CHICAGO PUBLIC SCHOOLS

FY-15 BUDGET PROPOSAL

PUBLIC HEARING

July 16, 2014

STENOGRAPHIC REPORT OF PROCEEDINGS had in the above-mentioned matter held at Malcolm X College, 1900 West Van Buren Street, Chicago, Illinois, commencing at 6:08 o'clock p.m.

PRESENT:

MR. TIM CAWLEY, Chief Administrative Officer, CPS

MR. GREGORY VOLAN, Budget Office, CPS

MS. RENAE KELLY, Facilitator

MS. CANDACE NISBY

Reported by: Anna M. Morales, CSR, RMR

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(Whereupon, the following proceedings commenced at 6:08 o'clock p.m.)

MS. KELLY: Good afternoon, everyone. Welcome to the budget hearing for CPS FY-15 budget. We're glad you came. My name is Renae Kelly. I will be your facilitator for the evening.

What I want to start off doing is giving you some guidelines for how the hearing is going to go.

First of all, all who signed up to speak will be given an opportunity to make a statement of up to two minutes until the meeting is adjourned. What we want to do is make sure that everyone is heard. So we are really advocating that we respect one another as far as someone being on the floor speaking, you want to respect them and make sure that everyone is heard.

Also, all of those wishing to speak are asked to please sign in. The window to sign up to be a speaker is between 5 and 6:30. So that means that if you decide you want to speak, at 6:31, you've missed the window. So please make sure you sign up within the window.
There's a speaker sign-in sheet out at the front desk that you saw when you were coming in. Each speaker will be given a number. That's going to be basis -- be the basis for which you are called to the mic to speak for the two minutes.

Please know that if you miss the window, you will not be allowed to speak if you try to sign up after 6:30. So please sign up within the window.

Speakers will be limited to addressing topics related to the budget including the capital plan. Also, I know we've said it more than once already, speakers are asked to limit their comments to two minutes so that everyone that would like to speak will have an opportunity to do so.

What I want to do is tell you how we're going to communicate to you when your two minutes are up. At the point that you have 30 seconds remaining, I need you to pay attention to the folder. Once you see the folder that says you have 30 seconds remaining, we need you to finalize and end your comments by the time you reach two minutes. At the two-minute mark, the red folder will go up. On the folder, it says, Please wrap
up. So we ask that you follow the guidelines with
respect to coming to the mic to speak.

When multiple speakers from the same
organization or school are listed, only one member
per organization or school will be allowed to speak
regarding the same issue. So you want to designate
somebody. We can't have multiple people that come
to the mic. We're asking you to designate one
person to speak on the topic.

If the speaker has a follow-up question,
we ask that you please speak to CPS staff members
who will be on site to help you fill out a
follow-up card. Having been here before, I know
that if you a follow-up card and you have a
question, your question will be answered. So even
if you feel like you're going to go over the two
minutes, whatever material you feel you're going to
cover over the two minutes, please fill out one of
the response cards so your question can be
responded to on the Web site.

We want to make sure everybody is heard.

So either you can speak at the mic or you can be
heard via the Web site. Okay?

Also, the full budget is on the CPS Web
site. You can provide feedback or leave questions on the Web site as well. We will respond to all questions on the Web site including any that we are not able to respond to at this moment. We'll do our very best to accommodate you; but in the event that we can't answer your question, we'll make sure we answer it after the meeting, some time after the meeting.

You can visit our Web site at http:\\cps.edu\\budget. For those of you who may be writing that down, I'll say it again. Visit http:\\cps.edu\\budget.

We want to emphasize once again, please be respectful of one another. We want to make sure that everybody gets to speak. We have quite a few speakers on the roster. We want everybody to be heard.

Also, please don't speak over anybody that's speaking, be it our Chief Administrative Officer, who will be presenting the budget, or anybody else who is speaking. We want to advocate, we plead for us to respect one another.

Also, we have a court reporter here that is recording the meeting. We want to make sure
that she can clearly hear everything so that she
can appropriately type it into the court reporting
report.

Again, respectful communication,
respecting one another. We all want to be heard.
Okay?

Also, we have a couple of services in the
house. If you need a sign language interpreter,
make us aware of it. We have a sign language
interpreter to my left. Also if you need Spanish
interpretation, we also have that available.

What I want to do now is introduce some
individuals and the panel to just give you a feel
for who's in the house available to provide
information.

We have Harold Johnson from Network 6. We
have Teresa Placencia from Network 7. We have
Minerva Sanchez, the deputy from Network 8. We
also have Larry Fraze, the CPS comptroller;
Greg Volan from the Budget Office; and, of course,
you met several of our colleagues from the Family
and Community Engagement Office.

Again, my name is Renae Kelly, and I will
be your facilitator for the evening.
Without further ado, I'm going to turn you over to Tim Cawley, who's our Chief Administrative Officer, who will present the budget.

MR. CAWLEY: Thank you, Renae. Welcome Alderman Fioretti. We appreciate you coming out this evening. And if I've missed other elected officials, I apologize. I recognize Alderman Fioretti here in the front row.

Again, I'm Tim Cawley. I'm the Chief Administrative Officer for CPS, and it's my honor to present to you the budget that we have proposed to our Board for fiscal year '15.

The fiscal year actually began a couple weeks ago on July 1st. We were hoping to get Board approval for this budget at the July Board meeting on July 23rd. In the time between now and approval, the Board is continuing the resolution that allows us to keep the place running until the budget is actually approved.

This slide captures a lot of the things that Renae briefed you on. I do want to call your attention to the last bullet. We've put a great deal of effort into putting our budget on line.

The operating budget, the capital budget, our debt
service, it's done with a lot of hard work to
provide the graphics that show you where the money
is going, and there's a great deal of detail. It's
all interactive, and you can look at the budgets
for every single one of our schools.

We believe that that is a way to help
people understand where the money is going, what's
available, and the decisions that are made and the
trade-off decisions that we've made. So my
presentation will be short because the real goal
here today is to hear from you, not necessarily for
you to hear from me, but we felt that a brief
presentation that summarized the key points of the
budget was appropriate.

So the overview of what face in the fiscal
'15 budget, first of all, continuing, very
challenging financial situation. We've had
enormous deficits now for several years. And
fiscal '15 is no exception. We're closing those
deficits with reserves, with one-time actions like
an accounting change that we've made this year, and
we've done that to buy time until we get to a
situation where we have enough revenue to cover the
expenses to keep the district operating the way you
want it to operate.

Illinois is the last -- is last in the
United States, 50 out of 50 states in the funding
for K-12, actually pre K-12 education. So until
the state can provide the revenue that we need,
it's hard for us to invest more and more. And CPS
is the only district in the state that's required
to pay the pension costs for its teachers. Our
teachers work hard for that pension, and we want to
be able to support them; but the financial burden
on our district, which is different than any other
district in the state, is starting to pull
resources away from other things that we could
invest in.

Now we've tried to address that situation
by cutting funds away from the classroom in
operations, administration, in the central office.
And over the last four years, there have been
$740 million in cuts like this, with the last
55 million coming this year. And if you have
somebody -- if you know somebody who works at CPS,
a family member or a neighbor or a friend, then I'm
sure they're telling you about the changes that are
going on in the way that we do just about
everything, in cleaning our buildings, in running our lunch lines, in running the buses, in staffing the central office. As you know, we're moving out of our headquarters building to save $60 million. We're changing the way we do just about everything to keep as much funding as possible in the classroom.

And by doing that this year and with that accounting change, we're able to increase the amount of SBB up there, student-based budgeting, it's the core instruction budget for schools, to increase it by $70 million this year. And now, with an increase of $250 per pupil, schools have more resources to invest in the programs that are so important to student outcomes. And that's the kind of thing that we want to invest in because we're here to drive student achievement.

Now this accounting change that we've done this year has gotten criticized by a lot of people, the media, organizations like the Civic Federation. And it is an unusual move. It's a one-time move that is certainly legitimate. It actually brings our revenue recognition period in line with what the city and most other large districts do; but
basically it just allowed us to capture revenue
that was -- we're pulling it forward from the
following year, and then the following year, we'll
pull it forward from the future. It's a one-time
slide up of revenue. And without that, we wouldn't
be able to buy time until we get the action we need
in Springfield on pension reform and on more
revenue for CPS.

And then finally, while a lot of focus	onight is on the operating budget, we did present
our capital budget publicly before May 1st, back in
late April. There's been a lot of discussion about
it, and I just -- we'll do a brief refresher on
that because the Board vote that will happen on
July 23rd will encompass not just the operation
budget but also the capital budget.

As you see here, we believe in staffing
our schools and providing the people who are needed
to run our schools. And 97 percent of the
employees of CPS are in direct support of
classrooms. We've got about 1100 in central
office, and that's down from about 1800 not that
long ago. And so that's steadily being whittled
down. And then in our network offices, our 13
different networks, we have a total of 197 people.
And that's management for all of our schools. Each
one of those networks manages 30 to 40 schools.
And that's our overhead.

The rest of our staffing is either
teachers or support staff in schools, clerks,
nurses, lunchroom workers, custodians, et cetera.
So the work that ought to be happening in schools,
that is where the staff is; and, similarly, that's
where the money is.

As you see on this slide, the vast
majority of our spending is actually in the schools
themselves and then another big slice of it goes to
our pension payment. I'm sorry. I'm off a slide.
I apologize.

Here you see that the vast majority of our
spending is in schools, $4.8 billion. In
fiscal '15, we'll spend over $600 million to
contribute to the teacher pension fund; and then
the balance of the funding in networks and central
office is actually relatively small.

Without that reform, without pension
reform, these pension costs are about $1600 per
every pupil in the district.
Now I mentioned the cuts that we've done
to try and avoid paying in the classrooms. We've
done things since fiscal '11 in just about every
area as I said. We've cut administrative
positions. We've taken many positions out of the
central office. And again, that's what you would
want to hear because you support schools; but if
you are related to one of those people who lost
their job or is working harder because there are
fewer people in their departments, it's not all a
positive story, but we get that the central office
isn't where kids are learning. They're learning in
the schools.

Similarly, in some of the programs that
we've had where we haven't seen the kind of return
on the investment that we thought was appropriate
or fitting compared to other things we could invest
in, we made cuts there. Some of it has been to
equal out our investment in schools where in the
past there had been disparity with some schools
receiving a lot of extra funding for programs and
others less so. We evened that out, and that's
where those cuts have come from.

But the biggest cut you would see is in
operations where we have transformed the way we're
doing everything to save tens of millions of
dollars year after year after year, again in all of
the things that support how students get to school,
are fed at school, are protected at school, the way
the buildings are cleaned for them; and these
savings haven't come at the expense of the
environment that the children are in or the buses
or bussing as many children as we did three years
ago for about $15 million less. We're doing it by
running the place smarter and making sure that
every single dollar that we spend outside of the
classroom is being well spent.

The cuts that we've made this year on top
of the 700 before that, almost 700 before that,
include fewer central office positions and things
like technology; not an unimportant area, but as
more and more technology is coming into schools, we
need to support it, but we just had to find ways to
do it with fewer people, in Finance, in Talent or
HR as you might think of it, in our accountability
teams.

