STATE OF ILLINOIS  )
     ) SS:
COUNTY OF COOK      )

CHICAGO PUBLIC SCHOOLS
FISCAL YEAR 2016
BUDGET PUBLIC HEARINGS

REPORT OF PROCEEDINGS at the hearing of
the above-entitled cause before the Moderator
KIMBERLY SHANNON, on August 18, 2015, at 10001
South Woodlawn Avenue, Chicago, Illinois,
beginning at 6:04 p.m. and ending at 6:57 p.m.,
before Shelly White, Certified Shorthand Reporter
and notary in and for the County of Cook, State of
Illinois.

Reported by:  Shelly White, C.S.R.
License No.:  0084-002196
PANEL APPEARANCES:

MS. JANICE JACKSON,  
Chief Education Officer

MR. MICHAEL MOSS,  
Budget Director

MS. EBONEY LOFTON,  
Diverse Learners

MR. CHARLES BASSETT,  
Capital (Facilities)

MR. MARTIN ELLINGER,  
Transportation

MR. JERROLD WASHINGTON,  
Network Chief

MR. DONEL UNDERDUE,  
Network Chief
# INDEX

## WITNESSES:

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Dupan</td>
<td>16</td>
</tr>
<tr>
<td>Sharon Baker</td>
<td>21</td>
</tr>
<tr>
<td>Martin Hester</td>
<td>23</td>
</tr>
<tr>
<td>Debbie Pope</td>
<td>25</td>
</tr>
<tr>
<td>Patricia Boulton</td>
<td>29</td>
</tr>
<tr>
<td>Mr. Horton</td>
<td>33</td>
</tr>
<tr>
<td>Mr. Macowski</td>
<td>33</td>
</tr>
<tr>
<td>Noreen Goodhuntz</td>
<td>38</td>
</tr>
<tr>
<td>David Vance</td>
<td>42</td>
</tr>
<tr>
<td>Deshawn McDuffy</td>
<td>43</td>
</tr>
<tr>
<td>Ms. Stokes-Smith</td>
<td>46</td>
</tr>
<tr>
<td>Ms. Norwood</td>
<td>47</td>
</tr>
<tr>
<td>Sara Graves</td>
<td>47</td>
</tr>
</tbody>
</table>
MODERATOR SHANNON: I'm going to test this. It sounds like it's on. Is it?

All right. Well, great. Good evening. Let's get started. Hi. My name is Kimberly Shannon. I'm with the School Support Center, here with CPS. And I'd like to welcome you to the Chicago Public Schools Fiscal Year 2016 Budget Hearings.

We want to thank you for coming to provide your input to the District.

We are joined today by members of the Board of Education, CPS leadership, subject matter experts in transportation, facilities, diverse learners, and the budget.

This meeting is an opportunity for Chicago Public Schools to hear your ideas, priorities, and concerns about the budget.

The board is scheduled to vote on August 26th on the budget proposal we are presenting tonight.

We have Spanish-language translators available here in the audience. And we also have sign-language interpreters.

Many of you have signed up to ask
questions already. We want to get to you as quickly as possible.

If these slots are full, please fill out a card; and one of the floor monitors will get it from you, and we will follow up all your questions on our website.

Some of you have already, already have provided detailed questions -- or some of you may have detailed questions that we might not be able to answer tonight. But we will post all answers to your questions on the website.

So before we get started, if you'll indulge me for just a few minutes. I want to go over a few guidelines for tonight's meeting before we give a brief presentation.

The budget hearing will begin at 6:00 and promptly end at 8:00 p.m. All who signed up to speak will be given an opportunity to make a statement up to two minutes until the meeting is adjourned.

Speakers are can asked to limit their comments to two minutes so that everyone who would like to speak has an opportunity to do so.

The sign-up period to speak was from
5:00 to 6:00 tonight. And each speaker was given a number. No one will be able to sign up after 6:00 p.m., although we might take a few more if we've got some folks coming in just now.

Speakers will be limited to addressing topics related to the budget as well as the capital plan.

When multiple speakers from the same organization or school are listed, please only have one member of your organization or school to speak regarding the same issue.

If the speaker has follow-up questions, we ask that you please provide, please speak to a CPS staff member who will be onsite and help you fill out a followup card.

The full budget proposal is on the CPS website, where you can also provide feedback and ask questions. CPS will respond to all questions in the website, including any that we were unable to address at this meeting. So please visit the website at CPS dot EDU back slash budget.

So before we get started, let me introduce the members of our panel. First of all, we have Janice Jackson, chief education officer;
Mike Moss, our budget director; Eboney Lofton, of Diverse Learners; Chuck Bassett, with Capital; Martin Ellinger, with Transportation; Donel Underdue and Jerrold Washington, Network Chiefs.

    Thank you.

    Okay. So now I'm going to turn it over to Janice Jackson to provide a welcome to you.

    Thank you, Janice.

    MS. JACKSON: Good evening, everyone. I guess my role here tonight is really just to speak on behalf of the leadership of Chicago Public Schools and say thank you for, first of all, engaging in what should be a part of every process, which is public participation.

