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
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
(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
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
Education that it has prepared an FY20 Budget for the 2019-2020 Fiscal Year in tentative form and that five copies thereof, available for public inspection, have been filed and are now on file in the Office of the Board of Education of the City of Chicago, commonly known as Chicago Public Schools, One North Dearborn Street, Suite 950, Chicago, Illinois, 60602 and available at www.cps.edu/budget. And that said Board of Education will hold two public hearings upon said budget on the 20th day of August 2019 at the Chicago Public Schools Loop Office, 42 West Madison Street, Garden Level, Board Room. Hearing time: 4:00 p.m. to 6:00 p.m., and registration from 3:00 to 4:00.

And the second hearing, Chicago Public Schools Loop Office, 42 West Madison Street, Garden Level, Board Room. Hearing time: 6:30 p.m. to 8:30 p.m., and registration time 5:30 p.m. to 6:30 p.m.

Dated at Chicago, Illinois, August 9, 2019, Chicago Board of Education. By Miguel del Valle, President, and attested by Estela G. Beltran, Secretary.
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
in 2018 from the state has provided stability to our state revenue. However, the District still requires nearly $2 billion of additional funding from the state to be considered adequately funded under those EBF targets.

Our fund balance has been restored to positive levels at an estimated 375 million at the end of FY19 and is nearing our fund balance target.

By lowering our borrowing costs, the market has clearly stated that CPS's financial position has improved. Our cash has improved in 2019 with short-term borrowing reduced by 250 million from FY18. And it is projected to have additional improvement in the coming fiscal year FY20.

And CPS ended 2019 with a net negative cash balance of 115 -- 115 million, I'm sorry, and is projected to have a net negative cash position for the majority of 2020.

Our cash and TANs ending the fiscal year, the Board ended FY19 with a net negative cash of 115 million as said on the prior chart. And currently we are also projecting a net
negative cash position during the majority of FY20.

Operating Budget expenditures

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

As stated previously in the financial overview, our budget is 7.7 billion in total, and it's comprised of three different elements. The Operating Budget, which is 6.18 billion, which pays for the day-to-day operations of the District. This is primarily tax revenue, state and federal funding, and funds all of the items that you would think of being as part of general operating, so school salary and benefits, costs that are largely governed by collective bargaining agreements and then there's the teacher pension contributions that are part of the Operating Budget as well.
The Capital Budget as proposed for this year is $821 million, and this is for -- largely for renovations of existing schools and generated -- in terms of revenue, this is largely from the issuance of bonds.

And then the Debt Service Budget is the remaining 700 million, and this pays for the interest and principal on the bonds.

Ninety-seven percent of our Operating Budget pays for positions directly to support schools. So -- I'm sorry, 97 percent of the 2020 positions that we're paying for through the Operating Budget directly support schools. This includes teachers, school support staff, school administrators and folks that are budgeted directly to school budgets, as well as city-wide student support positions that are positions that are budgeted centrally and then deployed out into schools or supporting schools on a day-to-day basis. Less than 3 percent of the overall positions are Central Office administrative positions.

Looking to revenues, the state revenues comprise about 30 percent of our overall
operating revenues. The 30 percent of state
revenues represents 1.85 billion of the
operating revenues. This is primarily through
the EBF funding and teacher pension normal costs
and different categorical grants. The majority
of our operating revenues come from local
funding sources, which is about 3.5 billion of
that. This includes primarily property tax,
personal property tax replacement and the TIF
surplus. Then the remaining revenue source,
which is about 12 percent, is -- approximately
700 million of this is federal funding. And
this comes primarily through Title funding and
lunchroom funds. A lot of these dollars support
specialized populations, primarily low-income
students.

The salaries and benefits comprise 80
percent of our overall Operating Budget. So
when you think of the various funding sources
that we just spoke of, both the state -- I'm
sorry, the state, the local and the federal,
about 80 percent of our overall operating
dollars are going to salary and benefits. This
is both for full-time positions within the CPS
budget, as well as the inclusion of the charter tuition, which is the construct by which we pay the charter schools, and those dollars primarily are going for staff in those schools as well.

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

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

We're also making the largest ever capital investment in pre-K classrooms at 120 million. It's the largest ever expansion of high-quality academic programs, including STEM,
IB, Fine and Performing Arts. There is 10.5 million in the budget for ADA accessibility. Another $10 million for nurse, social work and case manager positions and funds that will support and recruit the pipeline development of those programs. And 12 million to support English-language learners at more than a hundred schools.

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

We are also making an investment in the expansion of free full-day pre-K for 4 year olds in priority neighborhoods throughout the city. As part of this investment, there is 120 million combined for the facilities. There's 20 million that's being used for classroom conversions that will be completed in time for the start of this
school year. And another hundred million that's being allocated to support seats that will open in the fall of 2020.

We're also utilizing funding within the Capital Plan to ensure that there's improved access to school facilities through an investment of 10.5 million on ADA accessibility to ensure that all CPS buildings have multi --

I'm sorry, it's part of a multi-year program to ensure that all CPS buildings have first-floor accessibility. The District is setting aside separate funds from this and will continue to -- this is really the first significant investment in a decade, and we'll continue to set aside funds separate from this and make sure that new construction begins to address these as well.