We've reduced training with outside
vendors. We've said we've got to take more of this
on ourselves. And some of the administrative
positions that we've had that support programs, we
rather that money be in the classroom where people
are actually teaching kids than the people who are
overseeing the people who are teaching kids.

   We got a new contract with Aramark to
manage facilities. So we've outsourced a lot of
our custodial management. And we're able to -- if
you work in a school or you've seen some of the
changes there, you've seen that we've transformed
that activity from an decades' old mop and pail
going up and down the hallway moving the dirt
around to this new equipment that every major
office building in the world has been using for
years, like little Zambonies that go up and down
the hallway and actually pull up the dirt far more
efficiently than we've ever been able to do before.

   We've eliminated some positions in our
lunchroom operations. These were vacant positions
that we concluded we can actually work and serve
the students meals without filling all of those
positions. And then I mentioned some of the
changes in transportation. We're much smarter now
on how to route buses, how to get more value,
having buses run twice in the morning and in the
afternoon to get more efficiency there.

    Now we continue to take the money that
we've got, including what we realize as revenue
recognition, and invest in a lot of new programs.
And you might ask, why would you do that at a time
when you have got these big, structural deficits?
And the answer is, we're here for the kids. We're
here to invest in the children with programs like
international baccalaureate and STEM and selected
enrollment programs to help the students in the
district advance.

    So while we're stretched financially, we
have to continue these investments. So we've got
new IB programs that add 1400 students. We've
added 15 new dual credit programs with the City
Colleges that students can now take credit and
actually graduate high school a good way on the way
toward a degree. We've expanded Safe Passage, an
investment that we are very proud of for what it's
accomplished over the past couple of years. And
we're sorry we have to spend it. We'd rather --
that's not money in the classroom. That's money to
get our kids to the classroom safely.
But it works. And it engages community workers in helping our students feel safe on their way to school so that when they get there, they can learn. We're spending $19 million there this year, and we wish we did not have to spend that. We wish the environment were safer. But for now, we believe that's the right investment to make.

We've added almost 170 positions in arts and PE using TIF surplus that the city gave to us. So that's filling in for these programs that are so important.

These Options programs may not be familiar to many of you, but this is where we're working to recover children who have dropped out, who have given up on school, and we're reaching out to them with new schools where we can bring them in and get them back on track to high school graduation. It's a very significant investment, but what's the alternative there? To leave the students behind, to write them off for the rest of their lives? We believe it's right to invest in them and to bring them back.

We got to do safe schools. We created parent universities in Englewood and Humboldt Park.
to reach out and help parents get engaged in their students' lives and in their schooling. And finally, we provided an important salary increase for teachers, for principals and APs, because those are the people who are doing the real work. They are the ones who are transforming kids' lives every day, and so we have to invest in them. It's a very significant amount of money, but the alternative would be to have people who aren't motivated and feeling rewarded for their hard work.

This is a chart we show in every budget presentation. It's a tough one because it is our pension costs. As I said earlier, we believe in the pension for our teachers. We believe that they need to be rewarded for their work. But the burden on the district right now of the cost that we have to bear, that we uniquely as a district in Illinois have to bear has gotten staggering.

As you see, the costs have been rising. Prior to 2005 we didn't contribute anything because the pension fund was fully funded. But then, by statute, we made contributions to it. And when we got to 2010, the pension fund lost a huge amount of value because of the crisis in '08 and '09. And so
our contributions started to skyrocket.

Springfield intervened and gave us three years of relief. That's that dip you see in '11, '12, and '13, and said, you know what, we'll solve this for you. In that three-year period, we'll solve it.

You won't have to worry about this. But it didn't get solved. Nothing changed, in fact. So we went right back on the path to contributing the pension.

This fiscal year, three weeks ago, we wired into the pension fund $613 million. Actually 601, the share that's ours. The 12 comes from the state. That went into the pension fund for fiscal '14. In June of '15, look at what that rises to.

Our share goes to $634 million. And it keeps going up from there. And even just the difference you see from '13 to '14, a $400 million increase in our contribution, it's a thousand dollars for every pupil in CPS.

So that's why we talk about this so much.

It's taking a huge amount of our funding to one specific purpose, and it's not fair that we have to pay it and no other district in Illinois has to pay. That needs to be reformed in Springfield.

Now we've made these cuts I mentioned. We
tried to work through various things that we could
do to make sure we kept funding in the classroom.
We couldn't even come close to balancing the
budget. As you can see in the circle, that's over
the last two years what we had to use to balance
the budget, the reserves that we had to draw.
The good news is, in fiscal '14, we
thought we would have to use over $600 million. We
only have to spend $425 million of reserves to
cover a deficit, which is a ridiculous amount,
almost a half a billion dollars in deficit. And
that number goes up over $800 million in
fiscal '15.
We would not be able to do that if it
weren't for our accounting change on revenue
recognition and the, frankly, just good luck when
Cook County moved the second installment property
tax date from November 1 to August 1. That in the
last two years has helped CPS to the tune of a
billion dollars because a billion dollars in
revenue has moved forward for us, and none of what
we have done would be possible if it weren't for
that.
The sad news is what we have done this
year isn't possible in the future, and the
structural deficit continues. As you can see on
the far left, the $876 million deficit from this
year gets worse. And the assumptions that go into
this are pretty basic. What are the costs to the
district that are going up? What are the
projections in revenue from federal, state, and
local that we think are realistic to make?
And so we end up with over a billion
dollars in deficit in fiscal '16 and no clear path
on how to close that. And that's why over and over
again we talk about what's necessary in Springfield
on pension reform and more revenue for schools.
And then it continues on in '17 and beyond that.
So until those things get fixed
structurally, this never gets solved. Every year
is a challenge like this.
So that's our operating budget. That's
the challenge that we have there.
Now in capital, it's a very different
animal. We spend money on our schools from two
different sources. We raise -- we sell bonds. So
we raise debt so that we can invest in schools, but
we also get a lot of state money from other
sources, and those two things together create our capital budget. Those are the investments we make in buildings, in classrooms, in labs and roofs and everything else that we need to do. And we have over 700 buildings in CPS. You can imagine what a staggering workload that is.

So we continue to invest in this. And, in fact, in fiscal '15, mostly thanks to outside money where most of our funding is coming from, we're increasing the amount we're spending in buildings to little over $500 million. We've gotten revenue from the state that allows us to build new schools in some very badly overcrowded areas. We're creating more selected enrollment seats. We're adding pre-K seats because we really believe in early childhood.

So you can see that $510 million will be spent this year. Just to be clear, we put it in the budget this year. Those investments take many years to get done. When we build a new school, it takes a year and a half to two years. The money is actually going out, but you have to budget it in one year. And then over the next five years, it's not shown on this chart, but we expect to spend
another billion, a billion two in our buildings, and that barely keeps up with what's needed.

Those of you who own a home, you know that it's challenging to repair things as they break. But we got 700 of those. So when a roof leaks or masonry starts to crumble, like you see at Chicago Vocational High School or Lane Tech or many other schools that we're fixing right now because they're falling apart, those are investments that we have to make or the buildings will end up having to be torn down. So that's how we're -- we have to make those.

So this is the second lowest amount of funding CPS has put in, via the bonds, the debt, in seven years, as you can see on the right; and the reason for that is those bonds have to be paid off over future years. It's very difficult for us to anticipate the kind of revenue we will need to pay for more and more investment.

Now there have been a couple of changes that we want to highlight since the May 1st release of the capital budget. That's in the bottom right. The state came through at the end of their legislative session in May with an additional
$36 million, $35 million for building new schools and another million for security cameras in our schools. For that, we're very grateful.

We also have shifted some funding. We had thought we would spend some money in operating costs, and we've decided that because of the long-term nature of those investments, $7 million more should be in capital, and we will pay them off over time.

And then finally, there was a state infrastructure fund that we received money on last year, and we haven't spent it yet. It provides a steady stream of funding to pay for new investments, and that's created an additional $44 million available to us.

So these are all increases versus what we had originally proposed and we felt it was important to lay that out for you now since it was not in the May 1 release, and it will be what's voted on by the Board on July 23rd.

Our capital budget focuses on three main things. I've talked about it, but it's providing programs for our students. By that what I mean is, when we put a STEM program at a school, we need new
labs. We provide technology in our schools. So we take it for granted now that every school has wi-fi. Keeping up with that for the number of devices in each school is expensive. So giving children access to programs is our first area of investment.

The second is modernization repairs. I've given some examples of that already.

And then finally, overcrowding relief. If you have come to some of our Board meetings, you've heard the some of the schools complain about kids eating in the auditorium or in the hallways, classrooms being held in the hallways or in small places that used to be teacher offices. So we're trying to relieve that in some cases with modular units -- that's all we can afford -- and others with an annex; usually if we get state funding, we'll have an opportunity to build an annex, to relieve that overcrowding.

In last year's budget, there are two new schools that are being built, one on the southwest side and one on the southeast side because those areas are wildly overcrowded and we need relief that comes from new buildings.
So all the details of this are on our Web site in every single capital project, not just the ones we're proposing in '15, but every one that is going on, from '14, '13, '12 capital budgets. And you can see pictures of why we're doing it. When we're repairing a roof, we'll show -- we have pictures of how it's crumbling and the water damage inside that we're trying to address.

And we hope that as you dive into this budget, you will understand the difficult decisions that we have to make every single day as we put this together.

So with that, what I would like to do is turn it over to you, hear from you on your reactions to what we've released, what the media has covered, what's on our Web site and get your input that we can carry back to our Board for their consideration before the meeting.

And, Renae, before you go to this, I think consistent with our practice at our Board meetings, I think Alderman Fioretti, if you would like to speak, we'll let you jump the list. Thank you very much.

ALDERMAN FIORETTI: Thank you again. Thank
you. As you know, my name is Bob Fioretti. I'm
the alderman of the 2nd Ward of the City of
Chicago. I've been an alderman for seven years,
and education is one of the most crucial issues
facing Chicago. I have devoted much of my time,
TIF money, mini money to supporting education,
building new schools, and rehabbing existing
schools in the current 2nd Ward.

There is a crisis in Chicago Public
Schools today. CPS closed 50 schools last year
supposedly based on declining enrollment. At the
same time, they opened new charter schools.
Despite promises of increased funding for existing
schools, CPS cut the budget for neighborhood
schools this year while they increased the budget
for charter schools.

I would hope at this hearing to hear from
many of the other individuals who are here from
different schools and different neighborhoods
throughout the city, but members of the Progressive
Caucus, of which I'm one of the leaders, we are
dedicated to improving educational opportunities
for all of our Chicago children. This means that
CPS needs to fight for additional funding for its
schools and use its resources it has to support the
schools now in the system.

I say that, and I listen to the remarks
that were going on, and somehow I find the fault
that exists for our problems in this educational
system at the footsteps of CPS. I find that there
is no political will. We talk about going to the
state legislature over and over again and the state
legislature can reduce this funding, the state
legislature can do -- can give us more funding,
whether it's for issues of pension, help solve the
pension issues that we have, that crisis that's
over there; but, yet, at the same time, I don't see
the political will.