    This is obviously, my first budget meeting on this side of the table. So I am personally excited about the opportunity and just really feel like it's important to let you know that we are here as a collective to hear your concerns.

    We all acknowledge that this is not the budget that we wanted to present today. No one is pleased with what, you know, the condition that we're in.
But we actually have an awesome responsibility in that we have to open schools in a few weeks. And so we have made do with what is a cash-strapped district.

But for me, I just think -- I know a few people in the audience. You know my leadership style. You know where I come from.

But I think it is important for those of you who I haven't had an opportunity to work with to know that I'm very sincere about listening closely to the things that are being proposed and making sure we're doing, making the best out of any situation.

I'm also very committed to serving all the students in Chicago, especially those students on the south side, where I, you know, came from.

So I just want you to know that you do have open hearts and open ears here to hear your concerns.

I also would like to thank the CPS staff that's here today. People worked extremely hard in order to prepare for this event. So I would like to publicly thanks them. Without their
support and talents, I don't know where this District would be.

So again, we're just here to listen.
And we hope that you follow the guidelines that were presented by Ms. Shannon. And do know that everyone will have an opportunity to make sure that their voice and their concerns are heard.

Thank you.

MODERATOR SHANNON: Thank you very much, Janice, for those remarks.

I'm going to turn the meeting over to Michael Moss, the Director of Budgeting, who will take us through a short presentation.

Thank you.

MR. MOSS: Good evening. My name is Michael Moss. I'm the Budget Director for CPS.

We do want to get quickly to your questions and comments. But first, we'd like to give you a short presentation on the budget for this year.

We've made -- we want to say that we have made in the last, in the last several years great strides in the education of our children here in the city with better performance on standardized
tests, better -- greatly improved the attendance
rates and more students enrolling in college.

   This progress is threatened by the
decreasing State funding and the growing pension
costs that we're facing as a District.

   This budget will reflect the fiscal
reality of those two factors, impacting how much
we're able to, to spend.

   We are working with our partners in
the State for pension funding parity and to fully
fund education at the proper levels. The Governor,
the Senate President, the House Speaker, and others
have all agreed that the system, as it currently is
set up, is inequitable. And we're pleased to be
working with them toward a solution.

   This graph, which is also available
in the budget presentation on our website shows the
general state that we're in financially from our
State aid.

   As you can see, it has been going
down over the last few years. And we're even in
the way that the State distributes, the actual
amount that we're going to receive -- it is a solid
orange bar.
And we're also, because of the nature of our school district, we are affected by that declining rate; and really if schools had been funded at the proper level, we would have actually gotten that amount above in the sort of shaded orange, orange bar as well.

So what we've seen is actually about $500 million of, less funding over the last few years from the State.

This graph shows the other great pressure that we have at CPS, which is the pressure on our pension system and on CPS to pay for the bulk of the pension system.

As you can see, 2016 is right there towards the right. We're going to have to pay in $676 million. And you can see at the bottom there, the State will be paying $12 million of our full pension requirement. This is the other great pressure on our budget that is creating the budget that we're presenting this year.

As you can see, we -- in the previous slide we provide about $1700 per student in pension contribution. That is to say that CPS itself, whereas, the State will provide us with only $31
per student.

However, the State pays for the employer-side of pension or every other school district in the state. The government of the State of Illinois pays that. And that amounts to about over $2200 per student that the State pays. This is the pension fund inequity that we're talking about, that we're working with Springfield for a solution.

So this budget, you can see on this graph where the revenues for this budget are coming from. And we have the big yellow slice of the pie there. That is, that would be pension funding parity from the State that we are working with the State on.

We have -- we have put this budget together with an assumption that we will be getting a pension funding equity relief from the State.

If we don't, we will have to take a look later on in the year, at either very painful cuts or more unsustainable borrowing, or a combination of both.

We did not want to put out the budget with that. And so -- and given the fact that the
State is still in legislative session, and we are talking with them, and they're talking about this, we haven't -- we're not looking at that solution yet. We're looking at a solution in partnership with the State.

Finally, our capital budget for this year, which is FY '16 -- you can see down there -- is going to be relatively small this year. It is, it is -- and we have somebody from capital who can discuss the priorities.

But what we have tried to do a prioritize the greatest need areas in the, in the -- in our infrastructure and the most emergency, the most need for rehab in all of the other things we do in capital and put the money there.

But given our fiscal situation, that is about all we can prioritize right now.

So as Janice had said, this is not the budget we would like to be presenting. This is the budget that reflects that fiscal reality of both the declining State funding and the increasing pension costs to us.

And so our choice, when we put this
budget together, was to keep as much of the money
as we could in the classroom, and put as much as
possible -- and in fact, actually on your handouts,
if you got them, the fact sheet, you'll see that 97
percent of the school funding goes to the actual
schools and not the Central Office or anything like
that.

We're encouraged that recently all of
the actors in the State, the Governor, the Senate
President, the Speaker of the House, and others in
the General Assembly have acknowledged that we are
in an unfair situation here and that something
needs to be done. And we're continuing to talk
with them and work with them as partners to come to
a solution.