We're also making investments in programmatic and IT areas to ensure that schools can continue to build on the academic success that they've seen. So to that end, we're investing 145 million in building modernization to ensure that we can support 21st Century learning environments. This includes three primary areas: The continued commitment to the
science lab modernization. So we will invest this year 30 million to launch the second phase of the high school science lab modernization. This is upgrading or renovating spaces in 29 of our high schools this year.

We have upgrades to academic programming. This is part of the RFP process that will allow us to expand programming. We're going to invest an additional 30 million in capital projects that align to those programmatic needs.

And then IT investments around devices and high-speed Internet access to continue to expand modern technology in schools. Eighty-five million will be provided to support devices and infrastructure modernization at over 130 schools.

We also are putting investments in that foster learning through playgrounds and other equipment, turf fields and lots and things of that sort. So a $45 million investment in site improvements at more than 15 schools to support really well-rounded education and a healthy environment for students.
Additional investments around staffing to support equitable access to high-quality schools. So we will be investing $10 million in funding and recruitment efforts for additional nurse, social workers and case managers that will be prioritized to the District's highest need schools to help ensure appropriate supports for students both in and outside of the classroom.

We also have the Program RFP Process that supports the equitable program applications. So in spring we launched an RFP, and we provided 32 schools a total of 5 million in the 2020 Budget to expand the high-quality programming to 17,000 additional students at 32 schools. Access to the following programs will be expanded, which includes: IB, STEM, Fine and Performing Arts, Dual Language, Personalized Learning and Gifted Programs.

Additional Supports for Students Who Need it Most: This year as part of the 2020 Budget, and it started with the rollout of the school budgets in March, we provided schools and students who are in declining or lower
enrollment schools with $21 million in equity grant funding that stretched across 219 schools to allow them to provide instructional programming and supplemental resources for students.

And then we increased the English-language learner funding. In addition to providing the equity grants to the high-need schools, we allocated 12 million to ensuring English-language learners receive a high-quality education that best meets their needs. There are 112 schools with high concentrations of EL learners that received additional positions. And there are also additional dollars for tutoring programs and other support services for ELs.

Stable finances in the restructuring of the EBF formula coming out of the state really have allowed us the last couple of years to release the budgets earlier. In 2020 we were able to release school budgets to principals and school communities in March of this year, and those budgets reflected $73 million more in investments than prior years.
Some of the key levers that we've heard from school communities and principals around this are improved timing around the budget allowing for more authentic stakeholder engagement at the school level around the budgeting and planning process. We have revised the school funding model for two years now that allows schools to reutilize school's 20th-day enrollment as opposed to a projection for their allocation, which creates some stability and an understanding of where -- what the base will be for their funding and also implementing some of the new strategies across different schools to support their success.

Again, the $31 million in the equity grants went to 29 different -- I'm sorry, 219 elementary and high schools. With the March budget rollout, principals finalized their budgets in April. And schools -- there's a commitment from the District that schools will not experience budget-based layoffs in fall in that the early budget release and there's a guaranteed minimum funding. So schools will not drop below the amount of funding that they
receive based on their projection from last year. If additional enrollment comes, they will receive an adjustment of their allocation.

In the 2020 Budget 52 percent of the school funding comes from SBB. So the base rate for this in 2020 went up to 4507, which is a 2.5 percent increase over the 2019 rate. This represents the base funding provided to schools. It's about $1.36 billion, which is 52 percent of the allocations that go through this formula. However, schools also receive additional funding based on student- and school-specific needs, poverty, EL status, diverse learner status and different programmatic differentiations.

So within the 2020 school budgets, there were additional supports that were provided to all schools. The 2.5 SBB rate increase. There is an allocation provided for each child who qualifies under federal poverty guidelines to receive a per pupil allocation of supplemental aid, that went up by $10 from the 2019 funding level to $920 in 2020.

And then all elementary schools this
year receive federal dollars through either Title I or Title II to support high-quality instruction within their schools.

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

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

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

A couple of other areas covered in the budget here. So we still have pension and
equity between Chicago and other school districts in Illinois. So even with the change in the state funding structure, which you can see from '17 to '18 was a significant gain, it still shows in the blue that we have state funding for teacher -- Chicago teacher pensions, which is significantly different and lower than the state funding per student for teacher pensions outside of the City of Chicago. So even though we saw some improvement, there's still a huge disparity in how the state funds the pension programs.

And our employer pension contribution will continue to grow through 2059. So this is just a graph that illustrates by fiscal year. The light blue section being the state's contribution, and then the darker section on the top being the contribution that the District will be required to provide.

The FY20 Capital Budget: A couple of slides on the FY20 Capital Budget. The first one includes a walk-down of the uses of the funds. So the budget includes 821 million in investments that will focus on priority facility
needs in neighborhood schools. This includes the pre-K investment, the ADA accessibility and then the other facility needs, IT infrastructure, site improvements and items that we've touched on already.

The critical building improvements in more than 300 schools across the city comprise a large portion of this budget with 93 percent of the 619 million in guaranteed capital funding going to those schools that serve a majority of low-income students.

And in terms of funding, the capital plan funding strategy includes that 619 - 619 million in guaranteed resources. These are backed by anticipated bond offerings and other committed funding sources. The plan also includes 191 million of potential state funding approved this spring as part of the 95 - I'm sorry, $45 billion State Capital Bill and another 11 million in appropriation for potential external funding.

That concludes the presentation.

PRESIDENT del VALLE: Thank you.