We have a governor that's Democratic, and
I hope he remains that way in November. We have a
Democratic House and a Democratic Senate; but what
takes it apart and why can't they get together and
try to solve the funding that we need to make sure
our kids can compete in the global society? It's a
fact that there is no political will from CPS or
the fifth floor of this city and I say that with
hesitation.

I know the people that are at this table
are dedicated public servants. However, when we
decide that politicians should allow charter
schools, contract schools, and other schools that
take away the resources for political ends only, we
are depriving our kids of the necessary education
here in this city. We have to put a moratorium on
charter schools and all other types of schools, and
then create the political will to go to Springfield
and change what we need to do now. Thank you.

MS. KELLY: I would like to take the time to
talk about how we're going to approach the speaker
situation. I just want to remind you that your
comments need to be limited to two minutes.
Ideally how you can maximize that two minutes is
either to ask one question or to comment. But we
need you to conclude within two minutes.

Also I'm going to call you up in threes so
that we can keep it going. So let us start with
Speaker Number 1, who's Ellen, Speaker Number 2 is
Byron, and Speaker Number 3 is Nelson. So can you
come in that order so we can begin the speaker
presentation portion.

MR. CAWLEY: Before we start, we should make
sure both microphones work. Thank you.
MS. DAMLIK: Good evening. My name is Ellen Damlik, and I'm a CPS teacher and librarian of 12 years. I currently work at Senn High School and I'm proud to say that I've always worked in neighborhood schools. Prior to Senn, I was at Little Village Lawndale campus.

I'm also a member of the CTU Librarians Task Force. A few weeks ago, members of our group spoke at the Board meeting to inform people about the closing of library programs in our schools. Unfortunately, the news got worse with the release of the budget for the next year -- for next year.

Last year, CPS schools lost more than 140 librarians. The CEO and Mayor promised better resources after the brutal closing of 50 schools. However, next fall, according to the 2014-2015 budget, there will be 204 fewer librarians than there were in 2012. Only 43 percent of Chicago Public Schools will have professionally staffed libraries. Many schools won't have a library at all.

Why is this problem worth solving?

Studies show that professionally staffed school libraries have a positive impact on student
achievement. Librarians promote information, literacy, and a love of reading. For many of our students in Chicago, the school library is the only safe place where they can access books and other resources.

MS. KELLY: Please wrap up.

MS. DAMLIK: School libraries help students exceed in school and in life.

On the bright side, CPS can solve this problem and find ways to move money back into the classroom. The portfolio has -- the Portfolio Office has a $29.5 million budget. According to the CPS Web site, the purpose of the Portfolio Office is to open new schools. Since 2011, we have added 21,000 seats to charter and contract schools.

MS. KELLY: Please wrap up.

MS. DAMLIK: I will. This plethora of new seats contributes to the manufactured devastation of neighborhood schools. I would also point out that most charter and contract schools do not have libraries.

I urge CPS to invest in neighborhood schools. After all, strong neighborhood schools build strong communities. All of our students
deserve schools with a full range of arts, PE, world languages, wrap-around services, and professionally staffed libraries. Thank you.

MR. SIGCHO: Good evening. Actually I'm a bit shocked after seeing the presentation. For a second, I thought I was in a different city. Maybe -- maybe someone threw you here to realize that -- or just to hear that somehow you're telling us for the presentation that the effect of impact on children has been reduced with respect to the last three years? How can that -- how is that even possible? I mean, unless you don't realize that the Mayor and the unelected school board decided to close 50 schools in the areas where the need was the most? How can you tell us that's a fact or the impact has been reduced?

We're cleaning house. That's what this budget is doing. And it's hurting children. And it's not because the monies are there. Let us be clear. The funds are there as somebody already mentioned, but it's going to the wrong places.

Why -- and I would like to get an answer actually -- why are we keep funding charter schools that not only have poor academic performances, but
they also have criminal records? How do we keep
funding them? Now if we keep funding UNO, if we
keep funding counselors, the network schools are
served that money because they do a good job, but
we are disinvesting in those schools.

The Board of Education and the Mayor are
hurting those children. When we talk about serving
the children, it's an insult to everyone in this
audience.

I urge you, all of us, to start making --
you know the problem with this is sometimes, like
in Pilsen, right, when the courageous teachers who
denounced the lack of transparency, the lack of
adequacy in the funding --

MS. KELLY: Sir, you need to wrap up.

MR. SIGCHO: I will -- like money, teacher who
denounced the lack transparency, he got fired.

That's what happens.

Now I think it's important that we start
doing what is right, what you said, and we demand
that, tonight, that this budget is adequately
reflecting the needs of our communities.

Now we have funding -- somehow we have
funding for public schools, but all of a sudden,
there's $50 million for a north side school? Now let's keep it real. And I hope you can do your job or you tell your boss to do their job because that's what we aren't seeing. Please, please, do not tell me that you're here for the children. Now we are. And that's why we're here tonight. Thank you.

MS. KELLY: Before the third speaker, can I have Speaker Number 4 Scott to get ready. Dwayne is Speaker Number 5, and also Speaker Number 6 is Peter. Can you get ready to come to the podium.

MR. CAWLEY: I'd also like to add that out of respect for the speakers, if there is a question, and the last speaker actually posed one I think in the middle of that, we will respond. We will not just sit here stone-faced looking at you. We will answer questions if there's a specific question. So I do want to let you know that. It just wasn't clear that the last speaker expected an answer. But, please, if you have a question, we will answer it.

MR. SIGCHO: I did specifically ask about charter schools.

MR. CAWLEY: The question I heard I think was
why do we fund charter schools.

VOICES: Yes.

A VOICE: We don't want them.

MR. CAWLEY: The answer is --

A VOICE: Especially in neighborhoods you close
schools.

A VOICE: You closed our kids' schools.

MR. CAWLEY: Let's respect each other. I won't
speak over any of the speakers, and I would hope
that people would show respect and not speak over
anybody.

The answer is that charter schools are
part of the district strategy, and 57,000 children
are attending those charter schools next year. So
the funding that is being provided to charter
schools is the funding that those children and
their families deserve. That's the answer.

MS. KELLY: Without further ado, we'll have
Speaker Number 3, Nelson. Mr. Nelson from the
Pilsen Alliance.

MR. SOTA: Thank you. My name is Nelson Sota.
I'm with Pilsen Alliance. First of all, you guys
have great guts here. I see lot of you here
before. The gentleman who just spoke, I've seen
you at the budget hearings, and you guys always act
like you want to really listen to the people. You
really want to hear what people have to say.

People have told you, in no uncertain
terms, that they don't want school closings, that
they don't want anymore charter schools, that they
don't want anymore killings on the south side, and
they don't want the schools to contribute to the
violence by not being there to provide attention to
the kids. We've told you all these things in all
different ways, and you come up with the same
answers.

A lot of people don't ask questions
because they know that you don't have the answers
because Rahm Emanuel is not here (applause) a lot
of faces that we are supposed to recognize and then
associate ourselves with, you know, because of the
way the cities are being divided, you know, in all
its history; but do you think that we believe you
will do any changes?

Because the businesses in this city have
decided that they want to gut public education.
They have decided that rich people don't want to
pay taxes so they can educate black and brown kids.
Where are you coming with all these lies and numbers expecting that people are going to have a presentation back, you know, and tell you this and this and this and you should change it because you're not going to change. You're going to rubber stamp this like everything that happens in the city.

Anybody who knows anything about the City of Chicago knows that any public hearing happens only when the pig is cooked. I know the big one is already cooked. So what are we doing here? I want to let you know that we're not giving up, that all the lies that you're throwing at us, we'll confront with the truth. We'll fight. We'll be in the street, and we are going to defeat the forces behind these awful policies that are costing death and destruction in our communities.

MS. KELLY: Mr. Scott, if you could step up to the mic, please.

MR. HILEY: Hello. My name is Scott Hiley. I teach special education and history at Lincoln Park High School.

I know compared to many schools, my school is fortunate. We're still open. Kids don't have
to bring their own toilet paper. That's always a plus.

The problem I do have is that last year I taught two inclusion world city classes, both of them with over 30 students. Best practices in inclusion classrooms include transitions between individuals, small group, and whole class instruction. They include having students group themselves flexibly, do collaborative work.

The problem for me is that the 32 desks in my classroom are packed in so tightly that I barely have room to move in between them, let alone managing a transition for 32 students, many of whom have IEPs and learning needs that have to be addressed.

So every time we have a Reach evaluation, the last question is, what kind of resources, what kind of supports would help you do your job? And my answer is always the same one. It's not ultimately a problem for my principal or the assistant principals who are evaluating me. It's a problem of CPS. It's a lack of money. It's a lack of teachers. We need more teachers. We need smaller classes, and I need to be able to give my
students the education that they deserve.

We need to pull the money from expanding charter schools, reinvest in public schools and neighborhood schools in our city's communities.

Thank you.

MS. KELLY: Thank you.

MR. TRUSS: Extraction through expansion.

That's what they're talking about with this budget and their policy. And as we all know, they keep telling a big lie, telling it over and over again, even Tim Cawley starts believing it himself (laughter).

Now what he didn't say with that budget presentation -- by the way, I'm Dwayne Truss with Raise Your Hand for Illinois Public Education.

Third year in a row, charter schools got a large increase, $62 million in charter schools.

$10 million or $11 million, round it up, for contract schools. I don't know what the difference is between the two, but they got $11 million.

Alternative high schools, these kids they're talking about retrieving which gives an opportunity for people like Edison to get more money, $8 million.
When he talks about the capital budget -- now we're a city of one. We got black, brown, all families trying to work together for the best of this city, right. Well, that budget is a blatant move to try to keep segregation and us at each other's throat because (applause) $6 million for Obama Prep High School. He closed schools in my community. This is personal. When you start messing with my kids, you start messing with me. You close our schools and put $60 million into the new Obama Prep.

He didn't even mention about the fact that Payton Prep is getting an addition. They're not overcrowded. They're not overcrowded.

So when you're talking about this proposal that charter schools being part of their strategy, I think the speakers have said before me, this is all about privatization and people making money. This is the same people who spent $263 million to close schools, right. They said they would redirect money into neighborhood schools.

But yet, the total debt services they didn't talk about, never talked about is going to be $750 million where your kid and grand babies are
going to have to help pay.

Also with this fiscal budget they didn't
talk about was the fact that 9,224 additional seats
are scheduled for charter/contract schools,
additional seats when we lost 3,000 students, and
3,000 of those students are kids they can't find as
a result of these school closings. It's
well-documented right there.

MS. KELLY: We need you to wrap up.

MR. TRUSS: I'm going to wrap up. The bottom
line is this is that the greatest organizer -- I
got to give Mayor Rahm Emanuel credit. He's a
great organizer. We all know what we need to do in
order to deal with this minutia. We got to elect a
new mayor. We got to get an elected school board
(applause). Thank you very much.

MS. KELLY: Peter, before you step to the mic.

(Chanting.)

MS. KELLY: Peter, before you begin, let me
have Windy, Claudia, and Michelle who are Speakers
7, 8, 9 to be prepared to step to the mic,
following Peter, in that order.

