

CHICAGO PUBLIC SCHOOLS  
FY2020 CPS BUDGET HEARINGS

held on  
August 20, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled matter at 42 West  
Madison Street, Garden Level, Board Room,  
Chicago, Illinois, commencing at 4:04 p.m.

MR. MIGUEL del VALLE, presiding

BOARD MEMBERS PRESENT:

MR. MIGUEL del VALLE, President

MR. SENDHIL REVULURI, Vice President

MS. LUISIANA MELENDEZ

MS. AMY ROME

MS. ELIZABETH TODD-BRELAND

MR. DWAYNE TRUSS (Arrived at 5:04 p.m.)

MEMBERS ABSENT:

MR. LUCINO SOTELO

Reported By: Karen Fatigato, CSR

License No. : 084-004072



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ALSO PRESENT:

DR. JANICE JACKSON, Chief Executive  
Officer

MR. JOSEPH MORIARTY, General Counsel

MS. LaTANYA McDADE, Chief Education  
Officer

MR. ARNIE RIVERA, Chief Operating Officer

MS. ESTELA BELTRAN, Secretary to the  
Board



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(Whereupon, the following  
proceedings commenced at  
4:04 p.m.)

SECRETARY BELTRAN: Thank you,  
Mr. President. Before you begin the first  
Budget Hearing, I would like to read a brief  
safety announcement.

Welcome to the first FY20 Budget  
Hearing. Before we start the hearing, I would  
like to share a few safety points and notes.

Please note that the primary exit and  
entrance to this room is the door in which you  
used to enter this afternoon. The main entrance  
is the door to your right. If you are leaving  
the room, please use this door. The restrooms  
are just outside the entrance door to your  
immediate left.

During the hearing we ask that you keep  
all aisles and exits clear. If you need any  
assistance during the hearing, please wave the  
attention of one of our security officers. And  
thank you for joining us today.

PRESIDENT del VALLE: Good afternoon,  
Ladies and gentlemen, welcome. I am Miguel

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del Valle, and on behalf of my fellow Board Members, thank you for coming today.

The purpose of this hearing is to comply with the School Code provisions regarding the FY20 Budget.

Madam Secretary, please state for the record the notice procedure for this hearing.

SECRETARY BELTRAN: Thank you, Mr. President.

Notice of this public hearing was published in the Chicago Sun-Times, a newspaper of general circulation in the City of Chicago and posted at Board Room Principal Office and 42 West Madison Street Lobby on August 15, 2019. Notice was also posted on the cpsboe.org website on August 15, 2019.

I will now read into the record the public notice as published:

Notice: Public Hearings, FY20 Budget for the 2019-2020 Fiscal Year Chicago Board of Education, commonly known as Chicago Public Schools.

To Whom It May Concern: Public notice is hereby given by the Chicago Board of

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1 Education that it has prepared an FY20 Budget 16:05:41  
2 for the 2019-2020 Fiscal Year in tentative form 16:05:44  
3 and that five copies thereof, available for 16:05:48  
4 public inspection, have been filed and are now 16:05:51  
5 on file in the Office of the Board of Education 16:05:53  
6 of the City of Chicago, commonly known as 16:05:55  
7 Chicago Public Schools, One North Dearborn 16:05:58  
8 Street, Suite 950, Chicago, Illinois, 60602 and 16:06:00  
9 available at [www.cps.edu/budget](http://www.cps.edu/budget). And that said 16:06:04  
10 Board of Education will hold two public hearings 16:06:10  
11 upon said budget on the 20th day of August 2019 16:06:12  
12 at the Chicago Public Schools Loop Office, 42 16:06:15  
13 West Madison Street, Garden Level, Board Room. 16:06:18  
14 Hearing time: 4:00 p.m. to 6:00 p.m., and 16:06:21  
15 registration from 3:00 to 4:00. 16:06:23

16 And the second hearing, Chicago Public 16:06:25  
17 Schools Loop Office, 42 West Madison Street, 16:06:27  
18 Garden Level, Board Room. Hearing time: 6:30 16:06:30  
19 p.m. to 8:30 p.m., and registration time 5:30 16:06:33  
20 p.m. to 6:30 p.m. 16:06:37

21 Dated at Chicago, Illinois, August 9, 16:06:38  
22 2019, Chicago Board of Education. By 16:06:41  
23 Miguel del Valle, President, and attested by 16:06:43  
24 Estela G. Beltran, Secretary. 16:06:47



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I would also like to note for the record, Mr. President, the Board Members that are present today.

Member Rome. Member Melendez. Vice President Revuluri. Member Todd-Breland. And the Board President del Valle. We have five members present, there is a quorum.

I would also like to recognize our CEO, Dr. Janice Jackson; our General Counsel, Joseph Moriarty; our Chief Education Officer, LaTanya McDade; and our Chief Operating Officer, Arnie Rivera.

Thank you.

PRESIDENT del VALLE: Thank you.

Let's begin with the FY20 Budget presentation. Heather Wendell, please proceed.

MS. WENDELL: Thank you. We'll start with an FY2020 financial overview of the budget.

So for FY2020 the budget remains balanced without a major revenue risk. This is the third year in a row for that. The 2020 Budget as proposed includes \$7.7 billion across Operating, Capital and Debt Service Budgets.

The shift that was made to EBF funding

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1 in 2018 from the state has provided stability to 16:08:17  
2 our state revenue. However, the District still 16:08:20  
3 requires nearly \$2 billion of additional funding 16:08:23  
4 from the state to be considered adequately 16:08:26  
5 funded under those EBF targets. 16:08:28

6 Our fund balance has been restored to 16:08:31  
7 positive levels at an estimated 375 million at 16:08:33  
8 the end of FY19 and is nearing our fund balance 16:08:37  
9 target. 16:08:42

10 By lowering our borrowing costs, the 16:08:42  
11 market has clearly stated that CPS's financial 16:08:43  
12 position has improved. Our cash has improved in 16:08:45  
13 2019 with short-term borrowing reduced by 250 16:08:48  
14 million from FY18. And it is projected to have 16:08:52  
15 additional improvement in the coming fiscal year 16:08:55  
16 FY20. 16:08:58

17 And CPS ended 2019 with a net negative 16:08:59  
18 cash balance of 115 -- 115 million, I'm sorry, 16:09:00  
19 and is projected to have a net negative cash 16:09:04  
20 position for the majority of 2020. 16:09:07

21 Our cash and TANS ending the fiscal 16:09:09  
22 year, the Board ended FY19 with a net negative 16:09:12  
23 cash of 115 million as said on the prior chart. 16:09:16  
24 And currently we are also projecting a net 16:09:18



1 negative cash position during the majority of  
2 FY20.

3 Operating Budget expenditures  
4 year-over-year comparison for the last four  
5 years. You can see from 2017 we had an  
6 Operating Budget of 5.4 billion, that increased  
7 by approximately 5.3 percent in '18 to 5.6  
8 billion. In FY19 that was 5.98. And then the  
9 proposed FY20 Budget has an Operating Budget  
10 that is about 3.2 percent higher than last year  
11 at 6.176.

12 As stated previously in the financial  
13 overview, our budget is 7.7 billion in total,  
14 and it's comprised of three different elements.  
15 The Operating Budget, which is 6.18 billion,  
16 which pays for the day-to-day operations of the  
17 District. This is primarily tax revenue, state  
18 and federal funding, and funds all of the items  
19 that you would think of being as part of general  
20 operating, so school salary and benefits, costs  
21 that are largely governed by collective  
22 bargaining agreements and then there's the  
23 teacher pension contributions that are part of  
24 the Operating Budget as well.





1           The Capital Budget as proposed for this           16:10:32  
2           year is \$821 million, and this is for -- largely           16:10:36  
3           for renovations of existing schools and           16:10:38  
4           generated -- in terms of revenue, this is           16:10:41  
5           largely from the issuance of bonds.           16:10:42

6           And then the Debt Service Budget is the           16:10:45  
7           remaining 700 million, and this pays for the           16:10:46  
8           interest and principal on the bonds.           16:10:49

9           Ninety-seven percent of our Operating           16:10:54  
10          Budget pays for positions directly to support           16:10:55  
11          schools. So -- I'm sorry, 97 percent of the           16:10:58  
12          2020 positions that we're paying for through the           16:11:03  
13          Operating Budget directly support schools. This           16:11:05  
14          includes teachers, school support staff, school           16:11:09  
15          administrators and folks that are budgeted           16:11:12  
16          directly to school budgets, as well as city-wide           16:11:14  
17          student support positions that are positions           16:11:18  
18          that are budgeted centrally and then deployed           16:11:19  
19          out into schools or supporting schools on a           16:11:23  
20          day-to-day basis. Less than 3 percent of the           16:11:24  
21          overall positions are Central Office           16:11:27  
22          administrative positions.           16:11:28

23          Looking to revenues, the state revenues           16:11:31  
24          comprise about 30 percent of our overall           16:11:34



1 operating revenues. The 30 percent of state 16:11:36  
2 revenues represents 1.85 billion of the 16:11:39  
3 operating revenues. This is primarily through 16:11:42  
4 the EBF funding and teacher pension normal costs 16:11:44  
5 and different categorical grants. The majority 16:11:48  
6 of our operating revenues come from local 16:11:51  
7 funding sources, which is about 3.5 billion of 16:11:53  
8 that. This includes primarily property tax, 16:11:57  
9 personal property tax replacement and the TIF 16:11:59  
10 surplus. Then the remaining revenue source, 16:12:01  
11 which is about 12 percent, is -- approximately 16:12:05  
12 700 million of this is federal funding. And 16:12:09  
13 this comes primarily through Title funding and 16:12:13  
14 lunchroom funds. A lot of these dollars support 16:12:16  
15 specialized populations, primarily low-income 16:12:19  
16 students. 16:12:22

17 The salaries and benefits comprise 80 16:12:24  
18 percent of our overall Operating Budget. So 16:12:27  
19 when you think of the various funding sources 16:12:29  
20 that we just spoke of, both the state -- I'm 16:12:31  
21 sorry, the state, the local and the federal, 16:12:34  
22 about 80 percent of our overall operating 16:12:36  
23 dollars are going to salary and benefits. This 16:12:39  
24 is both for full-time positions within the CPS 16:12:42



1 budget, as well as the inclusion of the charter  
2 tuition, which is the construct by which we pay  
3 the charter schools, and those dollars primarily  
4 are going for staff in those schools as well.

5 The remaining 20 percent of the  
6 Operating Budget is for non-personnel expenses,  
7 primarily for schools in student-focused  
8 activities, such as, the food and utilities that  
9 are occurring in school buildings, student  
10 transportation and equipment and software that  
11 might be used down in schools.

12 Our FY2020 Budget focuses on equity in  
13 several facets, and this is evident across the  
14 \$7.7 billion in a couple of different ways.  
15 Some of our key budget investments include the  
16 Capital Plan. So we are including critical  
17 building improvements in more than 300 schools  
18 across the city with 93 percent of the 619  
19 million in guaranteed capital funding going to  
20 schools that serve majority low-income students.

21 We're also making the largest ever  
22 capital investment in pre-K classrooms at 120  
23 million. It's the largest ever expansion of  
24 high-quality academic programs, including STEM,

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1 IB, Fine and Performing Arts. There is 10.5  
2 million in the budget for ADA accessibility.  
3 Another \$10 million for nurse, social work and  
4 case manager positions and funds that will  
5 support and recruit the pipeline development of  
6 those programs. And 12 million to support  
7 English-language learners at more than a hundred  
8 schools.

9 Going into each of these or some of  
10 these a little bit deeper. So within the  
11 priority facility needs there is a  
12 prioritization around allocating \$263 million in  
13 funding for critical maintenance projects and  
14 interior improvements. These include roof,  
15 envelope and mechanical repairs and replacements  
16 and interior repairs designed -- I'm sorry,  
17 aligned to the needs within the master plan.

18 We are also making an investment in the  
19 expansion of free full-day pre-K for 4 year olds  
20 in priority neighborhoods throughout the city.  
21 As part of this investment, there is 120 million  
22 combined for the facilities. There's 20 million  
23 that's being used for classroom conversions that  
24 will be completed in time for the start of this

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1 school year. And another hundred million that's  
2 being allocated to support seats that will open  
3 in the fall of 2020.

4 We're also utilizing funding within the  
5 Capital Plan to ensure that there's improved  
6 access to school facilities through an  
7 investment of 10.5 million on ADA accessibility  
8 to ensure that all CPS buildings have multi --  
9 I'm sorry, it's part of a multi-year program to  
10 ensure that all CPS buildings have first-floor  
11 accessibility. The District is setting aside  
12 separate funds from this and will continue to --  
13 this is really the first significant investment  
14 in a decade, and we'll continue to set aside  
15 funds separate from this and make sure that new  
16 construction begins to address these as well.