And thank you very much. We welcome
your comments. And we'll keep this up here. That
is the website address for providing any other
comments or for questions you might have. And also
of course where you can find the budget
presentation.

Thank you very much.

MODERATOR SHANNON: Thank you very much,
Michael.
Okay. Now let's start the public comment portion of the meeting. I just have to remind you again. Each speaker will be allowed two minutes.

There is a timekeeper here tonight. There he is. And he'll notify you when you have 30 seconds left and then when there's five seconds left. So then, after the five-second mark we ask that you do conclude your comments.

So with that said then, let me -- we've got a total of 13 folks that have signed up tonight to ask questions.

So let's begin.

The microphone is right there. If you'll step up to that as I call your name.

The first speaker is Trina Parker; but I understand she may not be here right now. Trina Parker?

All right. Let's move on then.

How about Susan Dupan (phonetic). Let's make sure her mike's on.

There we go.

MS. DUPAN: Okay. My name is Susan Dupan. I'm a teacher. I'm a Chicago Teacher's Union
member, delegate at my school, reporter for substance, and unhappy taxpayer.

Question. Are charter schools going to be paying rent to CPS as a revenue source?

They want to privatize our schools, but they don't want the free market rate to pay market rates, which would be the same thing that they're doing to us. Let's give them the same treatment.

Under Find Your School, I have a question in the budget. There's a tab called, Find Your School. And you've got all these things listed under Find Your School besides schools -- accountability, assessment, business diversity, chief administrative office. All of these things are listed under Find Your School. I'm not sure why.

One thing is consolidated pointer line unit. They're getting $9 million. No positions are listed. It says, zero.

Under chief administrative office, it says they'll be getting $1 million. But then later you find out they're getting 120 positions added to that department. So they must be paying $8,000 per
position. I don't know.

    I don't understand that. It's not very clear.

    Under Find Your Schools, you'll find accountability. It says they're getting 7.4 million increase with 19 position gains. And then in a different section under budget by unit, it's saying that they're getting the 7.4 million, but they're getting 13 positions.

    The law department gets an increase of 5 million. We're getting 117 more lawyers for CPS, more people for accountability. I don't know how people at the local schools feel about that. I can guess.

    There's many examples of gains of money with loss of positions, loss of money with gains in position throughout that Find Your Schools exception. That's not transparent. At a minimum, at a minimum, that's not transparent. So why should we believe any numbers that you give to us?

    Also Chicago International Charter School and other charter schools, just by a quick glance, are losing students. They're losing money. Are we going to see some closings, maybe some
consolidations. Maybe one could be a welcoming school for the other.

Maybe we could look into that for savings.

Thank you.

MODERATOR SHANNON: Thank you, Ms. Dupan.

Okay. So we had -- thank you very much.

We had quite a few questions there. So do we want to try to answer some of those?

There was kind of a theme of charter schools and some of the, maybe confusion of the website.

Mike, you want to start?

MR. MOSS: I'll talk very briefly to the website. We will take a look. We've had somebody taking notes here. We'll take a look at the parts of the website that you're talking about and make sure it's working correctly.

And not to go into any great amount of detail on a lot of those positions that you're talking about, but what did happen was there was a lot of movement on positions from one place to another.

So while the particular division
might look like it's gaining a lot of positions, it may have been ones that were moved over from another division.

I think what we will do is put on the website -- in the Q and A on the website a -- as detail as possible answer to those questions that you've asked.

MS. JACKSON: There was a question charters paying rent. We don't have that information public today. But I think that it is something that we can make public.

But they -- in some cases, if they're not paying market, it is important to note that charter schools are public schools as well. So they do absorb a lot of the responsibility similar to other traditional schools.

So I think it's important not to make too much of a distinction, because they're all serving students.

MODERATOR SHANNON: Thank you very much.

Okay. Let's call -- speaker number three is Ms. Sharon Baker.

Ms. Baker, step on up here.

And the next speaker just so you're
ready is Ms. Hester, Myron Hester.

Mr. Myron Hester. I apologize.

Excuse me. You're next.

MS. BAKER: Good evening, everyone.

I'm Sharon Baker. I have a lot of hats. But the biggest hat that I'm wearing today is I'm a parent. And I'm here for all of the children.

It hurts my heart that you all are doing what you're going to do. And I know you say you don't want to do it. But deep down in your heart, find a way of giving these kids what they need. And that's education.

And I know -- CPS, this question I have. How does CPS expect the teachers to reach a higher level for the students' achievement, for the social/emotional with less staff, supplies, and support?

Anybody want to answer that?

MS. JACKSON: Is that your only question?

MS. BAKER: I have more, but --

MS. JACKSON: You probably want to use your whole two minutes. And then we can respond.

MS. BAKER: No. That one I want you to
answer.

MODERATOR SHANNON: Okay. Very well.

Janice.

MS. JACKSON: First, the question about social/emotional supports. It is important to note that we made more of an investment over the past few years in social/emotional supports.