MR. HARRISON: Thank you very much. I think
there's two points everyone in this room can agree
with. One is crime is at an unacceptable level in this city. It's a plague, frankly. And education is the best weapon to combat this plague.

So given these two points, I truly find it shocking that behind closed doors you would decide or allow the decision to be made to spend $20 million in Lincoln Park where -- while also shutting down 50 schools and firing numerous and countless librarians.

Furthermore, on top of this, the Lincoln community does not even support this annex and that seats, frankly, are open in our community. Other schools around the area have capacity, and you're taking away outdoor space, community space.

I'm a teacher, potentially Lincoln parent. I don't want my kids going to a school with a rooftop deck; and, frankly, it's money that should be spent where it's needed on the south side to combat the violence that we saw so readily on July 4th weekend.

I'm asking you to take back this money and actually, frankly, take the one-time action, Tim, that you mentioned and use this money where it can be much better spent.
So if you're taking, we do appreciate it because most of these things I go to, no questions are taken, including from the aldermen. Why are you doing this $20 million over the objections of the community around the school and not spending the money in places where it's so much more needed than the north side?

MR. CAWLEY: The fact about the Lincoln annex is that Lincoln Elementary School is very overcrowded, and there are -- and all of the children are from that area. So we have some overcrowded schools in other areas where kids are coming in from outside the attendance boundary and you can manage the overcrowding by just accepting fewer of them.

In Lincoln Park, families are moving in and there are a lot of children and the school is overcrowded, and the projections are that it will become more settled.

A VOICE: And Lincoln Park families are white. That's why the money is going there.

A VOICE: You said in a deposition you didn't want to inconvenience those boundaries by redrawing those boundaries so they have to go to another
school.

MR. CAWLEY: So that's why the annex is being built as Lincoln, and that was the best solution. We understand that there is opposition in that neighborhood. The opposition --

MR. HARRISON: It's fairly unanimous in the neighborhood.

MR. CAWLEY: At the Board meetings, it's been a draw.

MR. HARRISON: We'll have to get our alderman in Emanuel's back pocket.

MR. CAWLEY: There are many difficult decisions. Almost every decision we make, there are people who are opposed to it and there are people who are in favor of it. Lincoln is a perfect example.

MS. KELLY: Here's what I recommend with this.

MR. HARRISON: If you're going to take questions --

MS. KELLY: Here's what I recommend. Since we have the two-minute window, if you feel that your question has not been answered, you can actually fill out a slip where you can voice your concern or your question on the slip, and we'll be happy to
provide a response for you.

Guys, I'm asking you that if we can remain
respectful of one another, we can keep things going
smoothly. We have quite a few speakers. We want
to exercise that fairness to allow everybody to
have an opportunity at the mic. We want to address
your response. We want to hear you. We just ask
that you maybe need to write down your response or
write down your question and we'll gladly provide a
response for you.

MR. HARRISON: In all seriousness, I do
appreciate you taking questions because of the
umpteen ones I've gone to, no one ever takes
questions. So that's greatly appreciated.

MR. CAWLEY: Thank you.

MS. KELLY: Windy.

MS. PEARSON: Good afternoon. My name is
Windy Pearson, W-i-n-d-y, P-e-a-r-s-o-n.

As we attend these hearings, attended by
staff of CPS, those that are formerly members of
AUSL, those that are formerly living outside of the
City of Chicago in the $100,000 club with CPS's
roster, I would like to say to you, you have no
invested interest in our communities.
The promise of Safe Passage based on the yellow signs and the same schools have proven to be a joke. It states as much as I quote the bullet point number 6 that says 150 students expelled due to violence. You plan to build or add a new school at the cost of $1.5 million that equals $10,000 per student, yet other CPS students are receiving less than 5,000 based on basic education needs.

Between 2009 and 2010, 11,225 youth were arrested and were on school properties. I'm referring to the Juvenile Detention Center. Let you know this, that in August of 2013, August 23rd to be exact, there were 133 shootings, 38 murders near Safe Passage zones.

I want to go a little bit further, and I'm going to take my 30 seconds and then some.

District 10, there were 133 arrests. That averages out to 2.39 percent. In District 11, 255, 4.57 percent. In District 12, 308 arrests. These are all on school property.

MS. KELLY: If we could have you wrap up, please, Ms. Windy.

MS. PEARSON: I shall. I want to tell you this. More security does not necessarily lead to
feeling safe. Sixty-four percent of the students said they can see anything in the school even if there's metal detectors. However, 47 percent do not think having metal detectors make it safe.

A first grader is bullied for year and a half in AUSL school -- Mr. Cawley, do you still live outside the district? You should answer that question for me, sir. What made it fair for you to live outside the district? Do you still live there, sir?

MR. CAWLEY: I live in the City of Chicago.

MS. PEARSON: Would it be fair to live outside the district and collect money on us? Answer my question, sir.

MR. CAWLEY: I live in Chicago.

MS. PEARSON: Answer my question. What makes it fair for you to be able to live outside of the district, outside of this district, but you were collecting our dollars with your salary. Is that fair, sir?

MS. KELLY: Okay, Ms. Windy. We need you to wrap it up.

MS. PEARSON: I need the answer to the question. The man said he was going to answer the
question. I would like him to answer that
question. Answer my question, sir. You live
inside the City of Chicago this year. You moved.
Prior to that, Mr. AUSL, you lived outside the City
of Chicago. Everybody in this room knows that.
Answer my question, sir.
The other question I have -- one more
question, sir, since you refuse to answer that
question. The other question I ask of you, sir, is
that you act as though we're ignorant to the fact
as to what TIF dollars are because you said in your
statement standing at that podium that some of us
are not aware of what these programs are. TIF
dollars belong to us.
So answer my question, sir -- ma'am, no
disrespect on that panel -- but I need you to
understand that some of these people, these people
in this room very much know what's going on in the
world of education because this is our school.
This is our city.
One more question I have for you.

MR. CAWLEY: Thank you.

MS. PEARSON: The Board of Education -- and
they're not going to touch me. How many other
buildings does the Board of Education have in our neighborhoods that are not being upkept and kept?

Answer that question, sir.

MS. KELLY: We have other people who would like to speak.

MS. PEARSON: You guys need to understand is that there were 120 schools closed prior to the 50 schools, and they are not being upkept and kept in our community.

MS. KELLY: Claudia.

MS. PESENT: Hello. I was hoping to be spoken on both sides of the microphone tonight.

As a substitute 30 years ago in segregated schools in Garfield Park and Humboldt Park, I witnessed the inequities and violence in and around Chicago Public Schools. It continues to be underfunded in Chicago, but now the destruction of neighborhood schools and communities, especially in the south and west sides, have been supported and funded by our unelected school board and Mayor Emanuel.

I have worked for the children at four of the neighborhood schools you have closed or turned around, Deneen, Calhoun, Medill, and most recently
Stockton, at which I worked for seven years as a teacher in the library. You closed that as well due to budget cuts.

I kept teaching despite being reprimanded by my network chief for words spoken at these hearings, misnamed, but they were called hearings. Stockton became Courtenay. This will be the third year without a librarian. Please inform the Board that I know of experienced certified librarians seeking to open the libraries and books and hearts and minds of our children in our communities. I have references if you need them.

With the majority of low-income students in transit, transitory situations, i.e., homeless situations, and recent immigrants and refugees, a library is needed most of all at Courtenay School. Yet, we have now had six positions cut for this coming year. Funds are dwindling for these welcoming receiving schools and still no librarian.

I would like to know why we weren't given what we were promised. We were promised a certified librarian, and we still don't have one.

MR. CAWLEY: We'll have to follow up. Who made that promise? The way decisions are made about
whether or not there will be a librarian is by the principal.

MS. PESENT: That's how you put it now, just like the per pupil funding. You try to push off the decision-making driven by the budget cuts that the unelected school board --

MR. CAWLEY: There was more funding this year, and the principals were free to allocate that what they thought was most important for their students. Every principal made those decisions.

MS. PESENT: But why doesn't the unelected school board feel that it is their duty to provide funding for the librarians in each school if the principal doesn't have the awareness that a school needs a school librarian?

MR. CAWLEY: I would say because the board believes the principal is the best person to make that decision, not the Board.

MS. PESENT: What about the community and the families and the children? Don't they have a right to --

MS. KELLY: Okay. Since time has elapsed, what we can do is take your question or comment and provide a response to you at a later time.
So Michelle, before you step to the mic,
let me call up Caroline, Speaker Number 10,
Zerlina, Speaker 11, and Sherise, Speaker 12. So
Michelle, if you could step to mic. The three
speakers in that order, be prepared to speak.

MS. VILLEGAS: My name is
Michelle Hoppe-Villegas, and I am from the Lincoln
Park area, and I would just like to say there's a
reason that there is so much anger in this room and
so much distrust of CPS. The answer that
Mr. Cawley just gave to Mr. Harrison was false.

Lincoln Elementary School is about 100
students over capacity. It sits in a sea of
underutilized schools. Directly to the north of
them, Alcott has 200 empty seats. Directly to the
west of them, Meyer has 300 empty seats. Each of
those schools is at 30 percent neighborhood
capacity. Directly to the south, Newberry has 100
extra seats.

Anywhere else in this city, a school that
is overcrowded by 100 students, 150 max, when
there's 200 -- there's 2500 extra seats in Lincoln
Park according to census data and CPS's own
analysis. So what you just said was false.
Anywhere else in the city, you would have used boundary change, moving the gifted program out of Lincoln, some other method that cost no money. But in this wealthy neighborhood, you appeased the privileged, and you diverted $20 million off budget. It never showed up in the budget. You sent this money to Lincoln Elementary School.

We were told by people who made this decision, the highest level at the state, the highest level on the Board of Education that this money was not used because it was needed. We gave them their own arguments created by the Educational Facilities Master Plan and CPS. This money was diverted to Lincoln Elementary School to the detriment of other schools in CPS. Fifty percent of schools are not going to have librarians next year. $20 million going to an unnecessary annex. It was diverted there to protect property values.

MS. KELLY: Can you wrap up, please?

MS. VILLEGAS: To protect property values of the wealthy and to keep the wealthy taxpayers in the city.

Now we cannot have a functional city when we are diverting pork to the privilege off budget
and you are gutting neighborhood schools around the
city. Take back the $20 million for this
unnecessary, unnecessary annex, this pork to the
privilege, and divert it back to the budget where
it belongs and put art, librarians, teachers back
in the schools where they are needed the most.

MS. KELLY: Ms. Caroline.

MS. VICKREY: My name is Caroline Vickrey.

A VOICE: Why don't you answer that?

MR. CAWLEY: What was the question? The only
thing I would correct in the statement is that the
impression that was given by the speaker was that
we didn't do boundary changes only because it's
Lincoln Park.

The reality is we have other parts of the
city that are overcrowded as well with
underutilized schools nearby, and we have refrained
from doing any boundary changes because boundary
changes are difficult in all our communities.

A VOICE: You did it in Austin.

A VOICE: You closed 50 schools.

MS. KELLY: If we could let Caroline have the
floor.