17 We're also making investments in  
18 programmatic and IT areas to ensure that schools  
19 can continue to build on the academic success  
20 that they've seen. So to that end, we're  
21 investing 145 million in building modernization  
22 to ensure that we can support 21st Century  
23 learning environments. This includes three  
24 primary areas: The continued commitment to the

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1 science lab modernization. So we will invest 16:15:57  
2 this year 30 million to launch the second phase 16:15:59  
3 of the high school science lab modernization. 16:16:02  
4 This is upgrading or renovating spaces in 29 of 16:16:05  
5 our high schools this year. 16:16:08

6 We have upgrades to academic 16:16:10  
7 programming. This is part of the RFP process 16:16:12  
8 that will allow us to expand programming. We're 16:16:14  
9 going to invest an additional 30 million in 16:16:18  
10 capital projects that align to those 16:16:21  
11 programmatic needs. 16:16:23

12 And then IT investments around devices 16:16:25  
13 and high-speed Internet access to continue to 16:16:27  
14 expand modern technology in schools. 16:16:30  
15 Eighty-five million will be provided to support 16:16:33  
16 devices and infrastructure modernization at over 16:16:35  
17 130 schools. 16:16:37

18 We also are putting investments in that 16:16:39  
19 foster learning through playgrounds and other 16:16:42  
20 equipment, turf fields and lots and things of 16:16:46  
21 that sort. So a \$45 million investment in site 16:16:51  
22 improvements at more than 15 schools to support 16:16:56  
23 really well-rounded education and a healthy 16:16:57  
24 environment for students. 16:16:58



1 Additional investments around staffing 16:17:02  
2 to support equitable access to high-quality 16:17:04  
3 schools. So we will be investing \$10 million in 16:17:08  
4 funding and recruitment efforts for additional 16:17:11  
5 nurse, social workers and case managers that 16:17:14  
6 will be prioritized to the District's highest 16:17:16  
7 need schools to help ensure appropriate supports 16:17:18  
8 for students both in and outside of the 16:17:20  
9 classroom. 16:17:22

10 We also have the Program RFP Process 16:17:23  
11 that supports the equitable program 16:17:27  
12 applications. So in spring we launched an RFP, 16:17:30  
13 and we provided 32 schools a total of 5 million 16:17:32  
14 in the 2020 Budget to expand the high-quality 16:17:35  
15 programming to 17,000 additional students at 32 16:17:39  
16 schools. Access to the following programs will 16:17:42  
17 be expanded, which includes: IB, STEM, Fine and 16:17:44  
18 Performing Arts, Dual Language, Personalized 16:17:47  
19 Learning and Gifted Programs. 16:17:51

20 Additional Supports for Students Who 16:17:52  
21 Need it Most: This year as part of the 2020 16:17:54  
22 Budget, and it started with the rollout of the 16:17:57  
23 school budgets in March, we provided schools and 16:18:00  
24 students who are in declining or lower 16:18:02



1 enrollment schools with \$21 million in equity 16:18:05  
2 grant funding that stretched across 219 schools 16:18:08  
3 to allow them to provide instructional 16:18:12  
4 programming and supplemental resources for 16:18:14  
5 students. 16:18:15

6 And then we increased the 16:18:15  
7 English-language learner funding. In addition 16:18:18  
8 to providing the equity grants to the high-need 16:18:20  
9 schools, we allocated 12 million to ensuring 16:18:23  
10 English-language learners receive a high-quality 16:18:25  
11 education that best meets their needs. There 16:18:28  
12 are 112 schools with high concentrations of EL 16:18:31  
13 learners that received additional positions. 16:18:33  
14 And there are also additional dollars for 16:18:34  
15 tutoring programs and other support services for 16:18:37  
16 ELs. 16:18:40

17 Stable finances in the restructuring of 16:18:46  
18 the EBF formula coming out of the state really 16:18:49  
19 have allowed us the last couple of years to 16:18:51  
20 release the budgets earlier. In 2020 we were 16:18:54  
21 able to release school budgets to principals and 16:18:56  
22 school communities in March of this year, and 16:18:58  
23 those budgets reflected \$73 million more in 16:19:00  
24 investments than prior years. 16:19:03





1           Some of the key levers that we've heard  
2           from school communities and principals around  
3           this are improved timing around the budget  
4           allowing for more authentic stakeholder  
5           engagement at the school level around the  
6           budgeting and planning process. We have revised  
7           the school funding model for two years now that  
8           allows schools to reutilize school's 20th-day  
9           enrollment as opposed to a projection for their  
10          allocation, which creates some stability and an  
11          understanding of where -- what the base will be  
12          for their funding and also implementing some of  
13          the new strategies across different schools to  
14          support their success.

15          Again, the \$31 million in the equity  
16          grants went to 29 different -- I'm sorry, 219  
17          elementary and high schools. With the March  
18          budget rollout, principals finalized their  
19          budgets in April. And schools -- there's a  
20          commitment from the District that schools will  
21          not experience budget-based layoffs in fall in  
22          that the early budget release and there's a  
23          guaranteed minimum funding. So schools will not  
24          drop below the amount of funding that they

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1 receive based on their projection from last 16:20:05  
2 year. If additional enrollment comes, they will 16:20:08  
3 receive an adjustment of their allocation. 16:20:10

4 In the 2020 Budget 52 percent of the 16:20:14  
5 school funding comes from SBB. So the base rate 16:20:16  
6 for this in 2020 went up to 4507, which is a 2.5 16:20:19  
7 percent increase over the 200 -- 2019 rate. 16:20:24

8 This represents the base funding provided to 16:20:28  
9 schools. It's about \$1.36 billion, which is 52 16:20:30  
10 percent of the allocations that go through this 16:20:35  
11 formula. However, schools also receive 16:20:37  
12 additional funding based on student- and 16:20:38  
13 school-specific needs, poverty, EL status, 16:20:42  
14 diverse learner status and different 16:20:45  
15 programmatic differentiations. 16:20:47

16 So within the 2020 school budgets, 16:20:48  
17 there were additional supports that were 16:20:51  
18 provided to all schools. The 2.5 SBB rate 16:20:52  
19 increase. There is an allocation provided for 16:20:55  
20 each child who qualifies under federal poverty 16:20:58  
21 guidelines to receive a per pupil allocation of 16:21:02  
22 supplemental aid, that went up by \$10 from the 16:21:06  
23 2019 funding level to \$920 in 2020. 16:21:09

24 And then all elementary schools this 16:21:13



1 year receive federal dollars through either  
2 Title I or Title II to support high-quality  
3 instruction within their schools.

4 In addition, as I mentioned, we've made  
5 an effort to make sure that we are targeting  
6 specific supports based on need for different  
7 school and student populations. And so I had  
8 mentioned already the equity grant at 31  
9 million, the additional EL funding at 12. The  
10 early childhood funding, we talked a little bit  
11 about the operational costs -- I'm sorry, the  
12 capital costs, this is the operational  
13 investment to fund the teachers and  
14 paraprofessionals on the operational side of  
15 those expansions, so that's 27 million.

16 We have \$5 million as the year one  
17 investment of programmatic enhancements coming  
18 out of the RFP.

19 And at the time of the budget rollout  
20 in March, we had \$22 million in additional  
21 diverse learner teachers and paraprofessionals  
22 that were going into schools.

23 A couple of other areas covered in the  
24 budget here. So we still have pension and

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1 equity between Chicago and other school 16:22:13  
2 districts in Illinois. So even with the change 16:22:15  
3 in the state funding structure, which you can 16:22:18  
4 see from '17 to '18 was a significant gain, it 16:22:20  
5 still shows in the blue that we have state 16:22:24  
6 funding for teacher -- Chicago teacher pensions, 16:22:27  
7 which is significantly different and lower than 16:22:30  
8 the state funding per student for teacher 16:22:33  
9 pensions outside of the City of Chicago. So 16:22:35  
10 even though we saw some improvement, there's 16:22:37  
11 still a huge disparity in how the state funds 16:22:40  
12 the pension programs. 16:22:44

13 And our employer pension contribution 16:22:46  
14 will continue to grow through 2059. So this is 16:22:48  
15 just a graph that illustrates by fiscal year. 16:22:52  
16 The light blue section being the state's 16:22:54  
17 contribution, and then the darker section on the 16:22:56  
18 top being the contribution that the District 16:22:59  
19 will be required to provide. 16:23:01

20 The FY20 Capital Budget: A couple of 16:23:03  
21 slides on the FY20 Capital Budget. The first 16:23:07  
22 one includes a walk-down of the uses of the 16:23:09  
23 funds. So the budget includes 821 million in 16:23:11  
24 investments that will focus on priority facility 16:23:16



1 needs in neighborhood schools. This includes 16:23:19  
2 the pre-K investment, the ADA accessibility and 16:23:21  
3 then the other facility needs, IT 16:23:25  
4 infrastructure, site improvements and items that 16:23:28  
5 we've touched on already. 16:23:31

6 The critical building improvements in 16:23:32  
7 more than 300 schools across the city comprise a 16:23:34  
8 large portion of this budget with 93 percent of 16:23:36  
9 the 619 million in guaranteed capital funding 16:23:39  
10 going to those schools that serve a majority of 16:23:42  
11 low-income students. 16:23:45

12 And in terms of funding, the capital 16:23:46  
13 plan funding strategy includes that 619 -- 619 16:23:48  
14 million in guaranteed resources. These are 16:23:53  
15 backed by anticipated bond offerings and other 16:23:56  
16 committed funding sources. The plan also 16:23:58  
17 includes 191 million of potential state funding 16:24:01  
18 approved this spring as part of the 95 -- I'm 16:24:03  
19 sorry, \$45 billion State Capital Bill and 16:24:06  
20 another 11 million in appropriation for 16:24:10  
21 potential external funding. 16:24:11

22 That concludes the presentation. 16:24:23

23 PRESIDENT del VALLE: Thank you. 16:24:24

24 We're going to proceed with today's 16:24:27



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public comment segment, and after the public comment segment then we'll open it up for Board Member questions and comments if that's all right.

Madam Secretary, please share the rules for public comment.

SECRETARY BELTRAN: Thank you, Mr. President.

For the record I would like to note that registration for the first FY20 Budget Public Hearing was held between the hours of 3:00 p.m. and 4:00 p.m. Individuals who registered to speak will have 2 minutes to comment, and I will call speakers in the order of registration. This hearing will conclude after the last person who has signed in to speak has spoken or at 6:00 p.m., whichever occurs first. When called, please state your name.

I will proceed by calling the elected officials that have arrived to address the Board, Mr. President. I understand that we have Jessie Sharkey in the audience, the CTU President, as well as Christel Williams-Hayes, the recording secretary for CTU. And then I'll

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proceed with the speakers' list.  
Mr. Sharkey?  
MEMBER OF THE PUBLIC: He had to leave.  
SECRETARY BELTRAN: Ms. Williams.  
MS. WILLIAMS-HAYES: Thank you.  
SECRETARY BELTRAN: Thank you.  
MS. WILLIAMS-HAYES: Good evening, and  
thank you for having us.  
SECRETARY BELTRAN: Ms. Williams, if I  
can just interject.  
We are having some issues with the  
timer, Mr. President, so I do have a handheld  
timer, and I will keep track of time.  
PRESIDENT del VALLE: Thank you.  
MS. WILLIAMS-HAYES: Thank you so much.  
It's funny, I just want to share that I  
just left a huge rally where we had a lot of  
concerned members that are standing behind the  
leadership with a great expectation that the  
Board of Education is hearing us and will adhere  
to what we've asked for in our negotiations. So  
we're hoping. I think the last time I was  
standing here the last thing I asked was to make  
me a believer, right. So let's do that.

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1           So between the local and state revenues  
2 and this year's TIF windfall, all the schools  
3 should be seeing hundreds of millions of dollars  
4 in new resources. However, CPS budget indicates  
5 that the total spending allotted across all  
6 networks, charters, contract and District  
7 schools is actually decreasing.

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8           Lightfoot ran on a promise that she  
9 would see to it that our schools would be fully  
10 resourced. She promised that she would be  
11 mindful of what we were asking for. If every  
12 dollar flowing in Chicago Public Schools, and we  
13 know that there's over a billion dollars that's  
14 been set aside for education, would go into  
15 education, it would be more than enough that  
16 would provide at least \$21,000 per student.

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17           Again, Mayor Lightfoot promised that  
18 she would fully resource schools with social  
19 workers. As a matter of fact, she ran on our  
20 platform. She promised that there would be an  
21 increase in librarians. She promised that we  
22 would like into increasing school nurses. And  
23 we know that for 500-plus schools 200 nurses is  
24 not enough to provide the need that our students

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have.  
And then when I look at the fact that  
over \$2.4 billion was put into building or  
creating a whole new community in the City of  
Chicago, which is now going to be called Lincoln  
Yards, and I took a ride over that way with my  
husband and it just amazed me at what I saw.  
And in that same vehicle I returned home and I  
got to drive through blighted communities with a  
lack of schools, stores, liquor stores open 24  
hours a day, drugs being sold to our children  
with no respect whatsoever. Schools boarded up.  
And I think about that and I say why are we  
building another community in the City of  
Chicago when we have plenty that need to be  
rebuilt, right, with schools. Mind you, you  
guys closed over 200 -- almost, what, 50 schools  
some years ago. So we're asking you to be  
mindful and don't -- I mean, with all due  
respect with the counsel that's here, be mindful  
of what we're asking for. This is not a  
get-rich scheme. We're not here proposing to  
build new schools or proposing to put new  
things, we're just asking you to fix what the

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1 City of Chicago has broken. Our schools were 16:29:13  
2 broken purposely by this city. 16:29:16  
3 Mayor Lightfoot has an opportunity to 16:29:20  
4 right now to come in on her promises and fix it. 16:29:23  
5 Fix what our children need. I want my grandson 16:29:27  
6 to go to a school that has art and arts. I want 16:29:30  
7 him to go to a school where he can learn second 16:29:34  
8 language and not have to go all the way to 16:29:37  
9 Murray Language Academy or Jackson. He deserves 16:29:40  
10 to have that wherever he goes. 16:29:44  
11 So let's be fair here. Let's be fair 16:29:46  
12 about this budget. Let's stop concocting all 16:29:49  
13 these lies and this whole story that was just 16:29:52  
14 presented to us. Not true. We know it's not. 16:29:55  
15 But it looks good, and it looks good when it's 16:29:57  
16 said. Be fair. Just be fair about your 16:30:01  
17 decisions. Be stone faced if you want to, but 16:30:04  
18 be fair. Open up your hearts and think about 16:30:08  
19 these children in this city with a lack of and 16:30:12  
20 do the right thing. Make me a believer. 16:30:15  
21 SECRETARY BELTRAN: Thank you, 16:30:19  
22 Ms. Williams. 16:30:20  
23 Our next speaker then from the 16:30:22  
24 speakers' list, speaker number 1 please, Alicia 16:30:24



1 Carlisle, followed by speaker number 2, Matt  
2 Hoffman.

3 MS. CARLISLE: Good afternoon. I'm a  
4 new Chicago resident. I came here from Atlanta,  
5 originally from California. Home schooled one  
6 of my daughters that's here today, and now we're  
7 here in Chicago. I've been a substitute teacher  
8 in the Chicago charter schools since February of  
9 this year, and I have two questions.