That has not been cut. Each network has a social and emotional specialist that's assigned to service the schools. We've also made investments in our department that supports restorative practices.

So I think we've covered that wraparound service.

As far as the teachers and staffing, as we pointed out, there was no change to SVB, which means -- and there was no change to the class size. So we have not made reductions in teachers where students will be impacted. We've stayed true to the class size requirements under the Collective Bargaining Agreement. So you won't see larger class sizes with the budget that we've put out before.

So I know it's disheartening when you
see the vacancies and reductions. But in every
case we're making sure that we are maintaining the
appropriate class size.

I do know that Dunbar is a school
that you're very concerned about. Last year Dunbar
was held harmless for hundreds of thousands of
dollars because they didn't meet their enrollment
projections.

Unfortunately, due to the crisis that
we have today, we just wouldn't be able to do that.
So funding will be based on the number of actual
students that are present in the building.

MODERATOR SHANNON: Thank you.
Thank you very much.

Mr. Hester.

MR. HESTER: Good evening, everyone.
My name is Martin Hester. I'm the
principal at Julian High School. And I'm up here
just to advocate for Julian.

Julian had one of the largest
deficits in the City of Chicago, $1.7 million
deficit. And some of the challenges, the real
concern is just safety and security. I know the
security positions that we were funding.
The seven positions we received from the Board is really pushing it very tight for our school to cover three buildings -- our academic building, our fine arts building, and our PE building.

I met with my team. We were strategizing to self-assist with a framework to make sure we start the school year off safely. But I'm advocating for your support.

Also in terms of teacher positions, you know, we lost a few teachers that we had trained to do your credit programs. So due to those also losses, we will be losing -- for some of those programming, we'll have to retrain other teachers, particularly in science. We've got a partnership up here with Olive-Harvey College.

So I'm just here to advocate for Julian High School. Hopefully, we can receive some support. We were held harmless last year for 600,000.

But this year it seems like we're going to be hit with our deficit for this year. So any consideration with some finding will be given, first focus on safety and security. We've lost a
lot of student advocates that were mentoring students. But we do know that Julian is one of those schools that has its challenges. And I want to make sure that this year we can address those challenges as best as possible.

Thank you.

MODERATOR SHANNON: Thank you, Mr. Hester.

Speaker number five is Ms. Debbie Pope (phonetic). Come on down, Ms. Pope.

And after Ms. Pope is Patricia Boulton (phonetic).

Forgive me if I pronounced that name wrong.

MS. POPE: Hi. Thank you for the opportunity to address this group and hopefully to be heard.

I am a retired teacher. I retired from Gage Park High School. I am a Union activist and a former parent.

I mean, I'm still a parent; but my children are former CPS students.

And this budget is of great concern to me, especially when I look at the numbers for a
school like Gage Park that has a disproportionate number of special needs students and I see the cuts to a school that was already, in my view, severely, severely impoverished.

I had the painful experience of teaching at Gage Park, while my children were active and students at Whitney M. Young Magnet School and to see the contrast in resources available to my students at Gage Park versus what my daughters were receiving was a very painful thing to me. And it seemed very wrong to me.

I'm concerned also when I look at the presentation that CPS handed out here with the pie chart. I'm not saying it's deliberate, but I do believe that pie chart obfuscates CPS' spending on charter schools. Because it lumps charter school programs with early child, telecommunications, and other services that I don't see as being particularly relevant to charter schools.

And I also don't see a breakdown for the amount of money that's spent on networks and the various personnel in the networks, which is something that many teachers in the classroom have felt was somewhat wasted money, which we would
rather see those resources in the schools, in the classrooms, rather than seeing them in the network offices.

And I just wanted to bring those points up. And I also wanted to say that I wished CPS would work with the Union to fight for more resources in Springfield.

What we need is not to talk about how unfair pensions are, but to talk about how unfair the tax structure is.

Thank you.

MR. WASHINGTON: Good evening, all. I just wanted to address the comment regarding the networks.

All of the networks have received loss of positions as well. I represent Network Nine, and we lost two positions. And I'm sure all my colleagues have also lost position.

Let me also talk about the work of the network.

When you think about the work that the Network Chiefs and Deputy Chiefs or ISLs do, it's basically a mini-superintendent.

When you think about the number of
schools that are serviced by the network office, typically 30 plus, that's like a small city. And they function, Network Chiefs function as superintendents of those, of those networks. They work their schools to raise student achievement. And they also work with principals in those schools to build their capacity so that they better service children.

So the networks have been affected greatly, too, by the position cuts. And we are still charged with working with principals and working with teachers to improve practice. Networks are there to help schools, not to hinder schools.

Thank you.

MS. JACKSON: I'll just make one comment. Ms. Pope, I agree Gage Park definitely, like many of our neighborhood schools, is suffering. But you'll be happy to know, you've probably seen recently that there's a recent investment in Gage Park High School. They're actually one of the recipients of the engineering grant where companies have come into five of our high schools.
So we see that as one step in the right direction to help schools where there is a reduction in enrollment, and they need additional programming.