MS. VICKREY: The information that was up on
the slide show posted by Mr. Cawley was -- it's indeed alarming, and there are really difficult decisions that we need to be making all across the city right now. There's no question about it.

In times like this when really difficult decisions need to be made, it's so important that we have a plan, a plan in place that helps the system objectively and fairly distribute funds in the most rational and objective way possible. This plan exists. CPS passed it. It was the Educational Facilities Master Plan. It makes sense. It was not followed. There was a political decision that was made to circumvent the plan.

I don't know what else to say. I've been saying this for two years. I wouldn't be coming out to these meetings for two years if I did not feel so strongly that this is such a bad decision for our community and for the broader city. It's such a bad decision.

The political decision was made unfortunately by our misguided alderman who led the charge, and that's unfortunate for our community as well as for the greater city. And then the Board went ahead and endorsed this decision. It's so
unfortunate in so many different ways.

Unfortunately, demolition is supposed to begin on Monday on our playground, our cherished playground in our neighborhood. We're devastated. Unfortunately for our neighborhood and for the rest of the city where this money is being siphoned from -- and I say air conditioners all over the city if it has to be capital expenditures -- spend it somewhere else. Unfortunately, this pig is already cooked.

MS. KELLY: Ms. Zerlina.

MS. SMITH: My name is Zerlina Smith. I'm a parent of a CPS student. I have just one question. Do anyone sitting on this panel have children in CPS schools? I guess I'll take that as a no. So just one.

I had a speech, but I'm going to go from the heart. When you look into a community like mine where schools was closed where I had to take my child from a school that was on the -- on the closing list last year because I was in fear of my child not getting a quality education due to budget cuts because I knew they were coming because I was out here walking the streets with everyone and many
more that is sitting in this room begging for you
two people that we know are not going to listen.

I just want to know what gives you the
right to think that our children do not deserve a
quality education within community schools? You
cut budgets in public schools. CPS cut their
budgets by 62 million, but gave charter schools
67 million.

When I have to think about when my
property taxes went up, how I'm going to get my
daughter 27 minutes outside of my community to get
to a school just to have history, music, art,
science, when there's a building within walking
distance from our home that does not have those
same resources.

I want to know when they raise these
property taxes and say that they didn't have no
money to educate our black and brown children,
where did they find 96 million to buy new furniture
for the office? Did they think about when you look
at where you're getting your federal funding from,
it's from the poor, the working poor, the
nonworking? You're getting federal dollars on our
kids' heads but ain't giving them nothing. You're
not giving the parents anything.

When you look at the violence in our
community, education is important to everything.
No one is going to come to our communities and
invest in us because we don't have education
systems that invest in us. For free. For free.
Give us what we pay for. If we buy a pop that goes
to everyone's salary here, does anybody's grandkids
or kids sitting on this panel, if you think you're
going to have some, going to benefit from what you
are doing now?

Because I know I wake up every day reading
to my daughter, making sure that she's capable to
get to your standards to make sure that she can be
adequate to the kids up north. Because I know when
I read an article in the Chicago Sun-Times that
stated that middle-class families and poor
communities, black communities, they resource
education out. Why? Because they have the means
to do so. I don't have the means. I don't have
the means.

But everyone sitting here stone-faced,
will you tell my child come next year -- because I
have one going into kindergarten. I'm CPS policy
chairperson. I know that you're only going to
invest the little change into the black and brown
communities with the three-hour head start
programs.

When you look at all the programs, people,
look for the white folks. They say we don't work,
we don't go the school, we're not going to get
nothing.

MS. KELLY: Can you please wrap up.

MS. SMITH: They want us to stay where we at.
And if we allow them -- I know that Rahm Emanuel is
looking at all these polls coming up. We are going
to replace him and all you, too. All you, too. So
let that man know he got to go and his whole
hand-picked bunch, too.

MS. KELLY: Sherise, before you step to the
mic, let me have Shelley. A representative from
Lincoln School, I'm sorry, I can't see -- also
Herb Schober. We need the next three speakers to
be prepared to come to the mic. Without further
ado, Sherise.

MS. McDANIEL: My name is Sherise McDaniel.
I'm a mother of children at Manierre and Lincoln
Park Elementary School, Lincoln Park and Manierre
Manierre was one of the schools on the list but one of the schools on the list to be closed. We fought to stop that. The next thing that happened was that you all took $450,000 from our budget. So kids are stacked on top of each other in the classrooms. And to stop the closing of our school, we offered classes to little Lincoln. We offered classrooms to little Lincoln who was spending -- CPS was spending thousands of dollars to rent rooms from DePaul so that the kids could go there, to the overflow.

You know, you all said that it's not that easy to change boundaries. Well, you all wanted to change our boundaries in a heartbeat so that our kids had to attend Jenner which was across Division and to make our home school, once you all closed Manierre, a local charter school.

The thing is that you all are putting all of this money into the charters. We don't want them. My kids are flourishing in their neighborhood school. I want you to spend the dollars there. All the kids in the selected enrollment, they're getting a good quality
education. I want my children in the local
neighborhood school to have the same opportunities.
Okay?

We have to fight for an elected school
board. That's number one. Chicago is the city of
big shoulders, not the city of deep pockets. So
please tell Rahm Emanuel, enough is enough. It has
to end.

MS. KELLY: Shelley.

MS. NATION-WATSON: My name is
Shelley Nation-Watson, and I'm a counselor at
Montefiore Special School. Thank you.

We are a receiving school. We received
Near North. We received Buckingham. We received
an amazing amount of services for this past school
year. Now we have lost three social workers, four
of our best special ed teachers in the city, and
eight paraprofessionals. We have been stripped of
our students. Students -- we had 18 students that
graduated. We have received zero students placed
in our school this year, and dozens of students
have been placed into therapeutic day school, and
every last one of them has been placed in a private
school.
The state pays CPS tons -- tens of millions of dollars every year to place students in private settings. CPS, they don't pay a dime to place these students in private settings.

When I called and e-mailed and made phone calls to find out where our students are, I was told that's not my job. That's her job. And when I called her, it's not my job, it's his job. And they went back and forth. I guess we're having a miscommunication. I said, I guess you are having communication issues. Maybe you could fix that. And then no one would call me back.

So our students have been misplaced, displaced, our special needs. Obviously CPS doesn't want to deal with our students' scores and don't want to deal with paying our salaries and not -- it's inconceivable that our students --

MS. KELLY: Please wrap up.

MS. NATION-WATSON: -- are wondering are we going to be displaced again? And when parents were offered a private option before they came to Montefiore and when parents realized the option of private was sub par, they tried to come to Montefiore and CPS refused for them to come to
Montefiore and I was told, "those parents chose private. If they say they want to be in Montefiore, they're liars."

So --

MS. KELLY: Can we have you finalize your comments, please?

MS. NATION-WATSON: The question is, why are you stripping Montefiore and why are you trying to phase us out as the only left -- the only public therapeutic school in the city? And isn't it against the law not to have a public option for special needs students? Thank you. I would like an answer. Thank you.

MR. CAWLEY: I have to say I'm not familiar -- I'm not familiar with the law on what has to be provided in the city. We do have a public therapeutic school. So if there is a requirement, we meet it.

I do know that these are children who have the most special needs, and we have an enormous investment in that area, some very caring and capable people who try to find the best place for those students. Montefiore does a wonderful job for them, and we're proud of the work that's done
there. There are more children that Montefiore can serve, and many of these private placements do an outstanding job, and that's why parents choose them.

So there's a great deal of care and concern for the students with special needs, and there are a variety of alternatives for them. That's why the state makes those alternatives available from a funding standpoint. And Dr. Markay Winston, our leader in that area, is the most caring, capable, concerned person on the planet for children with special needs.

MS. KELLY: Thank you for the response, Tim. If we can now have the representative from Lincoln School to step to the mic.

MS. ROSENBERG: My name is Lynn Rosenberg, and I had lots of questions that have already been asked, but I just don't understand. The alderman said that, why not use existing property, existing buildings?

I'm a designer. I do this all the time for a living. We recycle property and make it work. And, you know, you have got all these schools in our district, and they got empty seats,
empty seats. And you are throwing $20 million to
build an annex when we don't need it. We don't
want it.

We want you to use the money for children
in other areas that need the money, for the
librarians, for the programs. So maybe they'll be
busy, they'll be directed to reading a book instead
of taking out a gun and shooting somebody. We need
to help the city, not just Lincoln Park.

You know, there's a lot been said that,
well, we're all black here. You know what, we're
white and we don't want the money. We want to help
the public areas of the city. You know, we're the
people that grew up in the '70s and the '80s.
We're the people that wanted to help the world.

And, you know, I listen to this budget
that you came up with and it's like, you know --
Abraham Lincoln said it all, you know, about
fooling some of the people some of the time and
some people all the time, but not everyone, and
you're not fooling us.

All these people -- there isn't one person
that came up here and said, yeah, good job, you're
doing great. Nobody said that.
A VOICE: They're liars.

MS. ROSENBERG: Because we know, as Nelson said, the pig has been cooked, and no matter what we do, the pig has been cooked.

MS. KELLY: Herb, before you step to the mic, let's have the next three speakers to get ready. Claudia, Patsy, and Amparo, 16, 17, 18, in that order. Thank you.

MR. SCHOBER: Hi. My name is Herb Schober, and I'm also from Lincoln Park, and I'm backing Michelle and Lynn in stating that we do not need the $20 million spent in our area. Learn to move the boundaries. Is that so hard to do? You guys are all college graduates. Is it hard to do to move a boundary? Give me a break. Spend the money some other place.

MS. KELLY: Thank you. Claudia from Roosevelt.

MS. CUEVA: (Through interpreter) Good evening. My name is Claudia. I am a mother of a student at Roosevelt High School. I am also a Local School Council member. I am also a Local School Council member for the first time.

I am here to provide you with some points for the education of the students. From 2013 to
this year, the school, it has received a budget cut of $2 million. And she doesn't think that's right for those students' education.

She told the story about her and her son.

So his school doesn't have textbooks. So they provide them with just work sheets. So there was one time that her son couldn't find the work sheet, and he was very worried. He couldn't find the work sheet -- the work sheets because then he cannot turn in his homework. So they were searching for the work sheet. And then at the end, Claudia found her son very discouraged about his education because they just provide him with work sheets and not textbooks.

The school is on probation, and how are they going to improve the quality of their education if they don't have textbooks and they don't have the funding to provide a quality education? Now I ask you to not cut the budget because -- not only for my son, but for the rest of the students because -- so they can become successful men and they can help the community.

Thank you.