10 1: Because I'm new to this whole  
11 process, I was kind of -- my interest was peaked  
12 at why you're operating at a net negative of 115  
13 million, what is that about? And -- yeah, I  
14 just want a little feedback on that.

15 And then my interest was peaked on the  
16 moneys that are being allocated for social  
17 workers in the schools. What is the rollout for  
18 that to actually be seen? In some of the  
19 schools where I've been it's just been  
20 traumatic. Everybody is so overwhelmed. And  
21 then coming in as a substitute teacher and  
22 trying to navigate through that, it takes a lot  
23 of patience. And to see more staff in that area  
24 in the charter schools, I don't know if any of

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1 that is -- this budget is affecting the charter  
2 schools, but my interest is peaked to know how  
3 soon will those resources be rolled out into the  
4 schools because it's sorely needed?

5 And I'll just sit down now.

6 PRESIDENT del VALLE: Thank you.

7 SECRETARY BELTRAN: Thank you,  
8 Ms. Carlisle.

9 The next speaker please, Matt Hoffman.

10 MR. HOFFMAN: Thank you, Members of the  
11 Board. My name is Matt Hoffman, I'm the  
12 research director SEIU Local 73. We represent  
13 7500 workers at CPS who work as special  
14 education classroom assistants, custodians, bus  
15 aides, parent workers and security officers.  
16 Our bargaining committee sends their regrets,  
17 they wish they can be here but they're currently  
18 negotiating with your lawyers as we speak.

19 To make this short, the way CPS treats  
20 these workers defies logic to me and in the end  
21 it hurts students. We have parent workers who  
22 are paid a fraction of what their counterparts  
23 who are CPS and bus aides and security officers  
24 get paid. Even your own lawyers can't justify

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1 that to us in negotiations. 16:33:09

2 Security guards are under-trained and 16:33:11  
3 under-staffed, they're not in the restorative 16:33:13  
4 justice processes. Meanwhile, we're sending 16:33:17  
5 millions of dollars to CPD to cover what is 16:33:20  
6 already a part of their jurisdiction. 16:33:23

7 Bus aides, they work split shifts, they 16:33:24  
8 start at 5:30 in the morning and usually don't 16:33:27  
9 end until 5:30 at night. But they only get paid 16:33:30  
10 four to six hours. They spend hours in the 16:33:35  
11 middle of the day sitting on busses because it 16:33:37  
12 doesn't go back to the bus barn. And then at 16:33:39  
13 the end of their shifts they're dropped off in 16:33:42  
14 random places and have to find a cab or public 16:33:42  
15 transportation to return to their cars. 16:33:43

16 You know, special education classroom 16:33:45  
17 assistants are consistently pulled away from the 16:33:48  
18 diverse learners they serve and reassigned by 16:33:52  
19 their principals to do the work of CTU's 16:33:55  
20 teaching assistants. And they're so underpaid 16:33:59  
21 that most of them are working two or three jobs 16:34:02  
22 during the school year, which again like takes 16:34:04  
23 away from their focus on diverse learners. 16:34:07

24 And then we have custodians who are 16:34:09



1 subject to ARAMARK and Sodexo's mismanagement. 16:34:12  
2 You know, these people are -- they're -- this 16:34:17  
3 money we're lining the pockets of shareholders 16:34:17  
4 of these companies. Even Mayor Lightfoot has 16:34:21  
5 said -- 16:34:23

6 SECRETARY BELTRAN: Mr. Hoffman, thank 16:34:23  
7 you. Thank you for your comments. Thank you. 16:34:26

8 Our next speaker please, speaker number 16:34:29  
9 3, Sarah Rothschild, followed by speaker number 16:34:31  
10 4, Amber Yeaton. 16:34:35

11 MS. ROTHSCHILD: Hi. I'm a researcher 16:34:45  
12 at CTU. I sit on a lot of committees like class 16:34:47  
13 size, career and tech ed. I have been doing 16:34:52  
14 research on budget and finance for years, and as 16:34:54  
15 Christel so eloquently stated, this is a lot of 16:34:57  
16 just press pieces and a lot of smoke and 16:35:03  
17 mirrors. 16:35:06

18 I'm also on the LSC at Tilden High 16:35:06  
19 School, and our neighborhood high schools are 16:35:11  
20 completely absent from all of these budget 16:35:13  
21 documents. You're not doing anything to help 16:35:15  
22 the under-enrollment. You're not doing anything 16:35:18  
23 to help provide the services that these students 16:35:20  
24 need, and they're hanging by a thread. And 16:35:22



1 you're doing a major disservice to thousands and  
2 thousands of students around the city who  
3 couldn't get into the selective enrollment,  
4 couldn't get into a magnet school and didn't  
5 choose to go to a well-funded charter school.

6 So, for instance, we were on the list  
7 to get a social worker last year, never got one.  
8 Didn't even get an explanation of why we never  
9 got that social worker. We were told that we  
10 were going to get new science labs last year.  
11 Nope, didn't get them, never told why not. Now  
12 we just hired a new science director, we're  
13 really excited, we want to revamp the science  
14 program for the 220 kids we have, but we have  
15 extremely outdated equipment. But we were told  
16 that we are getting an IT upgrade and we're  
17 getting Chromebooks. Well, we got our own money  
18 last year through a bunch of grants to get  
19 iPads, we upgraded our own tech program for the  
20 students, and now we're stuck trying to figure  
21 out what we're going to do with this composed  
22 program coming from the top for something we  
23 didn't even want. So I don't really understand.  
24 There's a huge lack of communication between the

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1 departments, the networks. You have the Go CPS  
2 program, but then you have an SQRP that just  
3 kills it for our neighborhood schools. That big  
4 red ed -- big red Level 2 chases our families  
5 away from Tilden. So your SQRP deters  
6 everybody.

7 SECRETARY BELTRAN: Thank you. Thank  
8 you for your comments.

9 The next speaker please, Amber Yeaton,  
10 followed by speaker number 5, Lucy McGowan.

11 MS. YEATON: Good evening. I am  
12 Dr. Amber Yeaton. I am a teacher, previously at  
13 National Teacher's Academy. We were just in for  
14 the fight of our lives, and I feel like we're in  
15 it again. So Chicago has money to invest in  
16 schools now. Previous administration took a lot  
17 away from our kids, that's the big picture, from  
18 our kids, and it's time to give it back. So the  
19 proposed budget isn't cutting it, we need to do  
20 more.

21 Mayor Lightfoot promised to expand  
22 staffing with social workers, counselors,  
23 librarians, but the budget is going to actually  
24 cut those positions. So let me tell you just

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1 about last year alone. I taught 2nd grade. I 16:37:43  
2 had 30 2nd graders, so just think about that 16:37:46  
3 with class size. I had four kids in that one 16:37:49  
4 class alone who had lost their parents to gun 16:37:53  
5 violence. I could not get them seen by a social 16:37:55  
6 worker, never, not the whole year. I brought it 16:37:58  
7 up almost every day because they are overworked 16:38:00  
8 and we are under-staffed. Couldn't get them 16:38:04  
9 seen by the counselor, same reason. Couldn't 16:38:07  
10 even get them seen by a school nurse. And we 16:38:10  
11 have a clinic in our building, but we have that 16:38:12  
12 much trauma. It's not acceptable. This is not 16:38:14  
13 okay. 16:38:17

14 And that's just -- that branch of 16:38:17  
15 trauma -- so imagine the trauma that we have in 16:38:20  
16 one classroom. Something has to be done. It's 16:38:23  
17 not good enough. Class sizes, I was going to be 16:38:26  
18 moved to 1st grade this year, I was still going 16:38:29  
19 to have 30 to 32 kids. My co-teachers on the 16:38:31  
20 fourth floor, they had 36 to 38. So we want to 16:38:35  
21 do something and close the achievement gap, 16:38:39  
22 let's get the class sizes smaller. 16:38:41

23 Now, there are a few of you up there we 16:38:44  
24 are very excited to have you. If this was an 16:38:46



1 elected school board, there are few of you that 16:38:49  
2 would have been elected, I know it from talking 16:38:50  
3 to parents, talking to teachers. I know where 16:38:53  
4 your heart is. I know what you believe in. You 16:38:55  
5 know what you believe in. Don't let us down. 16:38:58  
6 Don't let our kids down. I can see that you're 16:39:00  
7 still with us. 16:39:03  
8 SECRETARY BELTRAN: Ms. Yeaton. 16:39:04  
9 MS. YEATON: Thank you. 16:39:05  
10 SECRETARY BELTRAN: Thank you. 16:39:06  
11 The next speaker please, Lucy McGowan, 16:39:07  
12 followed by speaker number 6, Jack Silver. 16:39:10  
13 MS. MCGOWAN: Hello. My name is Lucy 16:39:11  
14 McGowan, I'm a middle school teacher on the 16:39:13  
15 southwest side. I want to talk about a couple 16:39:17  
16 of things, mostly about the need to invest in 16:39:19  
17 teacher time when you consider your budget. 16:39:22  
18 American teachers spend more time in front of 16:39:24  
19 students than any other of our peers around the 16:39:26  
20 world, and we have really high expectations for 16:39:29  
21 our students because we know they can do amazing 16:39:33  
22 things. But I see 125 students every day, I 16:39:35  
23 don't have time in one hour to plan 16:39:38  
24 high-quality, culturally relevant curriculum 16:39:41



1 that is differentiated for all of those 16:39:45  
2 students. I think about my colleagues on the 16:39:48  
3 bilingual teaching team, they don't -- they have 16:39:50  
4 to -- they're amazing people, they spend time 16:39:53  
5 recording an entire novel in Spanish so that 16:39:55  
6 newcomers can feel welcome and included in the 16:39:58  
7 general curriculum, but that's extra time. Our 16:40:01  
8 bilingual teachers need additional preparation 16:40:04  
9 time so that they can meet the needs of their 16:40:07  
10 students. 16:40:09  
11 So you talk about 12 million extra 16:40:10  
12 dollars going into the English-Language Learners 16:40:12  
13 program, that's great, I would like to know 16:40:15  
14 exactly how it's being spent. We need 16:40:17  
15 translators at our school so that when parents 16:40:19  
16 come in for meetings teachers are able to 16:40:22  
17 communicate so that bilingual teachers and ELPTs 16:40:24  
18 aren't being pulled away from their duties with 16:40:30  
19 students to have those conversations. We need 16:40:33  
20 bilingual counselors who are here to support our 16:40:35  
21 newcomers who have come from very traumatic 16:40:38  
22 journeys to the United States, and they are, 16:40:41  
23 like my colleague said, waiting for -- we're 16:40:43  
24 lucky to have a social worker at our school, but 16:40:46



1 still waiting for weeks to speak with someone. 16:40:49  
2 It's really sad to have someone say can I go to 16:40:53  
3 the nurse, is it Thursday? No. One day a week. 16:40:57

4 So I appreciate your words, your 16:41:01  
5 commitment to equity, but we need to see that in 16:41:04  
6 our schools. 16:41:06

7 SECRETARY BELTRAN: Thank you, 16:41:09  
8 Ms. McGowan. 16:41:09

9 The next speaker please, speaker number 16:41:10  
10 6, Jack Silver, followed by speaker number 7, 16:41:13  
11 Irene Jackson. 16:41:16

12 MR. SILVER: Good evening. My name is 16:41:17  
13 Jack Silver. I'm a retired CPS teacher of 35 16:41:21  
14 years, and I'm also chairman of the Pension 16:41:24  
15 Health Insurance Committee for the Chicago 16:41:27  
16 Teachers Union. 16:41:30

17 I'd like to address the staff cuts and 16:41:30  
18 shortfalls in your budgets. Mayor Lightfoot 16:41:32  
19 promised to expand staffing for social workers, 16:41:36  
20 school nurses and other critical positions by 16:41:39  
21 hundreds on July 30th, 2019. However, the 16:41:43  
22 budget actually cuts positions for school 16:41:46  
23 nurses, social workers and librarians. Social 16:41:50  
24 workers are being cut by 12 budgeted positions 16:41:54



1 while there is a critical shortage of social 16:41:57  
2 workers in the schools. Librarians are being 16:42:00  
3 cut from 131.4 to 116.7 and only 108 at most 16:42:04  
4 will actually work in schools. That's a cut of 16:42:11  
5 12. -- 12 percent. 16:42:14

