we'll have something worse than the housing  
9 market. And who are they going to blame, is it  
10 me and my pension?

11 MS. WONG-BENNETT: Thank you, Kathleen.

12 A VOICE: Four more years.

13 ALDERMAN ARRENO: Let's get through the  
14 first four.

15 Thank you. I apologize I couldn't get  
16 here at the beginning of the meeting. Hello,  
17 Anna.

18 I don't know all of you well, I'm  
19 Alderman Arreno from the 45th Ward, northwest  
20 side. So I get briefings, I've seen the budget,  
21 and I get told for three years now we're going  
22 to make sure money is in the classroom. And  
23 then I go back to my ward and I talk to my  
24 principals and I talk to the teachers and I'm

1 told we don't have the money, staff is being  
2 cut, art programs are being cut. But from the  
3 top it's art and music for everybody. But  
4 schools don't have -- schools are putting their  
5 band equipment into closets because they have to  
6 turn -- you know, because of overcrowding issues  
7 we have on the northwest side they have to turn  
8 those rooms into classrooms.

9           So I hear in this room people are  
10 questioning what you guys put on a piece of  
11 paper versus what is getting into the classroom  
12 is not translating. And I'm open to hearing and  
13 having any one of you or all of you step through  
14 how this money is actually getting into the  
15 classroom because it's not translating into  
16 classroom space in severely overcrowded schools.

17           Now, I'll acknowledge that after three  
18 years of petitioning supporting the petition of  
19 a principal at Hitch School, who we just lost to  
20 cancer, we're getting classrooms at Hitch, we're  
21 getting eight classroom mobile units. But that  
22 petition started way before I came into office,  
23 okay. So the lag time between the reality of  
24 your system and the execution of something to do

1 something about it is far too long. And again,  
2 these are classrooms that are overcrowded,  
3 they're teaching in hallways, they're teaching  
4 in landings, converting bathrooms, and only now  
5 we're getting these resources in terms of  
6 classroom space. Will we have teachers? Will  
7 we have the support staff? Will we have the  
8 arts programs? Will we have toilet paper in the  
9 room? And I'm not hearing that on the street.

10 I'm telling you I've been three years,  
11 and this is over and over and over again I've  
12 heard it, we go into our briefings at City Hall  
13 and I go home and every year I hear the same  
14 thing. You have to find a way to explain where  
15 the money is going and how it is actually  
16 getting into the classroom it needs to get to.

17 Now, I can talk all day long about the  
18 northwest side, and it really isn't the biggest  
19 problem we have because we still educate our  
20 kids well and they graduate and they go on to do  
21 good things, but what you're doing in the  
22 neighborhoods where these schools where I've  
23 gone and seen the schools that are not nearly as  
24 well kept or maintained and kids are still --

1 teachers are still trying to teach in those  
2 conditions. It has to be corrected because the  
3 problems that we have with crime that are not  
4 being addressed well, starting in these  
5 classrooms, okay, and I don't represent those  
6 communities directly, but I have to explain to  
7 my parents why this is the system that they're  
8 in, and they care that kids across the system  
9 get a good education. So we need equity in this  
10 system. We need a real plan to address the  
11 underserved needs of our communities.

12 I know that the current administration  
13 and Barbara Byrd-Bennett likes to use the  
14 rhetoric of choice and in my mind it's a false  
15 choice. We need to commit to educating kids in  
16 our neighborhoods, you're dismantling  
17 communities this way. I have parents that are  
18 driving hours out of their day to get their kids  
19 to one school because they didn't win the  
20 lottery on this one to get into Beaubien gifted  
21 program or get into the neighborhood preschool  
22 program and now they have to go to two schools  
23 or three schools for their three kids. So how  
24 much time does that community member have to

1 spend in the school doing what we used to do as  
2 parents all the time, support our schools, help  
3 out, help support whatever the principal needs,  
4 whatever the teachers need. We are pulling  
5 those just inherent resources away from the  
6 neighborhood schools.

7           It is not a real choice. You are  
8 telling people you have to make a choice between  
9 your own neighborhood and traveling to educate  
10 your kid. You're telling them your neighborhood  
11 school will not educate your kids, and  
12 unfortunately these parents are believing it.  
13 Okay, they're believing it. On the northwest  
14 side where we have Level 1 schools that are  
15 producing more kids going on to the  
16 selective-enrollment system than almost anywhere  
17 else. So I don't think it's going to happen  
18 with this administration, and I don't think you  
19 guys are going to do it, I don't have that  
20 confidence, but I'm going to implore you to stop  
21 doing this. It's not good for the City of  
22 Chicago. It's not an equitable way to build a  
23 system. You already said it's a complex system,  
24 it's a complex budget, you make it infinitely



1 more complex by making people make these choices  
2 to win the lottery to go here or to go there in  
3 order in their mind to get an education that  
4 they can trust. Let's get back to people  
5 trusting in their local schools and in their own  
6 communities to come together and educate our  
7 kids.

8           You talked about -- there was a  
9 discussion about where is this money going to  
10 come from and when the gentleman was up you said  
11 we're all dealing with less, we have to deal  
12 with the resources we have. But the only  
13 resources we have, have you gone down to  
14 Springfield and talked about other budget  
15 solutions besides the one and only that's ever  
16 used in this city, which is property taxes?  
17 Which according to Mayor Daley's 22 years we  
18 never raised property taxes, but we have. Every  
19 year it goes up, it goes up, it goes up. But  
20 the funding is not there, but the funding is not  
21 there. Okay, look to other solutions. A  
22 progressive income tax, you guys could be an  
23 amazing voice to find revenues by reforming the  
24 income tax structure in this state by going to a

1 progressive income tax. It was studied down in  
2 Springfield in this last session, it's supported  
3 by the population, you should educate yourself  
4 about it and look into it. It will generate  
5 revenue for the City of Chicago and for the  
6 State for education across the State. You could  
7 look into locally a financial transaction tax,  
8 okay, which could generate revenue from other  
9 levels of the economy that are completely  
10 untouched by the property tax system.