MR. CAWLEY: What school is it?
1  MS. CUEVA: Roosevelt High School.
2  MR. CAWLEY: We'll have somebody reach out to
3       you to understand. Roosevelt High School should
4       have plenty of money for textbooks. As a LSC
5       member --
6  A VOICE: Lincoln's got some money.
7  MR. CAWLEY: As a LSC member, we should be sure
8       that you understand what's in the budget so you can
9       help the principal be successful. We would like to
10      get your name and we'll get back to you.
11  MS. KELLY: Thank you for your comments. I
12      appreciate it. Can we have Patsy to step to the
13      mic. Patsy Blosson. Is Patsy Blosson in the
14      house? Patsy Blosson? All right.
15      We're going to move on. Speaker 18,
16      Amparo. Ms. Amparo, before you say anything, let
17      me have Speaker 19, Mr. Bell, Speaker 20,
18      Georgia Waller, and Speaker 21, Aushunda Harris.
19      Go ahead, Ms. Amparo.
20  MS. SOSTENES: Hi. I am 16. I'm a student at
21      Juarez. We live in Chicago. As far as I can
22      remember, any adult, any teacher, anybody that I
23      have met, they tell us that they want us to be good
24      people when we grow up. They want us to be good,
educated people, and they want us to go to college
and finish high school and have a good job.

But this isn't what we're being taught
right now. We spend $70,000 just to keep a
teenager in a Juvenile Detention Center, and we
spend $13,000 to keep one person in school. With
that, that means what it would take to keep one
person in the Juvenile Detention Center, you can
keep five in school.

MS. KELLY: Can you please step closer to the
mic?

MS. SOSTENES: Eighty percent of people in the
Juvenile Detention Center are in there for
drug-related offenses or they could be put into
rehab instead of being (inaudible).

If we were to spend more money in the
schools better and making the teachers have like --
they could entertain the students. They could be
there for them. We could pay a little bit more.
We would be spending less money -- we would be
spending less money having to make security
cameras. We would be spending less money doing
other things just to keep them so that they
wouldn't do anything bad.
If 57,000 children are going to attend charter schools next year, how many kids are being pushed out of school right now? How many kids are being pushed out last year? Those 57,000 students go there because they have other public schools that they want to attend. Maybe they want to attend public schools but those schools, they're not good enough for them. They don't have money. They can't do as much as charter schools.

Now you are giving money to charter schools. Well, public schools needs it. 57,000 children are going there next year because public schools don't have enough for them so that they can do the same. Charter schools have enough money. They have enough money. They have plenty of it, while public schools, they're getting the money cut. Why? Charter schools aren't enough. We're building more charter schools and there's public schools being closed. Those schools, they have many kids.

Now how are we going to tell a child, how are you going to tell them they're going to grow up and they're going to finish high school when you're cutting the money that they need to do that?
MS. KELLY: Mr. Bell.

MR. BELL: My name is Dion Bell. I go to Roosevelt High School. I'm a student organizer with the Chicago Student Organization Save Our Schools. I'm here today because for the past couple of years --

MS. KELLY: Can you step closer to the mic, please. Thank you.

MR. BELL: For the past couple of years, CPS has been closing our schools and cutting neighborhood schools' budget.

When I was a junior, I went to my counselor to ask about my service hours. I handed her my service hours and trusted that she would enter them. The next day, she told me that she misplaced my papers with a hundred other paperwork on her desk. I was mad because I put so much time to do those hours. At the same time, I was not mad at my counselor because I saw all the other things that she had to deal with.

I understand why she misplaced my papers because, in my school, there are hundreds of students per counselor. This is not -- this is a lot of students to handle for one person. We need
more counselors in my school to help students graduate and get ready for college; but, instead, this year, my school lost almost $1 million. This is not right. CPS needs to put money back into the neighborhood schools instead of taking it away. Thank you.

MS. KELLY: All right. Before Georgia steps to the mic, can I call up Helen Alexander. Are you available? Helen Alexander. Can you step to the mic, please? And then following Helen will be Ms. Georgia and then Ms. Aushunda Harris, in that order.

A VOICE: You need to eat the mic. It needs to be close to your lips.

MS. KELLY: Helen Alexander at the mic. If you could step to the mic.

MS. ALEXANDER: (Through interpreter) Hello. I'm also here. I'm a parent from Roosevelt High School. I'm here because I'm also concerned about what the higher authorities here are doing in our schools.

Her question is, do you guys have children in our schools? No, right? So I need you -- she needs you guys to think to put yourselves in her
shoes and everyone's shoes and think like them when you guys are making the decisions when you guys are planning budget cuts.

So to get a special education, she has special ed daughter. So she's asking, you know, what do you guys do when you guys close -- cut our budget? She feels bad when she's looking -- she's looking for programs to help her daughter, right? And she can't find any. And when you guys cut the budget, it impacts families like her. She pays -- she works. She pays taxes. You know, she believes that her daughter and the students in the community deserve better.

MR. CAWLEY: Could we please get your daughter's name? If there's anything we're not doing to support the needs of her daughter, we would like to follow up on that.

MS. ALEXANDER: She knows that you guys don't have a lot of power, right? But, you know, she doesn't want promises. She wants actions, right? If you guys were like Pinocchio, this room wouldn't be long enough for your nose. Thank you.

MS. KELLY: If we could have Ms. Waller step up to the mic.
MS. WALLER: My name is Georgia Waller. I am a public school teacher.

You know what? This is bad. The amazing thing is tonight, it's a wonderful thing when the truth comes out. It feels so good. The thing is this is bad. Once again, it's time to balance the books on the backs of the children. Can't do it. $72 million cut. Wow. And this is -- did you think the communities wouldn't find out about this?

There was over $3 million for their schools. That's insane. And you guys are handing out money to the charters, the profit-making charters. $20 million, like the woman said. We don't want it, we don't need it. But there are other schools that need it.

Listen, Chicago, I got to tell you something. We got a problem, and the problem is this, simple. We must stop letting others define or establish our worthiness. Okay? Not jobs and especially not in education. All right? I tell you this. If you don't remember your history, you're doomed to repeat it. This is what you guys got to remember tonight.

If you don't handle this thing on the
front end, you're going to deal with it on the back end, and we are seeing that right now. We have kids in the street that are being shot, kids in the street that are crying because they don't know what school they're going to go to, kids in the street that don't even know where they're going to live.

Come on, people, we can do better than this.

MS. KELLY: Ms. Aushunda, before you step up, can I have Jonathan from Rainbow Bush? Can I have April Drayton from Community, and Irene, Speakers 22, 23, 24, be prepared to come in that order behind Ms. Aushunda. Thank you.

MS. HARRIS: Hi. I'm going to go into reverse. I'm going to first pose my question. (Multiple voices.) (Inaudible). I'm going in reverse. And the reason why is because, number one, instead of cutting budgets and redirecting funds to charter schools, it's time that CPS prioritize the needs of the students and families by investing in high quality, accessible early childhood education. The budget lacks transparency; but as far as I can tell from what it does reveal, CPS is leaving over 90 percent of low-income infant and toddlers
without access to programs. An estimated 13,000
educators in larger class sizes; elimination of
transportation; and leaving about 84,000 students
unknown to where they are, children -- oh, to Safe
Passage, what you mentioned, expansion, it's not
safe. You're actually using the parents, and the
word is barricades and barriers, the violence and
the gun shooting. I see them every day. I see
fights break out every day. I see them getting hit
in the head while my daughter had to travel about
40 minutes to get to school.

I drive my daughter to school. I have a
CPS school right when I open my front door, right
outside my front door, but I refuse because they
are not ready. They are not qualified. They do
not have what it takes to accommodate them. I have
about 40 seconds. They do not have what
accommodates them.

So it's also an entire early childhood
block grant that ended, that's ending our state
funding for pre-schools for over 90,000 children.

My question to you, despite the crucial
benefits of early childhood education, anticipated
enrollment for the first month of the school year,
it is reduced by 332 from the same time of last
year. My question is how many preschool slots for
preschool for all do we have this year? Do you
know?

MR. CAWLEY: I don't have that number off the
top of my head. We would be happy to get back to
you. We are expanding our investment on early
childhood with full-day kindergarten, which we
started last year, and with more pre-K seats year
over year.

Now children come in after the 20th day
and we provide seats for them. So the number of
children in preschool for all has been growing over
the last several years and will continue to grow.
But we will get back to you with very specific
numbers on that.

MS. HARRIS: Please do. Please do.

MS. KELLY: We will provide a response to you.

Can I have the next speaker, Jonathan, to step to
the mic, please.

MR. JACKSON: Hello. My name is

Jonathan Jackson from Rainbow Push Coalition.

Mr. Cawley, pleasure to meet you in person. Thank
you for coming out today.
I must say -- two points I would like to make, one on fiscal and the second on educational. The fiscal mismanagement here is outrageous. I teach business management, business math. It's alarming to me to find out today that we're not even following Generally Accepted Accounting Principles as we record revenue on an accrual basis that it impacts the budget year 2016, pulling money backwards in time in order to close this deficit.

So the educational policy, the latter point has already failed. This is a failed system if we're recognizing revenue in 2014 from 2016. At what point do we turn this around so we can build something on solid ground?

Last year this time, under your leadership, there were 50 schools to be closed in predominantly low-income, African-American, Hispanic neighborhoods, disrupting the lives of 34,000 children. Was there an impact study made?

And if so, when and where can I see this?

MR. CAWLEY: So Mr. Jackson, I would say --

MR. JACKSON: Please, in interest of my time, I would like to pause while he answers so I can continue.
MR. CAWLEY: Yes. So regarding the accounting principles, actually public sector organizations use -- it's called Modified GAAP, GenerallyAccepted Accounting Principles, where revenue is recognized on a cash basis, not on an accrual basis like you would find in business. So it is a very significant difference.

I may have misspoke. We're not recognizing any revenue in 2016 in the 2014 year. The August -- what I said was, in July and August of 2015, that revenue will be recognized in fiscal '15; but, similarly, the revenue in July and August of '16 will then be recognized in fiscal '16. So we're not stealing months from the future. We just slid when we recognize the revenue, and it's just the way -- so it's modified, yeah.

MR. JACKSON: I teach it. I understand. The big print giveth away free, the little print taketh back. So we're simply saying we continue to operate at a deficit.

My point being, 50 schools were closed disrupting the lives of 34,000 students. Was there an impact study made on each school on what the economic impact would be to the future of our
ability, accounting wise, housing wise, job wise,
where there is no school, there is no neighborhood,
there is no future? We're living in the aftermath
of violence this year from the actions you all took
place last year.

In the last 38 months, the Mayor, he
closed down 50 neighborhood schools. He's opened
up your former organization that you still -- I
don't know how you get away with not distancing
yourself from AUSL while you turn over schools to
your private company that you used to work for with
Mr. David Vitale. That's an ethics issue that I
think everyone should know about and you should
recuse yourself from. If you're going to have a
turnaround school, you ought to give people
options, but you don't give --

MS. KELLY: Mr. Jackson, can you wrap it up?

MR. JACKSON: Yes, I will. And then the other
part of it, where does this violence come from?
Violence is coming from somewhere. You are
creating the violence. People are out here today.
They want their voices heard.

I'm here as a special needs student. I
stuttered. I had a speech pathologist, a speech
therapist. This was offered in the public schools when I went there. Now the school that I went to is now closed.

I would like to see the money that Lincoln Park Elementary School says they do not want, do not need. With that money, sir, if you could go back to the Board and tell them we have enough money and you just found it, we can put a librarian in every school this year, not tomorrow, but this year. We can put an art teacher to teach our African-American children. We could have an arts teacher this year. We can use that money that's going into a building to put back into the work force, to put back into the children so they can stop this violence. I thank you respectfully.