We're going to proceed with today's
public comment segment, and after the public
coment 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
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.
So between the local and state revenues and this year's TIF windfall, all the schools should be seeing hundreds of millions of dollars in new resources. However, CPS budget indicates that the total spending allotted across all networks, charters, contract and District schools is actually decreasing.

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

Again, Mayor Lightfoot promised that she would fully resource schools with social workers. As a matter of fact, she ran on our platform. She promised that there would be an increase in librarians. She promised that we would like into increasing school nurses. And we know that for 500-plus schools 200 nurses is not enough to provide the need that our students...
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
City of Chicago has broken. Our schools were broken purposely by this city.

Mayor Lightfoot has an opportunity to right now to come in on her promises and fix it. Fix what our children need. I want my grandson to go to a school that has art and arts. I want him to go to a school where he can learn second language and not have to go all the way to Murray Language Academy or Jackson. He deserves to have that wherever he goes.

So let's be fair here. Let's be fair about this budget. Let's stop concocting all these lies and this whole story that was just presented to us. Not true. We know it's not. But it looks good, and it looks good when it's said. Be fair. Just be fair about your decisions. Be stone faced if you want to, but be fair. Open up your hearts and think about these children in this city with a lack of and do the right thing. Make me a believer.

SECRETARY BELTRAN: Thank you, Ms. Williams.

Our next speaker then from the speakers' list, speaker number 1 please, Alicia
Carlisle, followed by speaker number 2, Matt Hoffman.

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

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

And then my interest was peaked on the moneys that are being allocated for social workers in the schools. What is the rollout for that to actually be seen? In some of the schools where I've been it's just been traumatic. Everybody is so overwhelmed. And then coming in as a substitute teacher and trying to navigate through that, it takes a lot of patience. And to see more staff in that area in the charter schools, I don't know if any of
that is -- this budget is affecting the charter schools, but my interest is peaked to know how soon will those resources be rolled out into the schools because it's sorely needed?

And I'll just sit down now.

PRESIDENT del VALLE: Thank you.

SECRETARY BELTRAN: Thank you, Ms. Carlisle.

The next speaker please, Matt Hoffman.

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

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

Security guards are under-trained and under-staffed, they're not in the restorative justice processes. Meanwhile, we're sending millions of dollars to CPD to cover what is already a part of their jurisdiction.

Bus aides, they work split shifts, they start at 5:30 in the morning and usually don't end until 5:30 at night. But they only get paid four to six hours. They spend hours in the middle of the day sitting on busses because it doesn't go back to the bus barn. And then at the end of their shifts they're dropped off in random places and have to find a cab or public transportation to return to their cars.

You know, special education classroom assistants are consistently pulled away from the diverse learners they serve and reassigned by their principals to do the work of CTU's teaching assistants. And they're so underpaid that most of them are working two or three jobs during the school year, which again like takes away from their focus on diverse learners.

And then we have custodians who are
subject to ARAMARK and Sodexho's mismanagement. You know, these people are -- they're -- this money we're lining the pockets of shareholders of these companies. Even Mayor Lightfoot has said --

SECRETARY BELTRAN: Mr. Hoffman, thank you. Thank you for your comments. Thank you.

Our next speaker please, speaker number 3, Sarah Rothschild, followed by speaker number 4, Amber Yeaton.

MS. ROTHSCHILD: Hi. I'm a researcher at CTU. I sit on a lot of committees like class size, career and tech ed. I have been doing research on budget and finance for years, and as Christel so eloquently stated, this is a lot of just press pieces and a lot of smoke and mirrors.

I'm also on the LSC at Tilden High School, and our neighborhood high schools are completely absent from all of these budget documents. You're not doing anything to help the under-enrollment. You're not doing anything to help provide the services that these students need, and they're hanging by a thread. And
you're doing a major disservice to thousands and thousands of students around the city who couldn't get into the selective enrollment, couldn't get into a magnet school and didn't choose to go to a well-funded charter school.

So, for instance, we were on the list to get a social worker last year, never got one. Didn't even get an explanation of why we never got that social worker. We were told that we were going to get new science labs last year. Nope, didn't get them, never told why not. Now we just hired a new science director, we're really excited, we want to revamp the science program for the 220 kids we have, but we have extremely outdated equipment. But we were told that we are getting an IT upgrade and we're getting Chromebooks. Well, we got our own money last year through a bunch of grants to get iPads, we upgraded our own tech program for the students, and now we're stuck trying to figure out what we're going to do with this composed program coming from the top for something we didn't even want. So I don't really understand. There's a huge lack of communication between the
departments, the networks. You have the Go CPS program, but then you have an SQRP that just kills it for our neighborhood schools. That big red ed -- big red Level 2 chases our families away from Tilden. So your SQRP deters everybody.

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

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

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

Mayor Lightfoot promised to expand staffing with social workers, counselors, librarians, but the budget is going to actually cut those positions. So let me tell you just
about last year alone. I taught 2nd grade. I had 30 2nd graders, so just think about that with class size. I had four kids in that one class alone who had lost their parents to gun violence. I could not get them seen by a social worker, never, not the whole year. I brought it up almost every day because they are over worked and we are under-staffed. Couldn't get them seen by the counselor, same reason. Couldn't even get them seen by a school nurse. And we have a clinic in our building, but we have that much trauma. It's not acceptable. This is not okay.