6 School nurse positions are being cut 16:42:18  
7 from 145 to only 127, a cut of over 12 percent. 16:42:20

8 Bilingual education, getting about \$10 16:42:28  
9 million more this year over last, roughly 5 16:42:33  
10 million coming from the state of Illinois in a 16:42:36  
11 form of State Bilingual Instruction Funds, close 16:42:38  
12 to half our students are Latin X and over 4 16:42:43  
13 percent are Asian from countries as far long as 16:42:46  
14 Vietnam and Pakistan. Bilingual education is 16:42:52  
15 notoriously under-staffed. CPS was sued in 2018 16:42:55  
16 for shortchanging bilingual education special 16:42:59  
17 education students. This budget does nothing to 16:43:00  
18 address that needs meaningfully. 16:43:02

19 Thank you very much. 16:43:09

20 SECRETARY BELTRAN: Thank you, 16:43:09  
21 Mr. Silver. 16:43:10

22 Our next speaker please, speaker 7, 16:43:10  
23 Irene Jackson, followed by speaker number 8, 16:43:14  
24 Yvette McCaskill. 16:43:16



1 MS. JACKSON: Good afternoon, everyone. 16:43:20  
2 I had no plan to speak here when I left my home 16:43:22  
3 this morning, I was just planning on going to 16:43:26  
4 the CTU meeting and running errands, but I am 16:43:29  
5 glad I was able to come today. 16:43:32  
6 I could speak to you about several 16:43:34  
7 different things. I once was a librarian in a 16:43:34  
8 library, I am no longer in that position. So I 16:43:36  
9 could speak to you about how the students felt 16:43:38  
10 about wondering why is she here and not there 16:43:40  
11 where she was, but I won't. 16:43:44  
12 I could speak to you at length about 16:43:46  
13 how I really rarely used my healthcare with CPS 16:43:49  
14 I didn't take care of myself, I neglected 16:43:54  
15 myself, and now the chickens are coming to roost 16:43:56  
16 this year. I have to pay \$45 for a co-pay to 16:43:59  
17 see a physical therapist because it turns out 16:44:02  
18 that I have back problems. Blue Cross I was 16:44:05  
19 told before I could take those X-rays for my 16:44:07  
20 back that Blue Cross was going to charge me \$273 16:44:10  
21 co-pay, and I'm on an HMO, to get those X-rays. 16:44:15  
22 So I deliberated, but I needed to know why my 16:44:20  
23 foot had been numb for a year and a half, so I 16:44:20  
24 bit that bullet. 16:44:22



1 Moving on, I want to focus the rest of 16:44:23  
2 my team on my students. At my current school we 16:44:25  
3 have a program with BAM, BAM, Becoming A Man. 16:44:28  
4 So I first learned about that program via 16:44:31  
5 Chicago Tonight, and I had never seen it in the 16:44:33  
6 school setting, but at my current school I did. 16:44:36  
7 We have of a BAM counselor named Mr. Barnes who 16:44:40  
8 works with our middle school students, primarily 16:44:43  
9 7th and 8th grade, though he does see some 6th 16:44:45  
10 grade students. He's great. The boys love 16:44:50  
11 working with Mr. Barnes. 16:44:52  
12 We had one school counselor, our school 16:44:54  
13 has approximately 1,000 students, it's 16:44:56  
14 insufficient, they need more. BAM is great for 16:44:59  
15 the boys. What about the girls? So that school 16:45:03  
16 counselor cannot focus on all the students with 16:45:06  
17 everything that she has to do. Principals 16:45:11  
18 should not be allowed to select whether or not 16:45:14  
19 they have certain positions. There's certain 16:45:16  
20 positions that should definitely be there. 16:45:19  
21 SECRETARY BELTRAN: Ms. Jackson. 16:45:21  
22 MS. JACKSON: Thank you. 16:45:22  
23 SECRETARY BELTRAN: Thank you. 16:45:24  
24 Our next speaker please, Yvette 16:45:25



1 McCaskill, speaker number 8, followed by speaker  
2 number 9, Martin Ritter.

3 MS. McCASKILL: So I wanted to kind of  
4 talk about similar to what Mr. Silver talked  
5 about. My name is Yvette McCaskill. I'm an  
6 elementary school teacher working in Gage Park  
7 at Morrill Elementary. I am speaking as a  
8 teacher that's going into her third year of  
9 teaching. Since my first year of teaching, it  
10 was obvious to me that CPS was criminally  
11 under-staffed. For the entirety of the two  
12 years that I've been teaching, both the  
13 bilingual education and the special education  
14 programs at my school were not fully staffed.  
15 Social workers are few and far between. Our  
16 school librarian was moved to teach special  
17 education because they had no one leaving our  
18 beautiful school library empty and unused. We  
19 did not have a school nurse. And the only  
20 reason that we later had a full-time student  
21 nurse -- school nurse was because we had a  
22 student that had a chronic illness and it would  
23 have been neglect to not have a school nurse.

24 In my second year of teaching I and

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1 another teacher ended up teaching classrooms at 16:46:25  
2 exclusively EL students. Spoiler alert, I am 16:46:28  
3 not bilingual. Students in my classroom were 16:46:32  
4 ideally supposed to receive consistent bilingual 16:46:36  
5 support from a bilingual teacher that that 16:46:38  
6 pushed in and would be monitored by our 16:46:38  
7 bilingual coordinator, but these staff members 16:46:41  
8 were often pulled to support other areas that 16:46:44  
9 were short staffed also, leaving me, a 16:46:46  
10 non-bilingual teacher, struggling to give my 16:46:50  
11 students what they needed. 16:46:50

12 When schools don't have nurses, social 16:46:51  
13 workers, librarians, bilingual and special 16:46:54  
14 education teachers, these responsibilities fall 16:46:57  
15 on us, the teachers, the general education 16:47:00  
16 teachers. And we do everything that we can to 16:47:02  
17 do right by our students to fill in those gaps, 16:47:04  
18 but it's too much to put on one person. And 16:47:07  
19 frankly it doesn't make sense to me. Like 16:47:11  
20 being -- going into my third year of teaching I 16:47:13  
21 have seen ways that CPS works and I know it 16:47:20  
22 doesn't, and so I'm here fighting for it to be 16:47:22  
23 fixed. 16:47:25

24 SECRETARY BELTRAN: Thank you, 16:47:26



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Ms. McCaskill.

Our next speaker please, Martin Ritter, followed by the last speaker, speaker number 10, Becky Lyons.

MR. RITTER: Good afternoon. My name is Martin Ritter, I work for the Chicago Teachers Union. I just came from a meeting in which close to 1,000 Chicago Teachers Union members filled our hall along with our allies and SEIU 73 and talked about our fight for a fair contract. We updated our members on the process of bargaining, and we also talked about, you know, what we need to do to provide educational justice for our students.

Yesterday an independent news source, WBEZ, said that many of the promises made to our students in the most recent press releases simply are not in the proposed budget. Those are their words, not mine. If you take -- let me back up real quick. Yesterday morning it's like 4:00 in the morning, my newborn son is sleeping on my lap, I have my laptop over here, and I'm looking at the budget with the drop-down menus that your hard working IT department put

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1 together, and I'm looking at the budget last 16:48:32  
2 year, and I'm looking at the number of positions 16:48:35  
3 for a number of clinician areas. And while 16:48:37  
4 there was a press conference at Michele Clark a 16:48:40  
5 couple of weeks ago that said there was going to 16:48:42  
6 be increased hiring of these positions, my 16:48:44  
7 drop-down menu showed that social workers are 16:48:48  
8 being cut. That there wasn't the same number of 16:48:52  
9 positions. Certainly not the increased numbers 16:48:53  
10 explained in that press conference. I also 16:48:54  
11 found out that librarians were being cut. I 16:48:56  
12 also found out that school nurse positions were 16:48:58  
13 decreased as well. I'm asking you, the Board, 16:49:01  
14 to say what's up with that. 16:49:03

15 Before you approve any budget, ask for 16:49:05  
16 a very detailed analysis from these staff 16:49:07  
17 people. Why does the CPS website say from this 16:49:10  
18 budget compared to last year's budget that the 16:49:14  
19 numbers are going down? But you were all at a 16:49:17  
20 press conference at Michele Clark where they 16:49:20  
21 Mayor promised the numbers were going up. 16:49:23  
22 What's up with that? 16:49:24

23 Okay. So this is a big deal because we 16:49:25  
24 know that we need these hiring staffing 16:49:27



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guarantees in writing in our contract. The Mayor is and was a lawyer at a very important law firm, nothing works in the law without it being in writing.

SECRETARY BELTRAN: Mr. Ritter.

MR. RITTER: That's all I got to say.

SECRETARY BELTRAN: Thank you.

And the last speaker, Mr. President, speaker number 10, Becky Lyons please.

MS. LYONS: Hi. My name is Becky Lyons. I'm a grad student studying urban planning, specifically looking at housing, and right now I'm kind of looking at housing and how that connects with schools. So Chicago has been losing, hemorrhaging working class and especially black families. And CPS, as I'm sure you know, has been also losing families by the thousands over the last couple of decades and that's because Chicago is increasingly unaffordable for families because the city and CPS are prioritizing profits and serving the wealthy while diminishing -- sorry, disinvesting in and pushing out working class families.

What CPS is doing is part of this. You

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1 can't pretend like what's happening in the city 16:50:29  
2 is not affecting the students. So we have over 16:50:31  
3 17,000 STLS students or students experiencing 16:50:34  
4 homelessness. On the south and west sides we 16:50:39  
5 have whole communities paying 40, 50 percent or 16:50:42  
6 more of their income on housing. We have 16:50:45  
7 corporate landlords churning through evictions. 16:50:48  
8 Those things that affect those students, how are 16:50:51  
9 those students supposed to go to school -- how 16:50:51  
10 are they supposed to get to school? How are 16:50:55  
11 they supposed to stay in school and then be able 16:50:55  
12 to actually engage and learn and do homework 16:50:57  
13 when they're experiencing all these things at 16:51:00  
14 home or not having a home? These are things 16:51:02  
15 that CPS needs to take into account. 16:51:05

16 And then you look at staff, we have 16:51:08  
17 starting teacher assistants who cannot afford a 16:51:10  
18 two-bedroom rental anywhere in Chicago right 16:51:13  
19 now. That is based on HUD's fair market rents. 16:51:14  
20 Literally a starting teacher assistant should be 16:51:17  
21 able to afford to rent somewhere. We have 16:51:19  
22 starting librarians who can only afford a 16:51:19  
23 two-bedroom rental in 8.6 percent of Chicago zip 16:51:24  
24 codes. What are we doing in this city? And 16:51:29



1 then we're giving \$2.4 billion in TIF funds to 16:51:32  
2 Lincoln Yards and the 78. We're creating these 16:51:32  
3 luxury neighborhoods that are not for working 16:51:35  
4 families, and meanwhile you're disinvesting or 16:51:37  
5 cutting from the schools. And you're cutting 16:51:42  
6 these support systems that the students need. 16:51:43  
7 You're cutting the social workers, you're 16:51:46  
8 cutting the school nurses. These things are all 16:51:48  
9 connected, and you guys have the power to change 16:51:50  
10 that. 16:51:53

11 SECRETARY BELTRAN: Ms. Lyons, thank 16:51:53  
12 you for your comments. 16:51:54

13 Mr. President, this concludes the 16:51:55  
14 public comment section. 16:51:57

15 PRESIDENT del VALLE: Was there anyone 16:51:58  
16 else who attempted to sign up and didn't make 16:52:00  
17 it? 16:52:04

18 SECRETARY BELTRAN: We were -- proceed 16:52:04  
19 with the next speakers? 16:52:04

20 PRESIDENT del VALLE: Come on up. 16:52:04

21 SECRETARY BELTRAN: Ma'am, if you could 16:52:04  
22 please step up to the podium and state your name 16:52:04  
23 for the record please. 16:52:05

24 MS. GEOVANIS: Hi. Thank you, Miguel. 16:52:05



1 My name is Chris Geovanis, I'm the  
2 communications director for the Chicago Teachers  
3 Union. I think my colleagues here probably tell  
4 the story much more powerfully than me, but I do  
5 want to say to the Board, you have to look not  
6 at the words, you have to look at the numbers.  
7 You have to compare the line-by-line budget  
8 item, budget allocations in this budget to last  
9 year's budget. And then you have to compare  
10 that to previous budgets, and you've got to  
11 compare it to the actual position files.

12 We see, for example, when it comes to  
13 healthcare workers, they're cutting the number  
14 of budgeted positions to slightly less than the  
15 number of bodies that they had in those jobs in  
16 June of this year. The story that they tell in  
17 the papers and they tell in their presentations  
18 is not what lives in the budget. We can't -- we  
19 literally cannot find the \$12 million that they  
20 say that they're kicking to bilingual and ELL  
21 support, we cannot find where that's allocated  
22 in the budget. It is a snow job. It is -- it  
23 is -- this is a living document that directly  
24 impacts every single day the lives of our

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1 students and the working conditions of our 16:53:40  
2 educators and support staff. And somebody 16:53:42  
3 hopefully now on this Board will start to 16:53:46  
4 actually pay attention to these numbers instead 16:53:49  
5 of simply rubber stamping them. Take that deep 16:53:53  
6 dive because what we're being fed publicly is 16:53:57  
7 not the reality on the ground, it's not the 16:54:03  
8 facts on the ground that this budget will 16:54:05  
9 continue to drive, it's the same ol same ol and 16:54:07  
10 our students deserve better. Thank you. 16:54:10

11 SECRETARY BELTRAN: Thank you, 16:54:12  
12 Ms. Geovani s. Is there the second speaker, 16:54:14  
13 Ms. Geovani s, that you mentioned. 16:54:16

14 MS. GEOVANIS: Joanna is coming up. 16:54:18

15 SECRETARY BELTRAN: Can you please 16:54:27  
16 state your name for the record? 16:54:27

17 MS. MALDONADO: Joanna Maldonado, a CPS 16:54:28  
18 graduate. I've worked in the schools for the 16:54:32  
19 last eight years, been on policy teams, and no 16:54:34  
20 matter what I've done not a whole lot has 16:54:37  
21 changed. And so here we are yet again at 16:54:39  
22 another budget hearing where our children are 16:54:42  
23 being shortchanged, and we can no longer sit 16:54:44  
24 idly by while they don't get the resources that 16:54:47





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they need.