MS. KELLY: Thank you, Mr. Jackson. Can we have April Drayton come to the mic, April Drayton.

MS. DRAYTON: Hello. My name is April Drayton. I worked in early childhood education for 13 years. I know what it's like to be a preschooler. I am one myself. I attended preschool, and it gave me the thrust to want to complete any level of schooling that was available to me.

I realize now that there's no money, and
now we have reached down to the children who don't
even know that land mines are being set in front of
them before they even get started. They don't even
know where to step because the bombs are blowing up
before they get started.

Rahm Emanuel says that if he was really
concerned and was serious about giving all children
access to preschool, this budget would give us what
parents and children of Chicago desperately need,
full-day, free preschool. Instead, we see
anticipated enrollment reduced by several hundred
from last year.

My school closed last year. Ten
classrooms. Six weeks to five years of age who we
supported, and we lost 104 families with nowhere to
send them.

At the same time, how is it possible? Are
we supposed to believe that the children just don't
need preschool or the parents just don't want it?
We know that that's not true. And we need help
from all of you. Help tell that story. Fill out a
parent survey tonight. We're here to help
everybody. Fill out a parent survey. If you're a
parent, raise your hand, see us and fill out a
survey. We need help.

MS. KELLY: All right. Irene, before you step
to the mic, can we have Speaker 25, Jackie Charles,
Speaker 26, Jay Armstrong, and Renee Criswell,
Speaker 27, in that order. Irene?

MS. ROBINSON: Hi. I would like to say
Rahm Emanuel and the Board have destroyed my
community. I am from the Bronzeville community.
They closed down Anthony Overton School. Why? For
no reason at all. It was discrimination. We went
to Mollison. It's now on probation.

Rahm Emanuel and the Board do not care
about these children. Why? Because they are
children of color. I heard you say no children
left behind. Well, you have all them kids
struggling, hurt since they have closed the school.
I can't tell you how many kids we lost, have died
by you all policies that you all standing there --
back 60 years ago when we was discriminated and you
didn't want us to go to school and you didn't want
us to profit and you took our school which was
wrong. We fought for those schools. Our people
died for those schools for us to have an education.

You trying to take it all back? No. You
won't. Rahm Emanuel stood right in front of Mollison and right behind King and going to say a new Chicago. But he ain't -- none of you all holding up on his memories and his dreams and his accomplishments. You all is tearing out everything that we, our children, have in our community. We don't have anything. We struggling.

But yet you gave $100 million to DePaul University to add on. 15, 17 more million to Walter Payton. All children have a right. But it's wrong when you discriminate.

Now I want to ask you a question. I do. Out of the 54 schools you closed, what color was the children? What community? What neighborhood? I want you to tell me that. The majority of --

A VOICE: Let him answer. Let him answer.

MR. CAWLEY: There were 50 schools and they were in a variety of neighborhoods in the city.

MS. ROBINSON: Were they?

MS. KELLY: Irene has the floor. Mr. Cawley is trying to provide a response.

MS. ROBINSON: We need a school. We are raising money for it now. We are going to fight this. You all giving us back our schools. We
going to fight this. We is not going down like this. We don't care (inaudible). We fought and we are going to get it back.

UNIDENTIFIED SPEAKER: (Screaming into the microphone.) (Inaudible.)

MS. KELLY: The next speaker on the roster is --

UNIDENTIFIED SPEAKER: (Inaudible) represented elected school board. Their time is up.


MS. CHARLES: Good evening. For the last two years, I've been a kindergarten teacher. So I'm here speaking on behalf of my students.

I taught students who came from families who went to two years of preschool who were reading by the end of the year. I taught students who have never been in day care or a school setting away from mom and grandma who could barely write their names. I taught students who experienced severe, emotional trauma and everyone in between.

My first class fluctuated between 27 and 32 students. My second class, between 24 and 30. Compared to many stories we've heard in the recent
past, these numbers seem mild, but don't anyone
here dare think that. Early childhood and primary
classes should be capped at a much lower number.
They are in a transitional year, and for
the first time this past year was made universal.
If all schools are going to have kindergarten
classes, they should be adequately funded with
teachers, teacher assistants, and high quality
developmentally appropriate curriculum.

The things we are expecting 5- and
6-year-olds to do is absurd especially for students
who have never been to school before kindergarten
and with one adult in the room. Thirty
kindergartners in one class will not ever produce
the desired results of students reading at a level
C, writing sentences based on text evidence, and
explaining how they arrived at their answer in
math. If we have smaller class sizes and teacher
assistants, this would be a more realizable goal.

Even my students who did have the
opportunity to go to preschool and who were ready
for kindergarten had to adjust from a
two-and-a-half-hour day to a seven-hour day. Keep
in mind that they are only 5 and 6 years old
working several hours. Imagine being in your first full year of school.

If kindergarten class sizes were smaller, classes had teacher assistants, and we had developmental curriculums that allow more songs, games, and structured play, the transition would not be so difficult and students would be better prepared for the years ahead. We cannot put higher expectations in front of developmental education as our dream for college and career-ready students cannot be realized without both.

We must keep class sizes small so teachers don't spend the majority of their day managing, instead of teaching. We must hire teacher assistants, instead of cutting them so that teachers can do things like focus on working in small groups --

MS. KELLY: Wrap up, please.

MS. CHARLES: Yep -- and not leave the rest of the class minimally supervised. We must acknowledge that we are teaching the youngest full-time students and are sensitive to their developing brains and personalities.

MS. KELLY: Thank you. Can we have
Jay Armstrong to step to the mic. I would ask that you please keep in mind that the person needs to be heard. We need to allow everybody to be heard in the room. We got quite a few speakers remaining, and we need to allow them to be heard. Thank you so much. Jay Armstrong.

MR. ARMSTRONG: Jay Armstrong. I'm from 642 West Belden, and I want to speak clearly about our neighborhood is clearly against the Lincoln Park annex. You are taking 50 schools in predominantly black and Hispanic neighborhoods and you are shutting down and you are spending $20 million because you say it's overcrowded.

Well, according to CPS, there's 68 crowded schools, overcrowded schools. Of that, Lincoln ranked 55th. So, therefore, they deserve the $20 million above the other 54 schools.

There's other ways of solving this. This is a difficult budget, isn't it? Is this hard to do? I am asking you, Mr. Cawley.

MR. CAWLEY: Yes.

MR. ARMSTRONG: It is difficult, isn't it?

But you told me it's difficult to change boundaries. I'll tell you what. I'm in private
sector. I'm president of an aluminum company. If
I spent $20 million in capital investment that I
could fix administratively, I would be fired the
next day.

I want you to go back -- I want you to go
back and challenge yourselves and say we got
20 million we can give to these people who need it.
You have 20 million in your pocket. We can stop
this tomorrow. You challenge yourself. You have
five or six different ways you can handle this.
You can change boundaries. You have two good
schools, you heard, that have 500 seats open below
the desired level. 500. You're 150 over your 500,
350 short.

If you can't solve that administratively,
I think you should take a good look in the mirror,
good look in the mirror because you can handle it.

Second --

MS. KELLY: Mr. Armstrong, I need to you wrap up.

MR. ARMSTRONG: Yes, I will. Thank you.

Third, relocation of the IB program. How
about looking -- maybe moving the French program
over to LaSalle Language Academy. That would be a
clever idea. The French program in the LaSalle
Language Academy. We can utilize some other part of a CPS facility or you can continue to rent space. The neighborhood has clearly moved away from supporting this annex when it was originally suggested and going to the CMH facility. Building on top of a good playground while another school four blocks away is trying to raise a million dollars to build a playground for their school is ludicrous.

Get it together. Look at your alternatives. Save $20 million, and appease some of these people who have true needs for the money. Thank you.

MS. KELLY: Thank you. Renee, before you step to the mic, let me get the next three speakers, Speaker 28, Melissa, Speaker 29, Samantha, and Alderman Bob Fioretti, Speaker 30.

MR. CAWLEY: We've heard from the Alderman.

MS. KELLY: So Anna. So we're going -- behind Renee, we have Melissa, Samantha, and then Anna.

MS. CRISWELL: Hi. My name is Renee Criswell. I have lived in Lawndale for over 50 years, and I can clearly see that it's going through a period of being gentrified and that there's signs all over,
as the lady said, that say new Chicago. It seems that new Chicago does not include us.

I love my community. I love the children in my community. I have taught in my community for over 24 years. I taught at Herzl. It was given to AUSL. Then I moved down the street and I taught at Dvorak, and it was given to AUSL. In fact, almost every school in my community has been given to AUSL; and, like Jonathan said, I think that's a huge conflict of interest if you can come from a company and then work for CPS and give the schools at CPS in my neighborhood back to your company. And what happens when the schools are given to AUSL? While I was at Herzl, while my students were taking a very important test, AUSL had construction workers over their heads banging, hammering, dust coming everywhere in this building that was 107 years old. So Lord knows how much asbestos we breathed in. They were so disrespectful to us that even when my assistant principal asked them to stop, they refused. So I don't think there was any love there for the children in the classroom. I don't see the love from CPS for my community. Almost every
school is either an AUSL school, a charter school or closed. Polk School closed last year. You plastered signs saying Safe Passage all over the place. I guess my student or the students in my neighborhood couldn't follow those signs, so they found themselves at Crown and at Dvorak.

What did we find? We found that our classrooms were overcrowded. I had as many as 39 third grade students, but what didn't follow was the money for the students.

MS. KELLY: Can you wrap up.

MS. CRISWELL: Where were the resources? And if you have a combination of poverty, overcrowded classrooms, minus the resources, that is really a formula for failure, and everybody knows that.

So I want to know where is the love from CPS for students in my neighborhood and people who look like me? You don't even have to answer that because actions speak louder than words, and I know there is no love for the people in my community.

MS. KELLY: Can we have Melissa to step to the mic.

MS. MACEK: My name is Melissa Macek. I am a parent of a special needs child at Lincoln as well
as a member of the Mid-North Association.

So first of all, I won't belabor the point that a lot of my -- other individuals have come up and said in terms of the fact that I think it is fiscally irresponsible to put $20 million into Lincoln when there's other opportunities to redistrict. Or one of the things that hasn't come up yet is look at other programs. So the parents might be able to self-select out of Lincoln by opening proximity seats at some of these other schools to people in the Lincoln district, that they could self-select out of Lincoln versus putting an annex in a spot that the overall community does not want.

And I think one of the things -- and I apologize. You mentioned that at a lot of the Board meetings, they had been more 50/50. Well, that was when it was at Children's. There has been an overwhelming turn of support towards this now that it is on the Lincoln playground and taking away the only open place space in the Mid-North district. So just to kind of bring everyone up to speed.

I am also here from the standpoint that
the Mid-North Board -- Lincoln Elementary is in the Mid-North Historic District -- has unanimously come out with a letter to the city that we oppose as well as obviously we're not speaking for just the board but for the majority of our members on this annex.

So we would like to see the $20 million go to other schools that need it, to special education programs which is near and dear to my heart as well as some of these other programs.