And that's just -- that branch of trauma -- so imagine the trauma that we have in one classroom. Something has to be done. It's not good enough. Class sizes, I was going to be moved to 1st grade this year, I was still going to have 30 to 32 kids. My co-teachers on the fourth floor, they had 36 to 38. So we want to do something and close the achievement gap, let's get the class sizes smaller.

Now, there are a few of you up there we are very excited to have you. If this was an
elected school board, there are few of you that would have been elected, I know it from talking to parents, talking to teachers. I know where your heart is. I know what you believe in. You know what you believe in. Don't let us down. Don't let our kids down. I can see that you're still with us.

SECRETARY BELTRAN: Ms. Yeaton.

MS. YEATON: Thank you.

SECRETARY BELTRAN: Thank you. The next speaker please, Lucy McGowan, followed by speaker number 6, Jack Silver.

MS. McGOWAN: Hello. My name is Lucy McGowan, I'm a middle school teacher on the southwest side. I want to talk about a couple of things, mostly about the need to invest in teacher time when you consider your budget. American teachers spend more time in front of students than any other of our peers around the world, and we have really high expectations for our students because we know they can do amazing things. But I see 125 students every day, I don't have time in one hour to plan high-quality, culturally relevant curriculum
that is differentiated for all of those students. I think about my colleagues on the bilingual teaching team, they don't -- they have to -- they're amazing people, they spend time recording an entire novel in Spanish so that newcomers can feel welcome and included in the general curriculum, but that's extra time. Our bilingual teachers need additional preparation time so that they can meet the needs of their students.

So you talk about 12 million extra dollars going into the English-language learners program, that's great, I would like to know exactly how it's being spent. We need translators at our school so that when parents come in for meetings teachers are able to communicate so that bilingual teachers and ELPTs aren't being pulled away from their duties with students to have those conversations. We need bilingual counselors who are here to support our newcomers who have come from very traumatic journeys to the United States, and they are, like my colleague said, waiting for -- we're lucky to have a social worker at our school, but
still waiting for weeks to speak with someone.
It's really sad to have someone say can I go to
the nurse, is it Thursday? No. One day a week.
So I appreciate your words, your
commitment to equity, but we need to see that in
our schools.

SECRETARY BELTRAN: Thank you,
Ms. McGowan.
The next speaker please, speaker number
6, Jack Silver, followed by speaker number 7,
Irene Jackson.

MR. SILVER: Good evening. My name is
Jack Silver. I'm a retired CPS teacher of 35
years, and I'm also chairman of the Pension
Health Insurance Committee for the Chicago
Teachers Union.

I'd like to address the staff cuts and
shortfalls in your budgets. Mayor Lightfoot
promised to expand staffing for social workers,
school nurses and other critical positions by
hundreds on July 30th, 2019. However, the
budget actually cuts positions for school
nurses, social workers and librarians. Social
workers are being cut by 12 budgeted positions
while there is a critical shortage of social
workers in the schools. Librarians are being
cut from 131.4 to 116.7 and only 108 at most
will actually work in schools. That's a cut of
12. -- 12 percent.

School nurse positions are being cut
from 145 to only 127, a cut of over 12 percent.

Bilingual education, getting about $10
million more this year over last, roughly 5
million coming from the state of Illinois in a
form of State Bilingual Instruction Funds, close
to half our students are Latin X and over 4
percent are Asian from countries as far long as
Vietnam and Pakistan. Bilingual education is
notoriously under-staffed. CPS was sued in 2018
for shortchanging bilingual education special
education students. This budget does nothing to
address that needs meaningfully.

Thank you very much.

SECRETARY BELTRAN: Thank you,
Mr. Silver.

Our next speaker please, speaker 7,
Irene Jackson, followed by speaker number 8,
Yvette McCaskill.
MS. JACKSON: Good afternoon, everyone.

I had no plan to speak here when I left my home this morning, I was just planning on going to the CTU meeting and running errands, but I am glad I was able to come today.

I could speak to you about several different things. I once was a librarian in a library, I am no longer in that position. So I could speak to you about how the students felt about wondering why is she here and not there where she was, but I won't.

I could speak to you at length about how I really rarely used my healthcare with CPS I didn't take care of myself, I neglected myself, and now the chickens are coming to roost this year. I have to pay $45 for a co-pay to see a physical therapist because it turns out that I have back problems. Blue Cross I was told before I could take those X-rays for my back that Blue Cross was going to charge me $273 co-pay, and I'm on an HMO, to get those X-rays. So I deliberated, but I needed to know why my foot had been numb for a year and a half, so I bit that bullet.
Moving on, I want to focus the rest of my team on my students. At my current school we have a program with BAM, BAM, Becoming A Man. So I first learned about that program via Chicago Tonight, and I had never seen it in the school setting, but at my current school I did. We have of a BAM counselor named Mr. Barnes who works with our middle school students, primarily 7th and 8th grade, though he does see some 6th grade students. He's great. The boys love working with Mr. Barnes.

We had one school counselor, our school has approximately 1,000 students, it's insufficient, they need more. BAM is great for the boys. What about the girls? So that school counselor cannot focus on all the students with everything that she has to do. Principals should not be allowed to select whether or not they have certain positions. There's certain positions that should definitely be there.

SECRETARY BELTRAN: Ms. Jackson.

MS. JACKSON: Thank you.

SECRETARY BELTRAN: Thank you.

Our next speaker please, Yvette
McCaskill, speaker number 8, followed by speaker number 9, Martin Ritter.