So we recognize the neighborhood high school is the place that needs additional support. It's not exactly where it needs to be. We acknowledge that. But we are making steps in the right direction. So I just wanted to publicly state that.

Thank you.

MODERATOR SHANNON: Thank you very much.

So, Ms. Boulton, I hope I'm pronouncing your last name correctly.

Thank you.

And after Ms. Boulton, Mr. Horton, you're up next.

MS. BOULTON: Good evening, everyone.

Okay. My issue here -- I noticed that on the sheet that I received that Bowen High School and Julian High School, along with Harper, were some of the schools that lost positions due to budget cuts. And that these also are schools that have a very high amount of special needs students.
And this is a concern to me. I am a resident of this community. And my children attended Bowen. And I have grandchildren that now attend Corliss High School. So I am very concerned about what is happening with our special needs students.

It seems as though things are happening as far as the budget is concerned that are negatively affecting all students. But these students, in particular, would be very negatively affected by the least amount of budgetary cuts.

One of the things that I wanted to bring out was the fact that CPS has spent about $10 million on testing. And that, I don't know, maybe about 20 some odd different tests are now being given to students in a school year.

I want to know if there are any plans to reduce the number of tests that our students are being forced to take in order to put more money into the classrooms and away from these testing companies, which are making millions of dollars off of our kids. And right now money that don't seem we can afford.

Thank you.
MODERATOR SHANNON: Thank you, Ms. Boulton.

MS. LOFTON: Hi. I'll take the first question around the students with disabilities and the resources that are afforded to schools.

So there has been no change in terms of what our obligations are, both by law and best practice, to provide supports and to IEP. And those will continue.

So if you're finding an instance where a student or students or classrooms are not being served according to what's laid out in their IEP, then please call our office, 773-553-1800. We need to know about that.

That has been one of our major obligations, we're continuing to work to make sure schools are resources appropriately to meet the needs of all students. And we'll continue to do so well into the school year and beyond.

I'm sorry? The phone number? Sure. It's 773-553-1800. And you can also reach us by e-mail at O-E-L-S-S at CPS dot EDU. And we monitor that mailbox regularly.

A VOICE: What is your name?
MS. LOFTON: Eboney Lofton. And my e-mail address, I'll give that, too, is E-L-L-O-F-T-O-N and CPS dot EDU.

MS. JACKSON: The short answer is yes. We're committed to reducing the amount of testing. And pretty soon we'll be making something public about our efforts to do that.

It's important to note that we're in a transition right now. Obviously in order to do evaluation, we have to administer tests over time.

So we administered PARK for the first time last year. There is a plan to phase out some of the current testing as we transition into PARK.

So we'll be making a more public announcement around that very shortly.

MODERATOR SHANNON: Mr. Horton?

Mr. Horton, are you here?

There you are. Step on up.

MR. HORTON: Actually I was going to pass, because we question was answered by Greg before he left.

I had a question concerning the budget at a particular school. But he answered my question.
MODERATOR SHANNON: Okay.

MR. HORTON: Since I have the mike --

MODERATOR SHANNON: Go right ahead.

MR. HORTON: 35 years with CPS. Retired as a principal. And what I would like to do is congratulate CPS for picking leaders who came up through our system. They know what the system needs now.

I'd like wish them well. May God bless you.

MODERATOR SHANNON: Thank you, Mr. Horton.

Thank you very much.

Mr. Macowski (phonetic). Am I pronouncing your name right?

And after Mr. Macowski is Noreen Goodhuntz (phonetic), if I said that right.

MS. JACKSON: Mr. Macowski, are you a teacher? You were my teacher in high school, right?

MR. MACOWSKI: You're confusing me with my brother.

MS. JACKSON: Okay. I went to Hyde Park.

MR. MACOWSKI: Yeah, my brother.

MS. JACKSON: Oh, your brother. I was
about to say, I know I had a Mr. Macowski.

Okay. Okay. All right.

You all have the same look and affect and everything. So it's really the same.

MODERATOR SHANNON: Could we raise that up a little bit.

MS. JACKSON: He looks just like him. They look just alike.

MR. MACOWSKI: Yeah. That should work a little better.

I'm glad to know part of the opening remarks tonight were about budget priorities. And there was a statement made about having overnight parting.

Because I think the members of the Board of Education need to look at their history of, you know, previous boards and take steps to correct mistakes that became a drain to the system and resulted in the continuation of unnecessary spending.

I can remember where more than ten years ago, suddenly it was a new job title called the area instructional officer. That's more of the networks. Now we have network chiefs.
We did just fine without area instructional officers -- and no disrespect intended to any one of the dozens in administration. But I think that that was an unnecessary position. And I don't believe that network chiefs and, you know, all of their support staff that come with them are necessarily something critical for the function of the school system.

In addition to that, on the day Forrest Claypool was announced as the new CEO, there's another change. We used to have a superintendent. The superintendent typically had some kind of background in education.

Now Forrest Claypool has background in education? I think he's more of a pure-bred politician. So now we have a politician running the school system instead of an education expert.