Yates happens to be a sustainable community school, which was the school we had last year, but it's still -- it's something that should be District-wide. We are asking for 75 more schools as a model to create for the rest of the city and the country as a progressive institution that believes in world-class education. And as Chicago we have the money to enforce this contract, to be able to fund this contract, to make sure that every child gets what they need in our classrooms. Bilingual education is vastly underfunded. We cannot continue to ask assistant principals, counselors or social workers to do the job of two and three people, it is unfair to our kids. It's also unfair to those adults because they're under an enormous amount of pressure. We see people leaving our schools on a daily basis trying to see what other school has better resources, but soon and quickly they find out that the situation has direed all of our schools.

The situation and the time is right.

We have you guys who people believe in you, our

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1 community-based organizations are expecting you 16:55:53  
2 guys to do the right thing. We're expecting and 16:55:56  
3 looking at an elected Board soon, but we hope 16:55:58  
4 that you guys can look at this year and do 16:56:01  
5 something that will make a difference in the 16:56:03  
6 lives of our children that deal with trauma, 16:56:05  
7 that deal with the fact that they don't 16:56:07  
8 understand what's going on in a classroom if 16:56:08  
9 people are speaking to them in a language that 16:56:11  
10 is not their native language. And we are not 16:56:15  
11 giving them the ability to be relatable to the 16:56:17  
12 curriculum and their own culture, right. We say 16:56:20  
13 we're world class, but we have to actually 16:56:23  
14 invest in our culture, in our arts and in our 16:56:25  
15 parents so that we're able to continue that 16:56:28  
16 forward, otherwise -- 16:56:30

17 SECRETARY BELTRAN: Ms. Maldonado. 16:56:31

18 MS. MALDONADO: -- we're not really 16:56:33  
19 doing anything. Thank you for your time. 16:56:35

20 PRESIDENT del VALLE: Thank you. 16:56:37

21 SECRETARY BELTRAN: Thank you. 16:56:37

22 Mr. President -- 16:56:42

23 PRESIDENT del VALLE: One more. 16:56:42

24 MS. CLAY: Hi. Gervais Clay, George 16:56:43



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Pullman Elementary School teacher.

So a lot of questions were asked this evening, and so my question would be when and where can we expect the answers? At least I'd like to know how to -- where I could find the answers that you guys need to present those that asked you, otherwise we won't know what's happening.

PRESIDENT del VALLE: There won't be responses, not this very moment. The purpose of this hearing is to hear from you.

MS. CLAY: Right.

PRESIDENT del VALLE: But every question, every point that has been made here today is being noted.

MS. CLAY: It's being noted.

PRESIDENT del VALLE: Noted and will be responded to.

MS. CLAY: So I'll be able to go in a certain space --

PRESIDENT del VALLE: You'll have responses to all the questions that have been raised and points that have been raised. And some of those we may get during the

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question-and-answer session that's going to follow you.

MS. CLAY: Okay. Thank you.

PRESIDENT del VALLE: So I think we've provided everyone an opportunity who wanted to speak. That's very important for us, for this Board.

And so, Heather, could you come back to the podium please for questions and comments and for clarifications? I think you can shed some light on some of the issues that have been raised. Yes, I'd like to start.

The positions that the Mayor announced, nurses, social workers, case managers, those positions, additional positions are in this budget?

MS. WENDELL: Correct. Position numbers are open to 95 positions that have been included. I think we have, yeah, some information that highlights that as well.

PRESIDENT del VALLE: Okay. Thank you.

MR. LYONS: If I may, I may be able to help explain some of this or clarify.

So there have been -- so there was an

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1 announcement at Michele Clark High School, we -- 16:59:28  
2 there were long-term plans for increasing 16:59:31  
3 staffing at schools in -- really in three 16:59:34  
4 categories, social workers, nurses and case 16:59:38  
5 managers. Those were long-term plans in which a 16:59:41  
6 down payment is being made this year in this 16:59:47  
7 year's budget and it was in this year's budget, 16:59:49  
8 and I'll talk through that a little bit. 16:59:52

9 But I want to be clear when we talked 16:59:54  
10 about and when the Mayor and Dr. Jackson talked 16:59:56  
11 about adding hundreds of social workers and 16:59:59  
12 nurses, that was the expectation. The 17:00:01  
13 communication was never that those hundreds 17:00:04  
14 would be in this FY20 budget. 17:00:06

15 PRESIDENT del VALLE: In this year's 17:00:08  
16 budget. It's a five-year plan. 17:00:09

17 MR. LYONS: That was very clear in that 17:00:11  
18 announcement. There is, however, investment as 17:00:12  
19 was elaborated in the FY20 Budget in motion 17:00:16  
20 towards that long-term goal. 17:00:22

21 So I want to call attention I think 17:00:24  
22 first to social workers. This is -- I apologize 17:00:26  
23 if this is not in front of you. I'm going to 17:00:33  
24 zoom in a little if I can figure out how to do 17:00:43



1 that, which I can't. But -- so over, you know, 17:00:46  
2 this offer is kind of a longer horizon backwards 17:00:54  
3 and forwards, and you can see over time that 17:00:57  
4 there has been a decrease in social worker 17:01:02  
5 positions across CPS. This includes all 17:01:06  
6 social -- this graphic includes all social 17:01:09  
7 workers within CPS. There are social workers, 17:01:11  
8 the vast, vast majority, which are funded 17:01:15  
9 from -- are centrally funded and deployed to 17:01:18  
10 schools. There are some schools, particularly 17:01:23  
11 high schools, that do fund their own out of 17:01:24  
12 their school-level allocations, this graphic 17:01:27  
13 includes all of those. 17:01:30

14 You can see there's a decline through 17:01:32  
15 FY18, at the beginning of FY19 or SY19 it was 17:01:35  
16 roughly equivalent to where we were in SY18. In 17:01:42  
17 July of 2018 there was an announcement to -- 17:01:46  
18 that Dr. Jackson was announcing an investment of 17:01:50  
19 160 additional social worker positions. You can 17:01:52  
20 see those, that is the large increase of 17:01:55  
21 vacancies. There were about of those 160 about 17:01:58  
22 40 filled roughly speaking towards the early 17:02:03  
23 part of the school year. So in the SY19 17:02:06  
24 graphic, the yellow area represents roughly 120 17:02:12



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social worker vacancies.

With the time and a well-executed plan in partnership with our ODLSS team, we have staffed a significant number of those and counting towards the first day of school right now. We now have more than 415 social workers up from about 340 to 345 last year ready for this school year. Still -- you will see we still have vacancies from those additional 160, but we will start this coming school year with more social workers on staff at CPS than we had at any point in the last decade, that is just a fact. The -- you can see that the gray box on top of the SY20 budget -- I'm sorry, on top of the SY20 bar represents the addition of 35 social workers that were rolled out as part of Mayor Lightfoot's and Dr. Jackson's announcement.

Now, when we talk about where these are in the budget because it seems to be some confusion about that, there was not a reduction of 12 positions.

MEMBER OF THE PUBLIC: It was three.

MR. LYONS: So social workers, when you

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1 include all social workers you will get numbers 17:03:42  
2 that reflect what schools have made decisions 17:03:47  
3 about. When you look at what the 17:03:50  
4 centrally-funded positions are, which is what 17:03:52  
5 the graphic that was presented earlier by 17:03:54  
6 Heather represents, at the start of FY19, which 17:03:58  
7 is July 1, 2018, there were 457 central, meaning 17:04:00  
8 they are staffed in the ODL -- or they are 17:04:06  
9 allocated to the ODLSS budget, 477 social work 17:04:09  
10 positions. The last day of school, which we 17:04:14  
11 have chosen importantly, and that was June 20th, 17:04:17  
12 I will talk about why, 457. July 1, 457, the 17:04:21  
13 beginning of SY20. And today, as of today, the 17:04:28  
14 additional 35 social workers are rolled out as 17:04:34  
15 positions. 17:04:39

16 (Whereupon, Member Truss joined 17:04:39  
17 the public hearing at 5:04 17:04:39  
18 p.m.) 17:04:39

19 MR. LYONS: Now, these were in the 17:04:39  
20 budget. Because of the timing of the 17:04:41  
21 announcement and how much work there is to LIKE 17:04:44  
22 finalizing an actual budget, the 35 positions 17:04:48  
23 were represented as dollars. They were not 17:04:52  
24 represented as FTEs or as positions in the 17:04:55





1 interactive budget that's online. But the money 17:04:58  
2 for these 35, which was what was communicated 17:05:02  
3 when we released the budget, was there and 17:05:05  
4 present. As of today, the processing is 17:05:09  
5 completed and the position -- the money -- that 17:05:12  
6 money is now converted into actual FTEs. 17:05:16

7 Similar story for nursing. This shows 17:05:20  
8 you a modest growth from the start of last 17:05:27  
9 fiscal year through the last day of school in 17:05:32  
10 terms of the number of budgeted positions. 17:05:34  
11 These are all three nurse categories combined on 17:05:36  
12 the slide. It was the same on July 1, and there 17:05:39  
13 was money in the budget representing an addition 17:05:48  
14 of 30 nurse positions across all three 17:05:51  
15 categories. And again as of today the 17:05:55  
16 processing is finished to actually open those 17:05:56  
17 FTEs. 17:05:59

18 The -- lastly, from case managers, 17:06:00  
19 there was also a growth from -- on the slide 17:06:03  
20 you'll see from 94 at the beginning of last 17:06:09  
21 fiscal year, 95, these were for the most part 17:06:13  
22 fully staffed positions last year, and then 17:06:17  
23 you'll see an increase to 101, which represents 17:06:20  
24 the addition of some case managers made prior to 17:06:24



1 the Mayor's announcement. And they were also 17:06:29  
2 you'll see here the increase looks like it's 34, 17:06:31  
3 30 of that represents the additional investment 17:06:36  
4 that was announced at Michele Clark, four of 17:06:38  
5 them represent additional allocations that had 17:06:40  
6 been decided previous to that investment that 17:06:44  
7 are also included just from a timing 17:06:47  
8 perspective. 17:06:49

9 So these are positions that are in the 17:06:50  
10 budget now. The allocations from a dollar 17:06:55  
11 standpoint were always in the budget as we've 17:06:59  
12 released. There are real challenges and real 17:07:02  
13 concerns that people express about whether or 17:07:07  
14 not they see these positions in their school 17:07:10  
15 buildings, and we are very aware of the 17:07:12  
16 challenges with actual hiring in some of these 17:07:15  
17 hard to staff areas, social workers, nurses 17:07:21  
18 included. 17:07:23

19 So I want to separate the confusion 17:07:24  
20 about whether or not these were allocated in the 17:07:26  
21 budget. They are. They have been. We continue 17:07:29  
22 to increase social working -- social work and 17:07:32  
23 nurse staffing levels, that is, people providing 17:07:36  
24 services to students that are needed. Those 17:07:39



1 continue to increase. But this is not something 17:07:41  
2 that gets solved overnight. These are chronic 17:07:44  
3 statewide and national shortages. And while we 17:07:47  
4 think we can make really good headway, it's not 17:07:50  
5 necessarily going to happen immediately. 17:07:54

6 PRESIDENT del VALLE: Thank you for 17:07:58  
7 that clarification. 17:07:59

8 Questions? Questions? 17:08:02

9 MEMBER OF THE PUBLIC: Librarians. 17:08:02

10 PRESIDENT del VALLE: Board Members, 17:08:05  
11 questions? Not audience questions, Board Member 17:08:07  
12 questions. The public participation part is for 17:08:10  
13 the audience, and now it's Board Members' 17:08:14  
14 questions and comments. 17:08:17

15 MEMBER MELENDEZ: I have a question. I 17:08:18  
16 am aware of the challenges around finding 17:08:21  
17 qualified staff. Would you speak a little bit 17:08:26  
18 more about why it is so -- it's been so hard to 17:08:29  
19 staff some of those positions, which you 17:08:33  
20 indicate are in the budget? 17:08:35

21 And if, you know, whether there are any 17:08:37  
22 efforts that are going to recruit and find 17:08:40  
23 social workers, librarians, nurses, you know, 17:08:47  
24 maybe across the state or even outside of the 17:08:51



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state?

MR. LYONS: Yeah, so in terms of --  
yes, we have a lot of efforts underway.