MS. McCASKILL: So I wanted to kind of talk about similar to what Mr. Silver talked about. My name is Yvette McCaskill. I'm an elementary school teacher working in Gage Park at Morrill Elementary. I am speaking as a teacher that's going into her third year of teaching. Since my first year of teaching, it was obvious to me that CPS was criminally understaffed. For the entirety of the two years that I've been teaching, both the bilingual education and the special education programs at my school were not fully staffed. Social workers are few and far between. Our school librarian was moved to teach special education because they had no one leaving our beautiful school library empty and unused. We did not have a school nurse. And the only reason that we later had a full-time student nurse -- school nurse was because we had a student that had a chronic illness and it would have been neglect to not have a school nurse. In my second year of teaching I and
another teacher ended up teaching classrooms at exclusively EL students. Spoiler alert, I am not bilingual. Students in my classroom were ideally supposed to receive consistent bilingual support from a bilingual teacher that that pushed in and would be monitored by our bilingual coordinator, but these staff members were often pulled to support other areas that were short staffed also, leaving me, a non-bilingual teacher, struggling to give my students what they needed.

When schools don't have nurses, social workers, librarians, bilingual and special education teachers, these responsibilities fall on us, the teachers, the general education teachers. And we do everything that we can to do right by our students to fill in those gaps, but it's too much to put on one person. And frankly it doesn't make sense to me. Like being -- going into my third year of teaching I have seen ways that CPS works and I know it doesn't, and so I'm here fighting for it to be fixed.

SECRETARY BELTRAN: Thank you,
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
together, and I'm looking at the budget last year, and I'm looking at the number of positions for a number of clinician areas. And while there was a press conference at Michele Clark a couple of weeks ago that said there was going to be increased hiring of these positions, my drop-down menu showed that social workers are being cut. That there wasn't the same number of positions. Certainly not the increased numbers explained in that press conference. I also found out that librarians were being cut. I also found out that school nurse positions were decreased as well. I'm asking you, the Board, to say what's up with that.

Before you approve any budget, ask for a very detailed analysis from these staff people. Why does the CPS website say from this budget compared to last year's budget that the numbers are going down? But you were all at a press conference at Michele Clark where they Mayor promised the numbers were going up. What's up with that?

Okay. So this is a big deal because we know that we need these hiring staffing
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
can't pretend like what's happening in the city is not affecting the students. So we have over 17,000 STLS students or students experiencing homelessness. On the south and west sides we have whole communities paying 40, 50 percent or more of their income on housing. We have corporate landlords churning through evictions. Those things that affect those students, how are those students supposed to go to school -- how are they supposed to get to school? How are they supposed to stay in school and then be able to actually engage and learn and do homework when they're experiencing all these things at home or not having a home? These are things that CPS needs to take into account.

And then you look at staff, we have starting teacher assistants who cannot afford a two-bedroom rental anywhere in Chicago right now. That is based on HUD's fair market rents. Literally a starting teacher assistant should be able to afford to rent somewhere. We have starting librarians who can only afford a two-bedroom rental in 8.6 percent of Chicago zip codes. What are we doing in this city? And
then we're giving $2.4 billion in TIF funds to
Lincoln Yards and the 78. We're creating these
luxury neighborhoods that are not for working
families, and meanwhile you're disinvesting or
cutting from the schools. And you're cutting
these support systems that the students need.
You're cutting the social workers, you're
cutting the school nurses. These things are all
connected, and you guys have the power to change
that.

SECRETARY BELTRAN: Ms. Lyons, thank
you for your comments.

Mr. President, this concludes the
public comment section.

PRESIDENT del VALLE: Was there anyone
else who attempted to sign up and didn't make
it?

SECRETARY BELTRAN: We were -- proceed
with the next speakers?

PRESIDENT del VALLE: Come on up.

SECRETARY BELTRAN: Ma'am, if you could
please step up to the podium and state your name
for the record please.

MS. GEOVANIS: Hi. Thank you, Miguel.
My name is Chris Geovanis, I'm the communications director for the Chicago Teachers Union. I think my colleagues here probably tell the story much more powerfully than me, but I do want to say to the Board, you have to look not at the words, you have to look at the numbers. You have to compare the line-by-line budget item, budget allocations in this budget to last year's budget. And then you have to compare that to previous budgets, and you've got to compare it to the actual position files.

We see, for example, when it comes to healthcare workers, they're cutting the number of budgeted positions to slightly less than the number of bodies that they had in those jobs in June of this year. The story that they tell in the papers and they tell in their presentations is not what lives in the budget. We can't -- we literally cannot find the $12 million that they say that they're kicking to bilingual and ELL support, we cannot find where that's allocated in the budget. It is a snow jab. It is -- it is -- this is a living document that directly impacts every single day the lives of our
students and the working conditions of our educators and support staff. And somebody hopefully now on this Board will start to actually pay attention to these numbers instead of simply rubber stamping them. Take that deep dive because what we're being fed publicly is not the reality on the ground, it's not the facts on the ground that this budget will continue to drive, it's the same ol same ol and our students deserve better. Thank you.

SECRETARY BELTRAN: Thank you, Ms. Geovanis. Is there the second speaker, Ms. Geovanis, that you mentioned.

MS. GEOVANIS: Joanna is coming up.

SECRETARY BELTRAN: Can you please state your name for the record?