And in addition to that, we definitely have over-testing. Since I'm semi-retired, and I go back in as a substitute teacher to help cover classes, I've seen schools where lots of days through the weeks, more than once during the year are set aside for standardized testing.
I'm not opposed to testing. I am a teacher and I did testing. But too much is definitely too much, especially with the budget crisis.

In fact, I would bet my lucky peso that not one of you can say how many standardized tests are in each school each year and how many days of instruction are lost to have all of those tests conducted.

MS. JACKSON: Thank you, Mr. Macowski. I think we already addressed the assessment question, which is a real concern. You'll hear more about that.

But I do think it's important to note -- not just in defense of CEO Claypool; but I think it is important to make a public statement around what we're trying to do in the District.

As a member of the rank-and-file, if you will, this is not a one-man show.

We're here co-leading the District.

So I think that's important to note.

I also think it is important to note that while, you know, you may see him as a politician, he actually is an attorney by trade,
which where the district is, now more than ever, we need people with that level of expertise.

So I think we're asking the public to trust that model is necessary. There's no superhuman who both understands the fiscal crisis that we're in, but also the educational responsibility that we have.

So we're asking for the public to trust this model. Because there's no superhuman that can do all of this work. I just want to make sure you know that we're working in collaboration. And I want to make it clear that we're co-leading this District.

So you have an educator with about 18 years of experience making those decisions.

So I just wanted to make that statement publicly to make sure we're all clear on the direction that we're going.

Thank you.

MODERATOR SHANNON: Thank you very much.

All right. Noreen Goodhuntz. And I'm sorry if I -- am I close.

MS. GOODHUNTZ: You did that pretty well.

MODERATOR SHANNON: Okay. Do we need to
lower that for you?

MS. GOODHUNTZ: Okay. My name is Noreen Goodhuntz. I'm a 23-year teacher. And I'm a veteran of the Chicago Public Schools. And I'm a staffer at Chicago Teachers' Union.

In this contract negotiation time, CTU has made a number of proposals to actually improve the quality of education and instructional atmosphere in every classroom.

Yet we're asking for additional wraparound supports, as the parent from Dunbar requested.

And any classroom teacher will say that this is more and more needed as the different crises in communities are brought into the classroom. And our schools are very ill-equipped to be able to handle them when children come to them with problems.

But what I really think is just really just tragic is that the Board of Education has missed all of the opportunities to get more revenue for our schools.

And yes, this is not a budget that you want to be presenting, but it could have been
avoided. And so what I want to talk about is -- by the way, because this idea of students getting their special needs that they deserve is laughable for any teacher who teaches in a school.

Because right now IEP students and students needs are not being met. This is only going to get worse, because the Board has targeted special education for cuts.

What I want to ask is, will the Chicago Public Schools partner with the Teachers' Union to find new revenue? Will you sue the banks for these toxic swaps that, where they really misrepresented the risks to CPS?

Will you refuse to pay termination fees to banks. Because I do believe -- and actually I want to ask, are you going to be voting at your next board meeting to pay termination fees to banks? Or will you insist that the banks lower their interest rates so that instead of you paying hundreds of millions to bank, and they continuing to get rich, our students get those dollars that they need.

Will you id demand at that the Mayor declare more of a TIFF surplus. He has announced
he's going to have a $25 million surplus for the next five years. That sounded okay at the time. But it's actually nothing compared to the budget deficit that you're talking about.

And will you lobby in Springfield for tax on millionaires, for a fair tax, so that our students can get the education that they deserve?

MR. MOSS: Well I think what we will do is, because that's a whole bunch of questions. I think what we will do is answer them as specifically as possible on the website.

I am not the expert on the swaps. But do I know that we are retiring the swaps this year. So that we don't have that exposure again. So -- but we will followup with more specifics.

MS. GOODHUNTZ: Can I ask a followup about that.

So by retiring the swaps, does that mean paying them hundreds and millions of dollars to retire them while the students lose those hundreds of millions of dollars instructional funding.

MR. MOSS: I understand the question. I think we're going to have to answer that on the
website. I want to get you the accurate information on it.

MODERATOR SHANNON: That is a complicated system. And I know our treasurer can answer that. So we'll certainly pass that along.

MS. JACKSON: And there was also a question about the Board agenda. And that will be posted --

MODERATOR SHANNON: Janice, hang on a second.

MS. JACKSON: There was a question about the board agenda. It'll be posted Monday. So you'll be able to see what items we're going to voting on at this time. It isn't complete just yet.

MS. LOFTON: And if I just want to reiterate again. If there are specific issues around schools and students, you do not believe are receiving services according to their IEP, please contact us. We are the LEA, local educational agency responsible for those IEPs and their implementation. So please make sure that you contact us.

We've asked a couple times of any
kinds of specific things. And we'll bring that up again. Please continue to funnel those questions through us, and we'll make sure that we address them.

MODERATOR SHANNON: Thank you very much.

Mr. Vance is next, David Vance. And then after Mr. Vance, it's Ms. Norwood.