So in terms of social workers, this is  
a -- it's a constrained group of -- group of  
folks being licensed in school social work. It  
is less constrained than some of the other  
areas. So what we'll see is we are able to do,  
like we were this past winter and spring, a fair  
amount of hiring. We've increased staffing  
levels by about 70 as of now, and we're hoping  
to continue to get further. So we've been able  
to make a lot of headway, but it is constrained  
to particular times of the year when new  
graduates are graduating or when school social  
workers who are in other districts are, you  
know, potentially available for us to recruit  
and hire. And so we rolled out the additional  
investments in July of 2018, and this market is  
usually really kind of, you know, frankly more  
available to hire in January and February for  
the following fall. And so once we hit that  
time frame, we've had success in increasing.  
And we will continue to increase as that graphic

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1 showed according to the Mayor's long-term plan 17:10:02  
2 for investment. The gray -- they took off the 17:10:05  
3 slides. The gray bar as you go forward. 17:10:10

4 In terms of social workers, the last 17:10:12  
5 thing I would point out is that we have an 17:10:15  
6 additional 16 resident social workers, which is 17:10:19  
7 taking licensed social workers to -- they're 17:10:23  
8 licensed in the state of Illinois to practice 17:10:28  
9 social work but they do not have the 17:10:29  
10 professional educator license to be school 17:10:31  
11 social workers. We are reimbursing their 17:10:34  
12 tuition for enrollment to actually become school 17:10:37  
13 social workers. And so we're looking to 17:10:42  
14 continue to grow that program. In the meantime 17:10:44  
15 those are individuals who can provide social 17:10:46  
16 work services at schools additional to the 17:10:49  
17 school social work population that's increasing, 17:10:51  
18 they just can't provide services related to IEPs 17:10:53  
19 until they get that. 17:10:58

20 DR. JACKSON: Board Member Melendez, I 17:11:01  
21 just want to put a finer point on your question 17:11:01  
22 because, Matt, you made a comment specifically 17:11:03  
23 about new graduates, as well as existing school 17:11:05  
24 social workers who may be employed in other 17:11:08



1 school districts. Can you speak to the actual 17:11:10  
2 number of individuals who may have the proper 17:11:13  
3 certification to serve as school social workers 17:11:18  
4 in Chicago Public Schools or any other district 17:11:20  
5 in the state of Illinois and talk about the 17:11:23  
6 availability of people who are actively looking 17:11:26  
7 for employment that we have been, you know, 17:11:28  
8 trying to recruit, can you speak to that 17:11:31  
9 specifically? 17:11:33

10 MR. LYONS: Yeah. So on social workers 17:11:34  
11 we have the -- frankly we have the benefit and a 17:11:36  
12 little bit of luck of being really close to one 17:11:39  
13 of the largest social work schools in the 17:11:42  
14 nation, certainly I think the oldest, at the 17:11:44  
15 University of Chicago. So we have a real 17:11:48  
16 advantage in that regard, but as of now we are 17:11:50  
17 essentially hiring the vast, vast, vast majority 17:11:54  
18 of the roughly I think a hundred graduates a 17:11:58  
19 year out of that school. 17:12:01

20 Now, there are -- there are ways we can 17:12:02  
21 kind of eat away at the margins where we aren't 17:12:05  
22 able to hire them. Beyond that, like this is 17:12:08  
23 another area where there is a statewide 17:12:10  
24 shortage. I don't have the statewide numbers. 17:12:16



1 This is one where there's less of a real 17:12:18  
2 constraint. It is just a growing need across 17:12:20  
3 the state and the country. And the pool of 17:12:23  
4 people that graduate every year with this 17:12:27  
5 credential is scooped up immediately, and it's 17:12:29  
6 capped out probably at us hiring about 80 people 17:12:32  
7 a year at max, absolute max. 17:12:34

8 DR. JACKSON: The last point is would 17:12:36  
9 it be fair to say that the vacancies or the lack 17:12:38  
10 of social workers is due to availability of 17:12:40  
11 certified social workers and not budget, would 17:12:42  
12 that be an accurate statement? 17:12:45

13 MR. LYONS: Yes, I think that's a great 17:12:46  
14 point. The funding is not the constraint here 17:12:48  
15 to getting social workers in schools. 17:12:50

16 PRESIDENT del VALLE: Can we have the 17:12:52  
17 budget positions? 17:12:53

18 MR. LYONS: And the budget is open. 17:12:55

19 PRESIDENT del VALLE: You can't find 17:12:57  
20 the people -- 17:12:58

21 MR. LYONS: That is right. 17:12:58

22 PRESIDENT del VALLE: -- to fill those 17:12:59  
23 positions? 17:13:00

24 MR. LYONS: We are getting there. We 17:13:02



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are closing the gap.

PRESIDENT del VALLE: And if anyone in this audience knows someone --

DR. JACKSON: We're hiring.

PRESIDENT del VALLE: -- send them over right away, please.

MEMBER OF THE PUBLIC: We have contract demands.

PRESIDENT del VALLE: And it is a real challenge.

And the other kind of related, you mentioned the University of Chicago, they don't, you know, they don't have the greatest diversity at the University of Chicago, and so are there other schools that we're working with?

MR. LYONS: So, yeah, we're working -- we're frankly working with every school that we can. The tuition reimbursement, obviously we have set partnerships to the extent that we can. And one of the members from ODLSS is probably better to speak to setting out that exact partnership. But again, there's tuition reimbursement to the extent we can find licensed social workers, who is a more diverse group, to

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push through the kind of professional educator  
license.  
On nursing we have a similar program,  
so we are really trying to recruit and hire more  
health service nurses, HSNs. These are  
registered nurses who do not have -- so  
clinically licensed as a registered nurse but  
who don't have a professional educator license,  
and we are similarly -- we have a partnership  
with Lewis University. We're looking to expand  
that further that the Board, this will come  
before you, it came before the prior Board for  
vote, to actually pay the tuition for registered  
nurses or HSNs to go become certified school  
nurses.  
This is a much more constrained labor  
market frankly. And again, we do have the  
budget, that is not the constraint. This is  
about finding enough nurses. I think about  
roughly a hundred school nurses a year graduate  
from these certified school nurse programs, and  
almost all of them are HSNs tied to a school  
district being sent through the program by the  
school district to get their license. So

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1 they're not what we would consider kind of on 17:15:06  
2 the market. 17:15:08

3 Then -- yeah, so we are working kind of 17:15:09  
4 furiously and constantly on hiring for these 17:15:17  
5 high need subject or high need clinical areas. 17:15:20  
6 And growing the kind of partnerships and ability 17:15:23  
7 to send people through to get the proper 17:15:29  
8 licensure is really the way that we're going to 17:15:32  
9 get to the long-term goals that Dr. Jackson and 17:15:34  
10 Mayor Lightfoot laid out. 17:15:37

11 MEMBER MELENDEZ: One additional 17:15:39  
12 question with regards to the comments made by 17:15:40  
13 Dr. Jackson. 17:15:42

14 Do you have any idea of what percentage 17:15:43  
15 of social school -- social worker graduates have 17:15:45  
16 that additional training, that professional 17:15:48  
17 allocated license that, you know, the School 17:15:51  
18 Code requires? Do you know if that's -- I'm 17:15:54  
19 thinking about teachers, which is what I know, 17:15:58  
20 but I don't know the field of social work so 17:16:00  
21 well, do you have an idea if that's a number 17:16:04  
22 that's going to be shrinking? 17:16:07

23 MR. LYONS: So the percent of school -- 17:16:08  
24 so school social work is a separate program 17:16:10



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generally. At University of Chicago it's a separate program.

MEMBER MELENDEZ: And they're --

MR. LYONS: So if someone enters that program, they don't just take a couple of extra classes.

MEMBER MELENDEZ: Okay.

MR. LYONS: So it's -- there's the school of social work --

MEMBER MELENDEZ: And then there's a school --

MR. LYONS: -- and a school social work program. So in terms of proportions, I would be guessing honestly. But there is certainly a much larger -- it's more than half and half. So, I mean, there are less than one school social worker graduating to one clinically licensed social worker. So we are looking to expand the group of possible candidates by also considering licensed social workers and trying to get them licensed as school social workers.

MEMBER TRUSS: Mr. President, how you doing? Excuse me for my tardiness. A couple of questions.

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One, when it comes to the reimbursement, is there a commitment expected for those who reimburse to obtain their license?

MR. LYONS: So there is, I'll be honest with you, I don't know what the exact commitment is, but it's at least a couple of years.

MEMBER TRUSS: I appreciate for the information for all interested parties.

And also what efforts have you made, speaking of diversity, of reaching out to the HBCUs and the universities that have a large Latino school body?

MR. LYONS: So we work closely with NEIU and CSU, you know, in the Chicago and area in particular, both of which have really suffered over the last few years in terms of their enrollment numbers through mostly the state's financial problems and the real shrinking of the grants that they were receiving. We do -- and we do general teacher recruiting at HBCUs every year and are trying to build increasingly strong relationships, especially with some of those that have strong alumni associations within Chicago.

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In relation though to the clinical areas, I don't want to speak definitively, but I am not sure that either of those universities have a real strong presence in social work or nursing.

MEMBER TRUSS: Well, I'm just saying there's some HBCUs that once upon a time Chicago -- pipeline of Chicago teachers were from the HBCUs historically, and I'm fairly confident that the education pipeline continues. And I strongly encourage talent to go ahead and make sure that you follow up and just, you know, not just NEIU or Chicago State University, just any university again that you can identify a large Latino population, you know, tradition HBCUs and really make this effort because, yeah, it does become critical when it comes to -- when you're talking about social workers coming in the school and being related to the student population that they're dealing with.

MR. LYONS: Yeah, absolutely.

VICE PRESIDENT REVULURI: So I have a quick question and then another.

The quick question is, is there any

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1 opportunity to help people become school social  
2 workers in the other pathway if they already  
3 have a professional educator license but need to  
4 study to be a social worker?

5 MR. LYONS: So we're exploring it.  
6 Candidly the timeline to completion is just a  
7 lot longer that way. And frankly I think the  
8 population is potentially smaller of potential  
9 candidates. We're certainly open to it. I  
10 think we're looking to focus kind of resources  
11 on the places where we're going to get the  
12 biggest return in terms of people in schools as  
13 quickly as possible who are qualified but  
14 certainly open to it.

15 VICE PRESIDENT REVULURI: My other  
16 question, you have told us before in briefings  
17 and at these meetings about the opportunity  
18 schools program. How -- what are the efforts to  
19 ensure that these clinical positions are filled  
20 at schools that have challenges finding the  
21 people? Because I am guessing because this is  
22 the case with every position at CPS it seems  
23 that these -- I'm looking at the graphs still  
24 that you're showing us, that the empty part of

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1 the bar vacant positions is not equally  
2 distributed across the city.

3 MR. LYONS: That's right. So thank you  
4 for the question really. I think a good way to  
5 think about this, so the social workers and the  
6 nurses, what we're really talking about, and I  
7 think it's important to kind of, you know, frame  
8 this, is we're talking about a change in the  
9 fundamental model of how these positions are  
10 utilized. We're talking about two positions  
11 that have historically at CPS really been  
12 focused almost exclusively, I'm making sure I'm  
13 correct when I look at LaTanya, but on students  
14 in special education and serving IEPs. And what  
15 we're really looking to do here and what we are  
16 starting to do is transition to a model that  
17 supports general education students in addition  
18 to the IEPs.

19 So these are positions that are still  
20 centrally hired for, centrally budgeted and  
21 assigned out to schools based on -- based on  
22 need. Now, when I say need, it had been in that  
23 old model of talking about it based on IEPs.  
24 And so the opportunity schools would be getting

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1 those services in kind of equal measure based on 17:21:31  
2 the IEPs or 504 Plans in the case of nursing. 17:21:35

3 So as we transition and knowing that we 17:21:40  
4 can't snap our fingers and have all these 17:21:44  
5 positions be filled, we are constantly looking 17:21:47  
6 to kind of analyze which schools we are able to 17:21:51  
7 serve with consistent services. And so that 17:21:54  
8 model of nursing especially is moving to like a 17:21:59  
9 consistent care model that there is not, I heard 17:22:02  
10 a speaker earlier, you know, that only on 17:22:05  
11 Thursdays can a student see the nurse. And 17:22:07  
12 that's something we are fundamentally looking to 17:22:10  
13 change, and it takes more people to be able to 17:22:13  
14 do that. With a staff built for one model, 17:22:15  
15 you can't start immediately doing the other 17:22:18  
16 model. 17:22:21

17 So in terms of these specific clinical 17:22:21  
18 groups, you know, candidly I think for social 17:22:24  
19 work and for nursing, whether the opportunity 17:22:30  
20 school's staffing challenges that kind of help 17:22:34  
21 them become part of the opportunity schools, I'm 17:22:38  
22 not sure that's really the barrier of the 17:22:40  
23 concern. So there are -- they're going to be 17:22:42  
24 smaller schools traditionally, just, you know, 17:22:45





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on average. And where we assign a social worker, you know, is going to be based on a need.

DR. JACKSON: I was just going to follow. I think it's a great question. It won't be -- we'll give you a side-by-side of each school, but it probably won't be an apples to apples, like if you're an opportunity school you automatically get it. But I can guarantee you there's a lot of overlap because of some of the metrics that we're using in order to make the allocation. One in particular is a hardship index by community, and many of the schools that are represented in our opportunity schools portfolio are also schools who fall below that threshold where we think they need the additional support. And so we can get you the list of schools with the social workers and also note whether or not it's an opportunity school just so you can see the I guess convergence of the additional support we're providing those schools.