MS. MALDONADO: Joanna Maldonado, a CPS graduate. I've worked in the schools for the last eight years, been on policy teams, and no matter what I've done not a whole lot has changed. And so here we are yet again at another budget hearing where our children are being shortchanged, and we can no longer sit idly by while they don't get the resources that
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 dired all of our schools.

The situation and the time is right.

We have you guys who people believe in you, our
community-based organizations are expecting you guys to do the right thing. We're expecting and looking at an elected Board soon, but we hope that you guys can look at this year and do something that will make a difference in the lives of our children that deal with trauma, that deal with the fact that they don't understand what's going on in a classroom if people are speaking to them in a language that is not their native language. And we are not giving them the ability to be relatable to the curriculum and their own culture, right. We say we're world class, but we have to actually invest in our culture, in our arts and in our parents so that we're able to continue that forward, otherwise --

SECRETARY BELTRAN: Ms. Maldonado.

MS. MALDONADO: -- we're not really doing anything. Thank you for your time.

PRESIDENT del VALLE: Thank you.

SECRETARY BELTRAN: Thank you.

Mr. President --

PRESIDENT del VALLE: One more.

MS. CLAY: Hi. Gervais Clay, George
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
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
announcement at Michele Clark High School, we --
there were long-term plans for increasing
staffing at schools in -- really in three
categories, social workers, nurses and case
managers. Those were long-term plans in which a
down payment is being made this year in this
year's budget and it was in this year's budget,
and I'll talk through that a little bit.

But I want to be clear when we talked
about and when the Mayor and Dr. Jackson talked
about adding hundreds of social workers and
nurses, that was the expectation. The
communication was never that those hundreds
would be in this FY20 budget.

PRESIDENT del VALLE: In this year's
budget. It's a five-year plan.

MR. LYONS: That was very clear in that
announcement. There is, however, investment as
was elaborated in the FY20 Budget in motion
towards that long-term goal.

So I want to call attention I think
first to social workers. This is -- I apologize
if this is not in front of you. I'm going to
zoom in a little if I can figure out how to do
that, which I can't. But -- so over, you know, this offer is kind of a longer horizon backwards and forwards, and you can see over time that there has been a decrease in social worker positions across CPS. This includes all social -- this graphic includes all social workers within CPS. There are social workers, the vast, vast majority, which are funded from -- are centrally funded and deployed to schools. There are some schools, particularly high schools, that do fund their own out of their school-level allocations, this graphic includes all of those.

You can see there's a decline through FY18, at the beginning of FY19 or SY19 it was roughly equivalent to where we were in SY18. In July of 2018 there was an announcement to -- that Dr. Jackson was announcing an investment of 160 additional social worker positions. You can see those, that is the large increase of vacancies. There were about of those 160 about 40 filled roughly speaking towards the early part of the school year. So in the SY19 graphic, the yellow area represents roughly 120...
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
include all social workers you will get numbers that reflect what schools have made decisions about. When you look at what the centrally-funded positions are, which is what the graphic that was presented earlier by Heather represents, at the start of FY19, which is July 1, 2018, there were 457 central, meaning they are staffed in the ODL -- or they are allocated to the ODLSS budget, 477 social work positions. The last day of school, which we have chosen importantly, and that was June 20th, I will talk about why, 457. July 1, 457, the beginning of SY20. And today, as of today, the additional 35 social workers are rolled out as positions.

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

MR. LYONS: Now, these were in the budget. Because of the timing of the announcement and how much work there is to LIKE finalizing an actual budget, the 35 positions were represented as dollars. They were not represented as FTEs or as positions in the
interactive budget that's online. But the money for these 35, which was what was communicated when we released the budget, was there and present. As of today, the processing is completed and the position -- the money -- that money is now converted into actual FTEs.

Similar story for nursing. This shows you a modest growth from the start of last fiscal year through the last day of school in terms of the number of budgeted positions. These are all three nurse categories combined on the slide. It was the same on July 1, and there was money in the budget representing an addition of 30 nurse positions across all three categories. And again as of today the processing is finished to actually open those FTEs.

The -- lastly, from case managers, there was also a growth from -- on the slide you'll see from 94 at the beginning of last fiscal year, 95, these were for the most part fully staffed positions last year, and then you'll see an increase to 101, which represents the addition of some case managers made prior to
the Mayor's announcement. And they were also
you'll see here the increase looks like it's 34,
30 of that represents the additional investment
that was announced at Michele Clark, four of
them represent additional allocations that had
been decided previous to that investment that
are also included just from a timing
perspective.

So these are positions that are in the
budget now. The allocations from a dollar
standpoint were always in the budget as we've
released. There are real challenges and real
concerns that people express about whether or
not they see these positions in their school
buildings, and we are very aware of the
challenges with actual hiring in some of these
hard to staff areas, social workers, nurses
included.

So I want to separate the confusion
about whether or not these were allocated in the
budget. They are. They have been. We continue
to increase social working -- social work and
nurse staffing levels, that is, people providing
services to students that are needed. Those
continue to increase. But this is not something
gets solved overnight. These are chronic
statewide and national shortages. And while we
think we can make really good headway, it's not
necessarily going to happen immediately.

PRESIDENT del VALLE: Thank you for
that clarification.

Questions? Questions?

MEMBER OF THE PUBLIC: Librarians.