MR. VANCE: My name is Dave Vance. Yeah. Speaking is always hard. I prefer taking photos.

I do report with Labor Beat.

But I go to the Board meetings. I see what happens at every meeting. And here is the Office of Innovation and Incubation. Okay. So this is nice. Charter school renewals.

Oh, but then we find it's in your budget. You really didn't cut anything. Page 38. $12.8 million. A staffer 69.

What's going on behind closed doors that you're not telling us? You are spending big money to promote more charters every year.

I'm on the LSC at Bowen. We are surrounded by two charter schools. We got Noble in our school. We got Epic. We don't need three high schools in south Chicago.
So we need to get Epic -- Epic is the other school. But we need to get Baker out of Bowen. And so we can have -- we have a historic school. And CPS is going to cause us to rebel. We're going to be like Coco. We're going to be like Dyett High School, if you don't slow these charters down.

MODERATOR SHANNON: All right. Thank you. Mr. Vance.

All right, Ms. Norwood?

MS. NORWOOD: I don't, I don't want to do the repetition. It's already been asked.

MODERATOR SHANNON: All right. Thank you very much. Thank you.

Ms. -- well, Deshawn McDuffy? Do I have that right? Ms. McDuffy, please step up. Thank you.

MS. MCDUFFY: I just want to ask a couple of questions, because I am from Percy L. Julian. I'm a parent there. And we have lost over $1.7 million. And I have seen the good, the bad, and ugly at the school.

My concern is that because you have cut so much from our school, and you said that is
based on enrollment. Okay. And I understand that in the beginning of the school year that the schools are funded.

   When all of the money is going to the charter schools, these kids are there. After the money is allocated, and they're kicked out of the charter schools, where do they run?

   They run to our schools, which is Julian High School. We take them in. And we have to fund them based on the budget that you have given us.

   We need to have some additional funding to help all of the students that's coming in the school.

   In addition to that, we have -- we just need some funding for our schools.

   These charter schools need to be taxed for what they're doing. Why are we allowing them to get away with what they're doing to our children? You're upholding CPS to a higher standard. We need to uphold these charter schools to a higher standard for what they're doing to our children.

MS. JACKSON: I just want you to know,
there's not a lot I can disclose today. But we are working on school quality initiatives with charters.

So that gets to your point, around making sure they're held to the same standard. So you'll hear more about school quality related to charters.

The other thing that's important to note is that we have started to look at the behavior practices and discipline practices at charter schools. And while we don't have the authority to govern them and change their policy, we are making more public some of those trends that you mentioned when you were speaking.

So I just want you to know there's a shift in just making sure that there's equity in how we record how all schools are doing.

So more to come. And I'm sure you'll be at subsequent meetings. I'm sure I'll see that there's more information and more support around just being more public about what's happening in all of our schools.

MODERATOR SHANNON: All right. Very good.

And our last speaker tonight, that
has signed up is Ms. Stokes-Smith.

MS. STOKES-SMITH: Hi. I'm going to ditto behind Ms. McDuffy. I'm from Percy L. Julian.

And my comment was, when the kids do get kicked out of the charter, and they're put back in the neighborhood, is there any way we could set up a special funding to accommodate kids that we weren't paid for in the first place that CPS -- I mean, the charter schools are receiving the money for?

I also wanted to make mention to the young lady, I like all your comments that, we're in the process, we're in the process of putting this together at CPS, which is a good thing.

Hopefully, you'll come to the point where it is together; because we -- the parents, the students, the staff -- we're paying that superhero price that you say that nobody is getting paid.

We are paid in our education, the cutbacks, the budget. And we need the help. We need for that money to come back into the neighborhood schools to help make a way for the kids, for the students.
Because I was told it was about them.

Children first.

Thank you.

MODERATOR SHANNON: Well, ladies and gentlemen, that was our last speaker who signed up tonight.

Let me just take a look around here.
Does anyone else have any questions, comments?

Okay. You were Ms. Norwood.

MS. NORWOOD: Dr. Jackson, congratulations. We love you appreciate you. And so we're looking forward to good things.

MS. JACKSON: Thank you.

MS. NORWOOD: You have a vote of confidence.

MS. JACKSON: I want to keep that. So thank you for saying that.

MODERATOR SHANNON: Yes.

MS. GRAVES: Sara Graves (phonetic). I'm a teacher and a parent of a Chicago public school student.

And you made mention that we're having providing wraparound supports and that won't
be cut. But with the number of paraprofessionals that have been cut this year, I'm wonder how we're going to continue to be able to support those programs if we don't have a full staff to be able to make the programs work in our schools?

MS. JACKSON: Both Eboney and I can answer, but we can start --

MODERATOR SHANNON: Start with Eboney.

MS. LOFTON: Sure.

So we actually have a couple of arms that support social/emotional learning in schools. Our service providers, social workers and psychologists were also looked at differently to make sure that we're actually pushing supports into those schools who need them the most. That's one piece.

Paraprofessionals. Again, if they're in the IEP to support social/emotional learning, to support student surrounds for behavior and those types of things, they will remain.