MS. KELLY: Thank you very much. Can we have Samantha Lewis to step to the mic?

MS. CORRAL: Thank you. I think you skipped my name. My name is Anna. I was Number 30.

MS. KELLY: I'm sorry. Samantha Lewis was on the roster. Is she here? Okay. Moving on to Ms. Anna Corral.

MS. CORRAL: Math is important in schools, isn't it?

I'm here to say that I'll be working really hard to make parents aware of TIFs, make parents aware of the rights for special needs kids.

As of yesterday, I was running for alderman for Ward 23. I have declined that
position to be a community organizer instead which means -- which means that I would be fighting against the CPS Board to get the rights of parents to be established. Parents, educate yourself. Find out the rules. Find out the guidelines. Find out anything that you can read.

Parents, vote. Please, 2015 is important. The reason it's important, unfortunately, we will elect -- I mean, fortunately, we will elect a new mayor. Sorry. Please vote for the Progressive Caucus alderman. They know what they're doing.

You need to know that they are good people.

Schools need more of the following.

Special education programs. We need more nurses.

Being a nurse myself for so many years, for 20 years, I know the necessity that every school needs a nurse in there because there's kids that have accidents every single day and there's no one there to help them. We need more counselors to help the kids stay away from things, talk about their problems, instead of cutting themselves and committing suicide. That's important. They're strangling themselves to get a high because they don't have any other outlets. This is what's
happening in the Chicago Public Schools. You don't hear about it. Ask the counselors. They know.

Librarians, when I was growing up, I had a librarian that showed me how to read and she always brought me books. We don't have that anymore.

So please, please, educate yourselves.

And remember that LSC does have the power to let go of any principal that is not there to help the schools or the children because this is about children. So I'm sorry, but I'm not directing any questions over there. This is for you guys. Leave today with no anger because anger will not help you. What will help you is education and knowledge and take that. That's it.

MS. KELLY: All right. The next three speakers in this order, Tricia Black, Speaker 32, Virginia, Speaker 43, and Norine, Speaker 34. Please come in that order.

MS. BLACK: My name is Tricia. I'm an elementary school teacher at Drummond Montessori. And this is my first budget hearing and it's very interesting because I thought we were all here for the kids, and I'm feeling a real big divide here. I'm feeling -- I'm hearing all of this testimony,
very heartfelt. And I don't believe -- I do not believe that you people do not have hearts. I mean, that's ridiculous. You people, you have children or nieces and nephews. Maybe they don't go to CPS, but you have heart. These are children. They need things in schools. You're not stupid. You're clearly intelligent people.

But when you just see your own nieces and nephews and your own children's faces and you turn away from your brothers and sisters, children's faces, you are in danger of chipping away at your humanity. And I invite you to reclaim it and fight for all of our children.

I mean, I'm sure the state is difficult. You can blame the state for certain things. But how about fighting the state? Instead of someone giving you a number, say work with this, say, this is bullshit, these numbers aren't good enough. You have to fight just like we're fighting. Don't accept it.

MS. KELLY: Thank you. Virginia.

MS. LUGO: Hi. My name is Virginia Lugo. I'm a parent in the Pilsen Academy. You guys are here all the time. We're here obviously all the time.
We hear you guys -- at every meeting, you guys say we're here to hear you guys. We're here to see what you guys have to say. You pretend to take notes, and all we could -- you guys could be doodling for all we know instead of taking notes. Why? Because you guys don't listen to us. You guys may hear us -- you guys may listen to us, but really hear us?

What we're saying and what we're fighting for, you guys are not doing that. All of you up there are pretending to listen, and we only have one guy who's answering anything. What about you three, four? Nothing.

Resources. You guys cut budgets -- you cut many resources for our schools. We, as parents, have to take matters into our own hands to get the stuff that we need for our kids for our schools. I personally had to go and buy paint, brushes, rollers. I got cuts and bruises all over me because I helped my school to get a fresh new coat of paint. I am looking into different corporations to be able to get donations to have a garden, flowers, bushes, things like that, when you guys, CPS, should be providing those kinds of
things for our kids, not us.

We have to go into the corporations that
are taking our own TIF money like Target to be able
to provide for our kids, for our schools. How is
that working? I mean, you guys have money to --
there's TIF money to be able to go to these
corporations to build new places and taking money
away from us, from our kids. How is that?

MS. KELLY: Please wrap up.

MS. LUGO: I am. It's time you guys not only
listen to us but take actions.

Rahm Emanuel says Chicago is a world-class
city. He is not making that. For whom? For these
folks right here sitting in front of us who have
really good jobs? And like I mentioned before, you
know someone said, Lincoln Park, it's all white
folks. Yes, white folks don't have kids. They
have pets. They have dogs. And I'm sorry if I'm
insulting anyone. I'm not. But, I mean, that's
what it is.

Stop feeding us lies because if we could,
we would spit them right at you in your face.
Because all those slide shows and everything, it's
all bullshit, and we're not eating them. Thank
you.

MS. KELLY: Thank you for your comments. Is
Norine -- Norine.

MS. GUTEKANST: Thank you everybody for coming
out tonight. Obviously there's a lot of anger in
this room, a lot of anger about injustices that
have been done to students year after year after year.

And I want to talk about a couple of
things. I want to talk about early childhood. I
want to talk about charter expansion, and I also
want to talk about revenue.

Mr. Cawley stated tonight, we really
believe in early childhood. However, when you look
at the CPS budget, it actually shows there's going
to be more than 300 fewer early childhood seats in
September enrolled in pre-K. And we know that
students who attend pre-K are more likely to
graduate high school. They're less likely to need
specialized services, and they're much less likely
to enter the juvenile justice system.

So this is a program that is proven to
work. Unfortunately, this CPS budget is not going
to increase these services, and it's not going to
actually make early childhood accessible to
families. The way that early childhood works right now -- I hope I'm not yelling too much -- the way that early childhood works right now is many of the slots are for about two hours and 40 minutes a day. Well, that's two hours and 40 minutes of quality instruction, but that doesn't mean it's accessible to people.

A person who has to go to work every day, a person who has classes to take or a person who is trying to get into a training program so they could get a decent job, a two-hour-and-40-minute program is useless, is useless and absolutely does not meet their needs.

What we really need is an early childhood program that is a full-day program that provides great, high quality instruction for our families, and that would be an actual anti-poverty program because, obviously, there are so many unmet needs out in the community.

Other barriers are, we got a centralized enrollment system. Our CTU teachers have complained bitterly about this centralized enrollment system. It's a way for parents to actually be driven away from the early childhood
services because parents have to go from this
school to that office to try to access their
enrollment of their kid.

MS. KELLY: Please wrap up.

MS. GUTEKANST: I would be very happy to do that.

And then finally, the early childhood
system, as it exists right now, people are paying
for early childhood, whereas one or two years ago,
this was a free service to families. So how
accessible is that for our families? In fact,
we're going in the opposite direction in terms of
really improving the opportunities for parents to
access quality childhood.

Instead, what CPS is doing, they're
expanding charter schools. In fact, they're going
to open up two new concept charter schools, concept
charter schools. This is the school that is being
investigated by the FBI right now for white collar
crime. They're going to put one in at 54th and
Western, and this is approved; and they're going to
put another one in at 87th and Lafayette. Oh, 87th
and Lafayette, that's about a mile away from where
they just closed several of our schools a year or
two ago, 54th and Western, schools with
precipitously falling enrollment.

Why are we putting corrupt and
underperforming charter schools in our
neighborhoods where they're stealing resources from
our students?

So, finally, proposals for Mr. Cawley and
for his team. Big picture, we need something like
a graduated income tax where the rich are actually
paying more and working people and poor people are
paying much less instead of the flat tax that we
have now. That's the big picture.

We also need a tax on Wall Street, a tax
on LaSalle Street, stock transactions, and this is
something that has been proposed in a number of
quarters.

But what CPS specifically can do, CPS has
a seat to approve every single TIF. And so CPS
should be demanding of their friend, Rahm Emanuel,
and of all of these folks who sit on this TIF
board, we want that TIF money to go back to our
schools. That is taxpayer money. That's stolen
from our schools, and it deserves to go back in our
schools.

And the last thing, SWAPs, interest rate
SWAPs. There are about four big banks that hold these interest SWAP agreements with Chicago Public Schools, and the City of Chicago has recently re-negotiated some agreements with some of the banks that hold SWAPs with them.

So my question to Mr. Cawley is, if we could help recover a minimum of $35 million a year to go into our educational programs, since the City of Chicago has already renegotiated some SWAP agreements, would CPS be willing to try to do that?

MR. CAWLEY: Yes. In fact, we talk to our banks all the time about how we can renegotiate the SWAPs to save money, and we've been successful in some cases. But it's difficult. It's like going into your bank and saying I would like to renegotiate my mortgage. You have a contract that you agreed to do something. And so it's not always successful, but we're working on that.

MS. GUTEKANST: When we were going to work every day at those 50 schools, we also thought that that was a contract with us and the parents in the community had a contract with them. But when it's the students, they're dispensable. When it's a bank, that's inviolate, and that's not fair and
that's not unethical.

MS. KELLY: Thank you for your comments.

MR. VOLAN: I want to address the point about early childhood enrollment. So we are not cutting funding for early childhood. We're not cutting the number of seats that we're funding. We're actually increasing it.

In the budget book, you will see a demographics projection that shows that, you know, we're projecting early childhood enrollment to be down a few hundred students. And that's just following the trends from the last few years. But we actually have more seats available than the number of students that we're projecting. We hope those seats get filled and that the enrollment trend turns around, and then in future years, we'll be projecting an increase in enrollment.

So I just want to correct the record that we are not cutting the number of seats for early childhood education.

MS. GUTEKANST: But that's why we need full-day, early childhood.

MR. CAWLEY: If we could afford full day early childhood or pre-K, we would do it in a heart beat.
Just this past year, we went to universal full-day kindergarten.

So I don't think there's any question that this Board believes in early childhood. That was a $30 million investment in full-day kindergarten.

If we could afford full-day pre-K, we would move to it. We're trying to expand the accessible --

A VOICE: Take the 20 million from Lincoln.

MR. CAWLEY: We're trying to expand the availability --

A VOICE: -- charter schools and UNO, the corrupt charters, stop funding them, you got your money.

MR. CAWLEY: We are trying to increase funding for early childhood and make it more accessible to students, as Greg Volan said, and we're evaluating full-day. Right now, we cannot afford it.

A VOICE: Take the money from Lincoln.

MS. KELLY: I want to take the time to thank you for coming to our budget hearing this year. It was a pleasure to be your facilitator. Thank you, everyone. Have a nice evening.

(Whereupon, these proceedings concluded at 8:23 o'clock p.m.)
STATE OF ILLINOIS

) SS:

COUNTY OF ILLINOIS

ANNA M. MORALES, as an Officer of the Court, says that she is a shorthand reporter doing business in the State of Illinois; that she reported in shorthand the proceedings of said public hearing, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the proceedings given at said public hearing.

IN TESTIMONY WHEREOF: I have hereunto set my verified digital signature this 18th day of July, 2014.

[Signature]

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