VICE PRESIDENT REVULURI: I think from my understanding of what you've just said that

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1 answers the question pretty well about positions 17:23:47  
2 and especially the transition from a model 17:23:50  
3 focused on certain populations of students to 17:23:53  
4 really ensuring that all students have these 17:23:56  
5 supports. I guess I'm wondering more not just 17:23:59  
6 the positions but actually filling those 17:24:03  
7 positions, do different schools have different 17:24:05  
8 challenges filling those positions? And what 17:24:08  
9 is being done to help the schools that are 17:24:11  
10 harder? 17:24:15

11 MR. LYONS: Yeah, I think maybe the 17:24:16  
12 way -- 17:24:17

13 DR. JACKSON: The case manager example. 17:24:17

14 MR. LYONS: Well, I think maybe the way 17:24:18  
15 to explain this is specifically with social 17:24:19  
16 workers and nursing, a school is not actually 17:24:21  
17 filling a position. We are filling the 17:24:24  
18 position, and the more we are able to fill, the 17:24:26  
19 more -- the more services we are able to assign 17:24:28  
20 to each school beyond just the IEP requirements. 17:24:33  
21 So -- 17:24:37

22 DR. JACKSON: But I think it's a fair 17:24:39  
23 question as it relates to case manager -- case 17:24:41  
24 managers. And I think it's a good opportunity 17:24:43



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to explain how we're thinking about administering those positions. I think it's a good question.

MR. LYONS: Yeah, so case managers fall into a little bit of a different category, which is to say they are -- the qualifications for a case manager have been -- especially for new people going to that position, have been being a licensed special education teacher. I think from all the practitioners, I can't speak from my own experience, but certainly from all of the experts that we have that is the kind of qualification that makes someone likely to be effective in that role.

Given the scale of how many special education teachers we have, even though we are constantly seeking more, opening up case manager positions rapidly, and we know this from experience last year, will fill all of the case manager positions, but it will create additional vacancies in special education teacher positions.

VICE PRESIDENT REVULURI: And those won't be in the same places?

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1 MR. LYONS: And the critical element of 17:25:49  
2 that is that is not happening most times or at 17:25:52  
3 least a lot of the time in one particular 17:25:54  
4 building or even in one particular neighborhood. 17:25:57  
5 So a -- you know, I'm overly 17:25:59  
6 generalizing, but if we open five case manager 17:26:01  
7 positions on the north side, we likely create at 17:26:07  
8 least three to four special education teacher 17:26:09  
9 vacancies on the west and south sides. And 17:26:12  
10 that is the balance, while we know it is a 17:26:15  
11 critical area, it is the balance of why we are 17:26:17  
12 trying to be very deliberate about how we 17:26:20  
13 provide these additional services in a way that 17:26:22  
14 is responsible to all of the needs of students 17:26:25  
15 and schools. 17:26:27  
16 MEMBER TODD-BRELAND: I think you sort 17:26:35  
17 of spoke on this, Dr. Jackson, but I guess I 17:26:36  
18 would just like more information about the 17:26:39  
19 metrics that are being used or decision points 17:26:40  
20 about the allocation of all of these new 17:26:42  
21 clinical positions, what that looks like mapped, 17:26:45  
22 what that looks like in terms of schools, the 17:26:47  
23 profiles of those schools, other resources and 17:26:49  
24 services already in those schools and how it is 17:26:52



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being defined in that way.  
And then could you just say a bit more,  
I think you touched on this about the  
relationship between Central -Office created  
positions, particularly in these clinical  
positions, and then decisions being made at the  
school level about deciding and staffing those  
positions.

MR. LYONS: Sure. So there are -- so  
take a case manager as an example. All of the  
105 case managers that are full-time case  
management jobs with that title, et cetera, are  
funded centrally, but they are located in a  
school. They're given that school's budget, the  
principal makes the hiring decision, it's full  
time at that school.

For nurses there are a few schools, I  
think there are specialty schools that have  
local nurses -- they have a nurse at their  
school all the time and that is that position is  
in their budget and it's paid for out of their  
allocation.

MEMBER TODD-BRELAND: The school's?

MR. LYONS: The school's allocation.

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1 But the vast majority of nurses and the vast  
2 majority of social workers are funded centrally,  
3 hired centrally and deployed, meaning like  
4 assigned to a rotation or to a specific school,  
5 a lot of times full time, but they are  
6 essentially assigned there. They're not --  
7 practically speaking they're a member of the  
8 school staff from -- when you look at our  
9 budget book, those positions will look like they  
10 are housed in the ODLSS Department. Their --  
11 and those were the 457 over the last year of  
12 social workers, and then an increase of 35.  
13 Those represent the centrally-funded,  
14 centrally-hired and centrally-assigned social  
15 workers.

16 There are -- and we're really talking  
17 about, and I think a lot of this confusion,  
18 about a cut in social work, which did not  
19 happen, is looking at a position file that is on  
20 our website. We are going to be posting  
21 additional position files so people can see them  
22 especially over the rollover of a fiscal year.  
23 In a \$6 billion budget, there is always a little  
24 bit of movement. Something opens a day early

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1 before the offsetting, you know, close, when 17:29:11  
2 it's really just flat is the moral of the story. 17:29:14  
3 But essentially the budget file of all positions 17:29:17  
4 had 470 total school social worker positions in 17:29:21  
5 it on June 30th. The quoted number was a 12 17:29:27  
6 position reduction, that is back to 458. 458 is 17:29:33  
7 the number in our interactive budget report for 17:29:42  
8 the FY20 budget for central -- centrally-housed 17:29:43  
9 social workers. 17:29:47

10 And so what it is really doing is 17:29:47  
11 comparing all social workers, including those at 17:29:49  
12 schools, to only those budgeted centrally from 17:29:52  
13 one year to the next. There was no cut. In 17:29:55  
14 some cases this is just confusion because it's a 17:29:57  
15 \$6 billion budget and not all the social workers 17:30:01  
16 are just put in one place in the budget. But 17:30:04  
17 for all intents and purposes the investment made 17:30:06  
18 on the part of Dr. Jackson and Mayor Lightfoot 17:30:10  
19 and the continued investment we've had over 17:30:13  
20 time, especially in social working, has been 17:30:15  
21 related to the centrally-controlled, 17:30:17  
22 centrally-housed, centrally-budgeted positions. 17:30:20  
23 Schools make their own decisions about whether 17:30:24  
24 or not this is something that they want to pay 17:30:26



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for.

MEMBER TRUSS: So because I saw what someone was kind of saying at Central Office the load has increased by a hundred and something employees, but that can be Central Office social workers or staff that come aboard?

MR. LYONS: No, there's a separate categorization. So that's not I don't think a -- I don't think that's where the confusion is on that separate point. What I was --

MEMBER TRUSS: I'm saying overall with them being with those staff, additional staffing, it's going to be --

MR. LYONS: What the -- so they won't be considered Central Office. There's a separate designation for these social workers, I'm talking about being centrally deployed. The comment about I think the word was bloat about Central Office, you know, what that's talking about, the bloat, is the OSP Office to protect students, the OIG's Office to investigate allegations of sexual abuse, the Curriculum Equity Initiative, which we've discussed and brought before the Board.

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MEMBER TRUSS: Separate bucket.

MR. LYONS: Separate bucket and just looking at numbers and not the kinds of priorities that they're paying for.

MEMBER TODD-BRELAND: Sorry, I just have -- because this is one of my other questions that I think you touched on but just so I'm clear.

So the 457 to the 492 that you mentioned, you said that that showed up initially in the drop-down because I was in the drop-downs as well, so it shows up in the drop-downs as money, dollars in the fiscal year 20 budget, but you're saying now they're showing up as FTEs, and how would I --

MR. LYONS: So we are going to publish, and I think my team is working on this, we are going to put a new position file up on the employee position file. There's a website that has a position. We typically do this quarterly. We're going to add an additional file for today to reflect what's in the -- what's in the position, kind of a list as of today.

The drop-down -- so that interactive

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1 budget report is static as of the budget that 17:32:33  
2 was released. I mean, it works off of a big 17:32:36  
3 database behind it. So that has not been 17:32:39  
4 updated. You will not see that in that 17:32:42  
5 interactive budget. But the budget line I think 17:32:44  
6 for social workers, you know, roughly 17:32:47  
7 \$3-and-a-half million was in there. And we 17:32:49  
8 pointed out in all of our, you know, media 17:32:51  
9 statements where that money was for all of the 17:32:54  
10 investments that were announced. So they were 17:32:57  
11 dollars, not positions. They will be positions, 17:33:02  
12 and we will post the position file to show the 17:33:04  
13 positions. 17:33:06

14 MEMBER TODD-BRELAND: Okay. 17:33:07

15 MEMBER MELENDEZ: I'm sorry, I have a 17:33:08  
16 follow-up question. Bear with me, I'm a little 17:33:09  
17 confused now. So 457 is the centrally -- 17:33:13  
18 centrally -- the central social work positions. 17:33:19  
19 And you indicated before, if I didn't 17:33:22  
20 misunderstand, that there's some additional 17:33:26  
21 positions that are paid by schools as part of 17:33:28  
22 the decisions that they make. So how do we know 17:33:30  
23 what the total number is between central and 17:33:34  
24 schools? 17:33:37



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MR. LYONS: Yeah, so right now I believe there are ten additional positions in this year's budget that schools are funding.

MEMBER MELENDEZ: Okay.

MR. LYONS: Last year there were, at the end of the year, I think there were 11. That doesn't mean that a school cut it. It changes over time. You know, a school may decide that their social worker may have resigned and now they realize they want to do something different.

DR. JACKSON: Or it could be that they got a social worker from us and decided to use that money for something else.

MR. LYONS: Yes, that is also a pretty good possibility.

MEMBER MELENDEZ: And what -- do you have an idea of what drives the, you know, schools to make a decision regarding how -- that they're going to fund or pay for their own social worker? I mean, it's, I imagine, a complicated decision because it means that they'll have less money for other positions or programs.

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1 DR. JACKSON: Yeah, I think every 17:34:32  
2 school is different. I think every principal if 17:34:33  
3 they could afford it would pay for an additional 17:34:35  
4 social worker. I think they take into 17:34:38  
5 consideration some of the things that we've 17:34:41  
6 talked about today. If you have money for one 17:34:42  
7 additional -- for an additional 17:34:44  
8 out-of-the-classroom position, opening up a 17:34:47  
9 social worker position may be -- even though 17:34:49  
10 that's the position you want because of the 17:34:52  
11 difficulty with finding an individual may make 17:34:54  
12 you de-prioritize that because it's nice to open 17:34:57  
13 it up, but if you can't fill it, the support 17:35:00  
14 isn't there, this is all hypothetical, speaking 17:35:03  
15 as a hypothetical principal. 17:35:06

16 But I would say from a need 17:35:08  
17 perspective, many of our schools would believe 17:35:10  
18 that they need the social workers, which is why 17:35:12  
19 we've made this commitment around increasing the 17:35:15  
20 number of social workers because leadership also 17:35:17  
21 believes that every school should have of a 17:35:20  
22 social worker and that's something that we're 17:35:22  
23 working towards. So I think for principals, I 17:35:24  
24 don't know the numbers that Matt just quoted, 17:35:26



1 I'd have to look at the positions, but it's 17:35:29  
2 possible that some principals due to additional 17:35:31  
3 investments have been able to pay for that and 17:35:34  
4 others may have decided money is tight so I'm 17:35:36  
5 going to cut this position so that I can keep my 17:35:38  
6 academic program. Again, these are all 17:35:41  
7 hypotheticals. I have to look at the actual 17:35:43  
8 schools to see why they made those decisions. 17:35:45

9 PRESIDENT del VALLE: Are there any 17:35:48  
10 additional questions? 17:35:51

11 VICE PRESIDENT REVULURI: I have a 17:35:54  
12 question that's off this topic. Matt seems 17:35:54  
13 happy. Heather, I think this is probably for 17:35:57  
14 you. Ms. Carlisle asked a question what is this 17:36:00  
15 negative \$115 million, and that question has 17:36:05  
16 been answered for me before and I still don't 17:36:09  
17 understand it, so if it's something you can 17:36:10  
18 answer again. 17:36:13

19 MS. WENDELL: Yes, actually, that's 17:36:14  
20 definitely a finance question. I think we have 17:36:15  
21 some folks here that are in a better position 17:36:17  
22 than I to go into that. 17:36:20

23 MR. DeNARD: Hi, everyone, Ron DeNard, 17:36:27  
24 Senior Vice President of Finance. So that \$115 17:36:29



1 million is the net amount of negative cash. 17:36:33  
2 We're in a cash borrowing position that happened 17:36:38  
3 to be June 30th. Our maximum amount of 17:36:43  
4 borrowing during a given year is \$884 million. 17:36:46  
5 That borrowing started back in 2015 when our 17:36:50  
6 pension holiday ended and all of a sudden we 17:36:57  
7 went from paying a hundred million dollars a 17:37:00  
8 year in pension expense to starting at 600, it 17:37:03  
9 went up to \$800 million. 17:37:06

10 So you looked at the graph that showed 17:37:08  
11 that the other school districts were getting 17:37:10  
12 \$2,000 per student, we were getting initially 17:37:14  
13 \$32 per student. So we were paying our own 17:37:18  
14 pension fund, so we had to borrow the money. So 17:37:21  
15 we're still borrowing the money each year. 17:37:24

16 There was a question about an 17:37:27  
17 additional billion dollars. That billion 17:37:30  
18 dollars that we got from the state was primarily 17:37:32  
19 for pensions. The state paid \$221 million for 17:37:37  
20 normal pension costs, goes straight to the CTPF. 17:37:42  
21 There's \$400 million of property tax levy that's 17:37:48  
22 for pension, goes straight to the CTPF. So we 17:37:56  
23 don't even see that -- see that money. We've 17:38:00  
24 been able to improve our cash flow, but that was 17:38:01