PRESIDENT del VALLE: Board Members,
questions? Not audience questions, Board Member
questions. The public participation part is for
the audience, and now it's Board Members'
questions and comments.

MEMBER MELENDEZ: I have a question. I
am aware of the challenges around finding
qualified staff. Would you speak a little bit
more about why it is so -- it's been so hard to
staff some of those positions, which you
indicate are in the budget?

And if, you know, whether there are any
efforts that are going to recruit and find
social workers, librarians, nurses, you know,
maybe across the state or even outside of the
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
showed according to the Mayor's long-term plan for investment. The gray -- they took off the slides. The gray bar as you go forward.

In terms of social workers, the last thing I would point out is that we have an additional 16 resident social workers, which is taking licensed social workers to -- they're licensed in the state of Illinois to practice social work but they do not have the professional educator license to be school social workers. We are reimbursing their tuition for enrollment to actually become school social workers. And so we're looking to continue to grow that program. In the meantime those are individuals who can provide social work services at schools additional to the school social work population that's increasing, they just can't provide services related to IEPs until they get that.

DR. JACKSON: Board Member Melendez, I just want to put a finer point on your question because, Matt, you made a comment specifically about new graduates, as well as existing school social workers who may be employed in other
school districts. Can you speak to the actual number of individuals who may have the proper certification to serve as school social workers in Chicago Public Schools or any other district in the state of Illinois and talk about the availability of people who are actively looking for employment that we have been, you know, trying to recruit, can you speak to that specifically?

MR. LYONS: Yeah. So on social workers we have the -- frankly we have the benefit and a little bit of luck of being really close to one of the largest social work schools in the nation, certainly I think the oldest, at the University of Chicago. So we have a real advantage in that regard, but as of now we are essentially hiring the vast, vast, vast majority of the roughly I think a hundred graduates a year out of that school.

Now, there are -- there are ways we can kind of eat away at the margins where we aren't able to hire them. Beyond that, like this is another area where there is a statewide shortage. I don't have the statewide numbers.
This is one where there's less of a real
c constraint. It is just a growing need across
the state and the country. And the pool of
people that graduate every year with this
credential is scooped up immediately, and it's
capped out probably at us hiring about 80 people
a year at max, absolute max.

DR. JACKSON: The last point is would
it be fair to say that the vacancies or the lack
of social workers is due to availability of
certified social workers and not budget, would
that be an accurate statement?

MR. LYONS: Yes, I think that's a great
point. The funding is not the constraint here
to getting social workers in schools.

PRESIDENT del VALLE: Can we have the
budget positions?

MR. LYONS: And the budget is open.

PRESIDENT del VALLE: You can't find
the people --

MR. LYONS: That is right.

PRESIDENT del VALLE: -- to fill those
positions?

MR. LYONS: We are getting there. We
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
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
they're not what we would consider kind of on
the market.

Then -- yeah, so we are working kind of
furiously and constantly on hiring for these
high need subject or high need clinical areas.
And growing the kind of partnerships and ability
to send people through to get the proper
licensure is really the way that we're going to
get to the long-term goals that Dr. Jackson and
Mayor Lightfoot laid out.

MEMBER MELENDEZ: One additional
question with regards to the comments made by
Dr. Jackson.

Do you have any idea of what percentage
of social school -- social worker graduates have
that additional training, that professional
allocated license that, you know, the School
Code requires? Do you know if that's -- I'm
thinking about teachers, which is what I know,
but I don't know the field of social work so
well, do you have an idea if that's a number
that's going to be shrinking?

MR. LYONS: So the percent of school --
so school social work is a separate program
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.
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 Chicagoland 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.
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
opportunity to help people become school social workers in the other pathway if they already have a professional educator license but need to study to be a social worker?

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

VICE PRESIDENT REVULURI: My other question, you have told us before in briefings and at these meetings about the opportunity schools program. How -- what are the efforts to ensure that these clinical positions are filled at schools that have challenges finding the people? Because I am guessing because this is the case with every position at CPS it seems that these -- I'm looking at the graphs still that you're showing us, that the empty part of
the bar vacant positions is not equally distributed across the city.

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

So these are positions that are still centrally hired for, centrally budgeted and assigned out to schools based on -- based on need. Now, when I say need, it had been in that old model of talking about it based on IEPs. And so the opportunity schools would be getting
those services in kind of equal measure based on
the IEPs or 504 Plans in the case of nursing.

So as we transition and knowing that we
can't snap our fingers and have all these
positions be filled, we are constantly looking
to kind of analyze which schools we are able to
serve with consistent services. And so that
model of nursing especially is moving to like a
consistent care model that there is not, I heard
a speaker earlier, you know, that only on
Thursdays can a student see the nurse. And
that's something we are fundamentally looking to
change, and it takes more people to be able to
do that. With a staff built for one model,
you can't start immediately doing the other
model.

So in terms of these specific clinical
groups, you know, candidly I think for social
work and for nursing, whether the opportunity
school's staffing challenges that kind of help
them become part of the opportunity schools, I'm
not sure that's really the barrier of the
concern. So there are -- they're going to be
smaller schools traditionally, just, you know,
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
answers the question pretty well about positions and especially the transition from a model focused on certain populations of students to really ensuring that all students have these supports. I guess I'm wondering more not just the positions but actually filling those positions, do different schools have different challenges filling those positions? And what is being done to help the schools that are harder?

MR. LYONS: Yeah, I think maybe the way --

DR. JACKSON: The case manager example.