The other piece, if they're also classroom-based paraprofessionals to offset class size, those will remain.

So there should be no cuts that would
impact the movement of special education programs.

But if there are any specific things that you're talking through, around IEP-based supports and then in our special education classrooms, our classroom-based supports, again, please let us know.

MS. JACKSON: The only other point I'll make around that is, we're trying to right-size what's happening. And as a teacher, you probably can appreciate this comment, that we know that there are a lot of paraprofessional in the schools who are not serving children.

So while we recognize that that was a shift for some schools. We worked with every school that was impacted. And we made adjustments to 42 schools, I believe, was the last number where we made an adjustment and the principal or the case manager made a case where that wasn't right.

And we made those adjustments.

But as teachers, we all know there are people who are there being paid out of funds for specialized services. And those people are working in the main office, covering recess, covering lunchroom duty.
And as a principal, I know what that's like. You have to use all the bodies in the building to make it work. But at the end of the day, if those people are being paid to support children, that's our goal.

So anybody that is working in a building on a special ed number, they should be in front of students with diverse learning needs and supporting those students. So that's really our goal, not to take away supports from the children.

But we can't subsidize some of the other roles and responsibilities in the schools.

So I just wanted you to know that we had 42 schools that said, this isn't right. And we did respond to their needs.

MODERATOR SHANNON: All right. I think that wraps up our questions tonight.

Again, on behalf of CPS, I thank you for being here to ask the questions. And more importantly, I want to thank all of you for coming out tonight and sharing your concerns and comments with us.

We definitely want to hear them.

We certainly appreciate you sharing
your thoughts and your concerns.

    Janice, do you want to say anything else before we close?

    MS. JACKSON: I feel like I've said enough.

    I thank you again for participating in the process. And I look forward to working with you.

    And thanks for those of you who expressed a vote of confidence. I take that seriously. And I want to meet your expectations.

    Thank you.

    (Which were all the proceedings had in the above-entitled matter ending at 6:57 p.m.)
STATE OF ILLINOIS

COUNTY OF COOK

SHELLY WHITE, being first duly sworn, on oath says that she is a Certified Shorthand Reporter, that she reported in shorthand the proceedings given at the taking of said hearing, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains all the proceedings given at said hearing.

____________________________, CSR

License No. 084-002196
represent 26:16
requested 37:12
requirement 11:18
requirements 21:20
resident 29:7
resources 25:8 26:1,7 30:5,7
respond 6:18 20:23
responsibility 8:2 19:15 36:7
responsible 40:21
restorative 21:12
resulted 33:19
retire 39:20
retired 24:18 32:4
retiring 39:13,18
retrain 23:14
revenue 16:4 37:22 38:11
revenues 12:11
rich 38:21
risks 38:13
role 7:10
run 43:7,8
running 34:16

S
safely 23:8
safety 22:23 23:24
savings 18.4
scheduled 4:18
school 4:3 6:9, 10:11 12:3
42:2,6
science 23:15
seconds 15:7
section 17:7
self-assist 23:7
semi-retired 34:20
Senate 10:12 14:9
served 30:12
service 21:10,14 27:7
serviced 27:1
services 25:18 40:19
serving 8:14 19:19
session 13:1
set 1:0:4 34:23 45:6
severely 25:3,4
shaded 11:5
Sharon 20:19 20:5
sheet 14:4 28:20
shift 44:16
short 9:13 19:31,4
shortly 31:15
show 35:19
shows 10:17 11:10
side 7:16 8:16
sign 6:2
sign-language 4:23
sign-up 5:24
signed 4:2 5:17 15:11 45:1
similar 19:15
sincere 8:10
situation 8:13 13:17 14:12
size 21:18 20:22
sizes 21:22
slash 6:21
slice 12:12
slide 11:22

slots 5:3
slow 42:6
small 12:8 17:2,7
social 21:9
social/emotional 21:7 21:5,7
solid 10:23
solution 10:15 12:9 13:3,4
14:15
sort 11:5
sounded 33:3
sounds 4:2
source 16:4
south 8:16 41:24
Spanish-language 4:21
speak 5:18 23:24 6:10,14
7:10
speaker 6:1,12 10:12 14:10
15:3,16 19:21,24 24:9 44:24
speakers 5:21 6:5,8
speaking 4:19 44:14
special 25:2 28:24 29:5 38:3,4 45:7
specialist 21:9
specific 40:17 41:1
specifically 39:1
specifics 39:15
spend 10:8
spending 25:15 33:20 41:19
spent 25:21 29:13
Springfield 17:2 25:7,9,5
staff 6:14 8:22 20:17 34:7
45:17
staffer 37:5 41:17
staging 21:15
standard 4:2 22 44:5
standardized 9:24 34:23 35:6
start 1:13 18:13 23:8
started 4:4 5:12 6:22 44:9
state 10:4,10,18,19,22
14:15 17,24 12:2,4,6,15,18 13:1,5,22
14:9 28:10
statement 5:19 33:13 35:16
36:17

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