11 Dollar for dollar we need to find other  
12 ways besides property taxes. That's what's  
13 going to drive people out of this city. In the  
14 45th Ward we're middle income, middle class, and  
15 that one bill you know is the hardest one to  
16 keep paying every year. And when they get to  
17 eighth grade they decide the bill is going up,  
18 but my choice to go to a high school that they  
19 can trust -- okay, they've been told the only  
20 place they can get a good education in high  
21 school say selective-enrollment school and so  
22 the choice is you wait for the lottery, if you  
23 don't get it you put the For Sale sign up and  
24 then I lose the revenue that's generated from

1 the property taxes.

2           You are creating a cycle that's not  
3 sustainable, it actually is driving us down,  
4 from a revenue standpoint it's driving us down.  
5 It drives property values down which drives down  
6 our property tax income. Because if we can't  
7 keep families here through their lives then  
8 that's where we're going, we're going down.  
9 Look for other solutions besides the simple one  
10 that's right in front of you, they're there. We  
11 proposed them to the mayor as a caucus, and I'm  
12 happy to have a discussion with you offline  
13 about them.

14           In terms of -- if I could talk about  
15 the northwest side for a second. The solution  
16 is not adding, you know, a mobile classroom to  
17 Hitch, that's a stop gap. The solution is not  
18 adding a third mobile unit to Prussing, that's a  
19 stop gap. You need to identify a campus on the  
20 northwest side and put in a new neighborhood  
21 school, not a charter school. I won't support a  
22 charter school in the are 45th Ward, not now,  
23 not ever. I want a neighborhood school on the  
24 northwest side. I don't care if it's in the

1 45th Ward, it needs to be on the northwest side  
2 to alleviate the overcrowding problem. That has  
3 to be addressed.

4 And the capital budget plan which I  
5 petitioned the Board for when that was going  
6 through was simply a farce. It just said -- at  
7 the end of the day it said, yes, we have an  
8 overcrowding problem, we should look into that.  
9 That's not planning, guys, and that's what  
10 you're charged with doing. So I implore you to  
11 look at a solution, a long-term solution for a  
12 campus in the short-term.

13 And the last thing I'll say is in 2015  
14 I'm going to run for office. If you guys want  
15 to know what it's like to answer to your  
16 community you need to run for office. So you  
17 should support an elected School Board. Thank  
18 you.

19 MS. WONG-BENNETT: Thank you, Alderman.

20 One of the things that I heard in your  
21 comments, which I have to agree with, is we're  
22 not seeing funding fast enough for certain  
23 priorities, overcrowding is one of them. And I  
24 understand you've received some eight classrooms

1 at Hitch, which has taken a long time to get  
2 there. You know, a lot of schools are also very  
3 overcrowded and have been for a very long time,  
4 and I think part of that is a result of a  
5 funding shortage that we have at the aggregate  
6 level where we have revenues that are  
7 significantly less than our expenditures. And  
8 so we do the very best that we can given our  
9 limited resources to address the issues. It  
10 does take time and we would love to fund the  
11 overcrowding issue by tomorrow, that would be a  
12 wonderful thing, we don't have the money for it  
13 and that's why we have been in Springfield  
14 lobbying for all different types of funding  
15 sources, including discussions about income tax  
16 and other ways to look at funding the needs that  
17 we have for education. It's something that is  
18 not easy for us. I know it's not easy for  
19 everyone in this room, but we are trying very  
20 hard to make due to the best extent we can with  
21 what we have and try to increase those funding  
22 sources.

23           One of the other alternatives that you  
24 didn't mention that we are also very actively

1 talking to people in Springfield about is how it  
2 is that the State funds education and how that  
3 isn't equitable for Chicago as compared to other  
4 school districts. We are the only school  
5 district in the state that funds its own pension  
6 costs. And on top of the fact of which, you  
7 know, the per pupil funding for education in  
8 general in the State of Illinois is just not  
9 sufficient. And so, you know, those are things  
10 that, you know, we are actively looking to try  
11 to change.

12 MS. SHANNON: Okay. This is our time.

13 MS. WONG-BENNETT: Well, I think I just  
14 have a couple of comments in closing. I want to  
15 thank everyone here for taking time after work  
16 in the evening on a weekday to come to talk to  
17 us about our fiscal '15 budget. I know it's  
18 something that impacts everyone here, it impacts  
19 a lot of people in the City of Chicago, and  
20 education funding is something that is extremely  
21 crucial to the vitality of the city and we  
22 appreciate you guys taking an active role in  
23 researching and analyzing and looking at the  
24 budget and being engaged in this process. It is

1 something that we take very seriously and all of  
2 your comments are going to be recorded within a  
3 week to Board Members and others at CPS and so  
4 we appreciate your comments and questions and  
5 being here this evening.

6 A VOICE: Ms. Bennett, could you please  
7 explain now that everyone is done for the sake  
8 of transparency why is it that magnets get up  
9 to --

10 MS. WONG-BENNETT: I'm sorry, we have a  
11 process --

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

14 MS. WONG-BENNETT: If you have  
15 additional comments please go to the website and  
16 put your comments on the website.

17 MS. SHANNON: We are going to consider  
18 the meeting adjourned. Thank you.

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

21  
22  
23  
24

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

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



13  
14 *Karen Fatigato*

15 Karen Fatigato, CSR  
16 LIC. NO. 084-004072  
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