1 the best that we were at this year. That was -- 17:38:05  
2 as far as negative borrowing, we ended the year 17:38:08  
3 at 115 million, just in that next month July we 17:38:11  
4 were at \$694 million. So that was the net 17:38:14  
5 amount of cash that we had in the bank versus 17:38:18  
6 what we borrowed. 17:38:21

7 VICE PRESIDENT REVULURI: So that's a 17:38:24  
8 snapshot number, and as you -- 17:38:25

9 MR. DeNARD: Yes, at June 30th. 17:38:27

10 VICE PRESIDENT REVULURI: As one of the 17:38:30  
11 graphs that I think Heather showed us, the one 17:38:32  
12 with the red, it fluctuates a lot during the 17:38:35  
13 year. 17:38:38

14 MR. DeNARD: Yes. You can see right -- 17:38:39  
15 the month right afterwards it dipped again to 17:38:40  
16 \$694 million. 17:38:42

17 MEMBER OF THE PUBLIC: In the red or in 17:38:44  
18 the black? 17:38:46

19 MR. DeNARD: In the red. 17:38:47

20 MEMBER OF THE PUBLIC: What is the plan 17:38:48  
21 for that to be reconciled? 17:38:49

22 DR. JACKSON: When the property tax -- 17:38:52

23 MR. DeNARD: Well, when we get adequate 17:38:54  
24 funding from the state, you know. There was a 17:38:56



1 battle to go from \$32 a student to \$600 a 17:38:59  
2 student. You see all the other school districts 17:39:04  
3 are being paid 200 million -- excuse me, 200 -- 17:39:07  
4 \$2,000 per student versus our \$600 per student. 17:39:11  
5 Until we get the adequate funding that the state 17:39:16  
6 says we're supposed to get, we're only 64 17:39:18  
7 percent funded based on their formulas. When we 17:39:22  
8 get that money from the state, then, yes, we'll 17:39:26  
9 be able to pay that back. And what's important 17:39:29  
10 is we have to balance our budget. If our 17:39:32  
11 budget -- as we increase our budget, then we end 17:39:35  
12 up having to borrow more. As we are able to 17:39:39  
13 create a surplus, then you borrow less. 17:39:42  
14 MEMBER OF THE PUBLIC: And our students 17:39:49  
15 are 64 percent -- 17:39:50  
16 PRESIDENT del VALLE: We -- I want to 17:39:52  
17 ask Dr. Jackson and Heather, can we on our 17:39:55  
18 website do a frequently asked questions? 17:40:04  
19 DR. JACKSON: We have a Residents' 17:40:08  
20 Guide with all of this information on our 17:40:12  
21 website. It's written so that the average 17:40:14  
22 person can read it. 17:40:15  
23 PRESIDENT del VALLE: I thought the 17:40:16  
24 Residents' Guide comes later? 17:40:17





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DR. JACKSON: After you approve the budget. We can't put it out until you approve the budget.

PRESIDENT del VALLE: I'm referring to prior to that so that as we go through our second hearing there are questions that have come up that help clarify such as a point that we're not cutting social workers and nurses positions, those questions.

DR. JACKSON: Yeah.

PRESIDENT del VALLE: That we can give answers to so that as an audience member pointed out where do I go for the answer.

DR. JACKSON: Okay.

PRESIDENT del VALLE: And if we could do that, that would be helpful. Up until the point --

DR. JACKSON: Based on the hearings and stuff, yeah, we can do that.

PRESIDENT del VALLE: -- that we pass the budget. Then we'll refer people to the Residents' Guide.

DR. JACKSON: Yeah, we can do that.

PRESIDENT del VALLE: Okay. Thank you.

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MEMBER MELENDEZ: I have a question about the 12 million additional funding for the ELs. And so there was one of the individuals that gave public testimony that said that it is not visible in the website. So I wonder if you can give, you know, anyone that wants to go and look and see what those \$12 million are allocated for?

MS. WENDELL: Sure. Sure. So within the website, obviously we're quoting the \$12 million for the overall investment on that initiative. But schools, as we've talked about, get individual budgets, so you'll see things budgeted to the individual school units as well as that in the Central Office unit, depending on what the resource is. For that particular investment there are additional dollars going to schools that have the highest concentration of ELs. So what that would look like on the interactive website is a particular school with a high concentration of ELs receiving additional supplemental dollars for positions, generally either a .5 for the first time or moving from a .5 to a 1.0.

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1 Additional ways that you could see that 17:42:16  
2 investment at the school level are around 17:42:17  
3 tutoring programs and supplemental dollars that 17:42:18  
4 are for tutoring. And then with this additional 17:42:21  
5 investment of funding, schools that previously 17:42:24  
6 didn't qualify for supplemental dollars because 17:42:26  
7 they didn't have that high concentration of ELs 17:42:27  
8 are receiving a per pupil allocation. And so 17:42:30  
9 that won't look like FTEs or positions, but 17:42:33  
10 those are dollars that schools will be receiving 17:42:36  
11 to be able to provide supplemental curricular 17:42:36  
12 supports or anything that their EL students 17:42:39  
13 might need. So with this investment there are 17:42:43  
14 more dollars for the highest concentration of 17:42:45  
15 schools and then dollars -- supplemental funding 17:42:47  
16 for schools that normally would not have -- or 17:42:49  
17 previously had not received them. But to see 17:42:51  
18 those mostly you'll go into -- 17:42:54

19 MEMBER MELENDEZ: Into individual 17:42:54  
20 schools. 17:42:55

21 MS. WENDELL: Or, I'm sorry, in some 17:42:56  
22 cases, like we've talked about with other 17:42:57  
23 pieces, obviously we have the Office of Language 17:43:00  
24 and Culture who also helps support and direct 17:43:02



1 and guides schools around those, so some of 17:43:05  
2 those investments may start out as central 17:43:07  
3 investments that are then rolled out to schools 17:43:09  
4 in various ways. But the dollars for the 17:43:11  
5 positions and things, again, you won't see like 17:43:14  
6 a \$12 million line in the budget, it will be at 17:43:16  
7 the place of the investment, mostly within the 17:43:20  
8 school units themselves. 17:43:25

9 MEMBER MELENDEZ: For example, I know 17:43:25  
10 that there are a lot -- a group of schools that 17:43:29  
11 are moving into becoming dual-language schools 17:43:30  
12 and that requires an investment in training and 17:43:33  
13 materials, so would that be included in that 17:43:36  
14 central budget for the Office of Language 17:43:38  
15 and Culture or is that an individual school 17:43:42  
16 expense? 17:43:45

17 DR. JACKSON: That money was given 17:43:46  
18 directly to schools through the academic 17:43:48  
19 programs RFP process. So schools who were 17:43:49  
20 allocated or who were given new programs, there 17:43:53  
21 are allocated funds in order to support those 17:43:58  
22 programs. So that was in a separate -- 17:44:00

23 MEMBER MELENDEZ: That's not part of 17:44:02  
24 the 12 million? 17:44:03





1 high concentration for EL students and what 17:44:33  
2 position they receive. So schools that have 200 17:44:37  
3 or more ELs, they receive a bilingual position. 17:44:39  
4 And then there's the expansion of ESL. So when 17:44:43  
5 Heather talked about additional programming, the 17:44:45  
6 money also pays for the expansion of EL 17:44:48  
7 after-school tutoring for all schools that have 17:44:50  
8 20 or more ELs. And then what they say is 17:44:52  
9 funding that covers summer enrichment programs. 17:44:57  
10 And then any remaining funding that's available, 17:44:59  
11 which is around about 400,000 actually will be 17:45:02  
12 allocated in positions to schools that 17:45:06  
13 experience increase in EL enrollment in the 17:45:09  
14 fall. So there's going to be some schools that 17:45:10  
15 are going to see an increase in EL population in 17:45:12  
16 the fall, so there's about 400,000 that ends up 17:45:15  
17 remaining that ends up going towards those 17:45:18  
18 schools that might have an increase that we 17:45:20  
19 don't have the -- know what that number is right 17:45:22  
20 now. 17:45:25

21 PRESIDENT del VALLE: Are there any 17:45:25  
22 other questions or comments? 17:45:29

23 DR. JACKSON: I did want to make -- 17:45:29

24 PRESIDENT del VALLE: Dr. Jackson. 17:45:29



1 DR. JACKSON: -- just one comment. We 17:45:35  
2 clarified all of the other misinformation that 17:45:36  
3 was shared today, but there was one comment 17:45:39  
4 regarding the funding for the Central Office 17:45:41  
5 positions. And I know Board Members asked about 17:45:44  
6 that and we shared information with you, but I 17:45:46  
7 thought it was important for the public to note 17:45:49  
8 that since 2014 Central Office spending is down 17:45:51  
9 13 percent. And there was also erroneous 17:45:54  
10 reporting about our Central Office overhead. 17:45:57  
11 Right now I believe for positions it's around 3 17:46:00  
12 percent, which is far less than the 5 percent 17:46:02  
13 which is standard operating practice for an 17:46:04  
14 organization this large. 17:46:09  
15 And I just wanted to make sure that we 17:46:10  
16 clarify the difference between Central Office 17:46:12  
17 positions and centrally-funded positions that 17:46:14  
18 work directly in schools. I think we had a good 17:46:17  
19 conversation about that today with like social 17:46:20  
20 workers and nurses, but we also have other 17:46:22  
21 positions that are centrally funded and they 17:46:24  
22 show up as if they're in Central Office, but 17:46:30  
23 these people work directly in schools on behalf 17:46:33  
24 of children full time every single day. 17:46:35



1 PRESIDENT del VALLE: And that's a very 17:46:37  
2 important point, I was just asking about that 17:46:39  
3 today. 17:46:41

4 DR. JACKSON: Yeah. 17:46:41

5 PRESIDENT del VALLE: And I think that 17:46:42  
6 we ought to look at how we classify these 17:46:44  
7 positions to see if we can make it clear that 17:46:46  
8 many of these positions that are referred to as 17:46:52  
9 Central Office are positions that work directly 17:46:55  
10 with the schools and provide services, whether 17:47:00  
11 it's with the Curriculum Equity Initiative or 17:47:03  
12 other areas. 17:47:08

13 And then, of course, the Central Office 17:47:09  
14 positions includes the Inspector General's 17:47:10  
15 office growth, which is necessary, and everyone 17:47:13  
16 agrees it's necessary, as well as the Title IX 17:47:16  
17 and a number of other areas. So thank you for 17:47:21  
18 that. Good point. 17:47:24

19 MEMBER TRUSS: I was going to ask about 17:47:25  
20 that, making sure that, you know, my 17:47:27  
21 understanding is that centrally office funded 17:47:27  
22 positions and that even (inaudible) in the sense 17:47:31  
23 that I don't even know if it is we're making an 17:47:35  
24 investment by servicing students throughout 17:47:39





1 Central Office, but I don't know if it's a great  
2 thing. Like you said, you're trying to deploy  
3 whether they're needed or saying the school,  
4 okay, you hire the staff and, you know, some  
5 schools based on scale may not be able to fund  
6 it in their budgets.

7 DR. JACKSON: Exactly. But we can -- I  
8 don't know how it shows up, but we could go back  
9 and look and see if there's a way to denote the  
10 difference if you are 100 percent staffed in a  
11 school or not. I don't know if that's already  
12 on there.

13 MS. WENDELL: Yeah, I mean, it's  
14 generally there's -- one of the big defining  
15 pieces is the city-wide versus Central Office.  
16 And certainly like the clinical positions that  
17 Matt was talking about sit in the city-wide  
18 unit but they are obviously in schools every  
19 day.

20 The Central Office one, as you  
21 mentioned, you know, those teams, even if  
22 they're budgeted centrally, the majority of that  
23 work exists to support schools. The Curriculum  
24 Equity Initiative is a great example of

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1 something that would be budgeted as a Central  
2 Office initiative. But obviously those folks  
3 are a part of that budget but also supporting  
4 schools every day in a different way than  
5 nurses, but those are part of what you would see  
6 in that head count number. So there is a  
7 certain amount of nuance to it.

8 We also have the department budget  
9 narratives that carry in the budget book that  
10 we'll talk a little bit about the positions that  
11 they have budgeted particularly for a lot of the  
12 work that is in the CEdO Office, those positions  
13 may be part of the Central Office budget, but  
14 you'll see very much the work is around coaching  
15 and, you know, providing direct supports out in  
16 schools every day.

17 PRESIDENT del VALLE: Okay. Well,  
18 let's talk about how we classify these positions  
19 and see if we could make it easier for people to  
20 understand and to appreciate the fact that these  
21 folks are essential in the process of improving  
22 our schools.

23 Are there any other questions or  
24 comments? If not --

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MS. WENDELL: Thank you.

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PRESIDENT del VALLE: -- this concludes the first FY20 Budget Hearing. And we will reconvene at --

SECRETARY BELTRAN: For the second hearing, yes, Mr. President, at 6:30 p.m.

PRESIDENT del VALLE: At 6:30. Thank you.

(Whereupon, the proceedings adjourned at 5:49 p.m.)



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STATE OF ILLINOIS )  
 ) SS:  
COUNTY OF C O O K )

Karen Fatigato, being first duly sworn,  
on oath says that she is a court reporter doing  
business in the City of Chicago; and 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.

*Karen Fatigato*



Karen Fatigato, CSR  
LIC. NO. 084-004072



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