MR. LYONS: Well, I think maybe the way to explain this is specifically with social workers and nursing, a school is not actually filling a position. We are filling the position, and the more we are able to fill, the more -- the more services we are able to assign to each school beyond just the IEP requirements. So --

DR. JACKSON: But I think it's a fair question as it relates to case manager -- case managers. And I think it's a good opportunity
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?
MR. LYONS: And the critical element of that is that is not happening most times or at least a lot of the time in one particular building or even in one particular neighborhood. So a -- you know, I'm overly generalizing, but if we open five case manager positions on the north side, we likely create at least three to four special education teacher vacancies on the west and south sides. And that is the balance, while we know it is a critical area, it is the balance of why we are trying to be very deliberate about how we provide these additional services in a way that is responsible to all of the needs of students and schools.

MEMBER TODD-BRELAND: I think you sort of spoke on this, Dr. Jackson, but I guess I would just like more information about the metrics that are being used or decision points about the allocation of all of these new clinical positions, what that looks like mapped, what that looks like in terms of schools, the profiles of those schools, other resources and services already in those schools and how it is
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.
But the vast majority of nurses and the vast majority of social workers are funded centrally, hired centrally and deployed, meaning like assigned to a rotation or to a specific school, a lot of times full time, but they are essentially assigned there. They're not -- practically speaking they're a member of the school staff from -- when you look at our budget book, those positions will look like they are housed in the ODLSS Department. Their -- and those were the 457 over the last year of social workers, and then an increase of 35. Those represent the centrally-funded, centrally-hired and centrally-assigned social workers.

There are -- and we're really talking about, and I think a lot of this confusion, about a cut in social work, which did not happen, is looking at a position file that is on our website. We are going to be posting additional position files so people can see them especially over the rollover of a fiscal year. In a $6 billion budget, there is always a little bit of movement. Something opens a day early
before the offsetting, you know, close, when it's really just flat is the moral of the story. But essentially the budget file of all positions had 470 total school social worker positions in it on June 30th. The quoted number was a 12 position reduction, that is back to 458. 458 is the number in our interactive budget report for the FY20 budget for central -- centrally-housed social workers.

And so what it is really doing is comparing all social workers, including those at schools, to only those budgeted centrally from one year to the next. There was no cut. In some cases this is just confusion because it's a $6 billion budget and not all the social workers are just put in one place in the budget. But for all intents and purposes the investment made on the part of Dr. Jackson and Mayor Lightfoot and the continued investment we've had over time, especially in social working, has been related to the centrally-controlled, centrally-housed, centrally-budgeted positions. Schools make their own decisions about whether or not this is something that they want to pay
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.
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
budget report is static as of the budget that was released. I mean, it works off of a big database behind it. So that has not been updated. You will not see that in that interactive budget. But the budget line I think for social workers, you know, roughly $3-and-a-half million was in there. And we pointed out in all of our, you know, media statements where that money was for all of the investments that were announced. So they were dollars, not positions. They will be positions, and we will post the position file to show the positions.

MEMBER TODD-BRELAND: Okay.

MEMBER MELENDEZ: I’m sorry, I have a follow-up question. Bear with me, I’m a little confused now. So 457 is the centrally -- centrally -- the central social work positions. And you indicated before, if I didn’t misunderstand, that there’s some additional positions that are paid by schools as part of the decisions that they make. So how do we know what the total number is between central and schools?
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.
DR. JACKSON: Yeah, I think every school is different. I think every principal if they could afford it would pay for an additional social worker. I think they take into consideration some of the things that we've talked about today. If you have money for one additional -- for an additional out-of-the-classroom position, opening up a social worker position may be -- even though that's the position you want because of the difficulty with finding an individual may make you de-prioritize that because it's nice to open it up, but if you can't fill it, the support isn't there, this is all hypothetical, speaking as a hypothetical principal.

But I would say from a need perspective, many of our schools would believe that they need the social workers, which is why we've made this commitment around increasing the number of social workers because leadership also believes that every school should have of a social worker and that's something that we're working towards. So I think for principals, I don't know the numbers that Matt just quoted,
I'd have to look at the positions, but it's possible that some principals due to additional investments have been able to pay for that and others may have decided money is tight so I'm going to cut this position so that I can keep my academic program. Again, these are all hypotheticals. I have to look at the actual schools to see why they made those decisions.

PRESIDENT del VALLE: Are there any additional questions?

VICE PRESIDENT REVULURI: I have a question that's off this topic. Matt seems happy. Heather, I think this is probably for you. Ms. Carlisle asked a question what is this negative $115 million, and that question has been answered for me before and I still don't understand it, so if it's something you can answer again.

MS. WENDELL: Yes, actually, that's definitely a finance question. I think we have some folks here that are in a better position than I to go into that.

MR. DeNARD: Hi, everyone, Ron DeNard, Senior Vice President of Finance. So that $115
million is the net amount of negative cash. We're in a cash borrowing position that happened to be June 30th. Our maximum amount of borrowing during a given year is $884 million. That borrowing started back in 2015 when our pension holiday ended and all of a sudden we went from paying a hundred million dollars a year in pension expense to starting at 600, it went up to $800 million.

So you looked at the graph that showed that the other school districts were getting $2,000 per student, we were getting initially $32 per student. So we were paying our own pension fund, so we had to borrow the money. So we're still borrowing the money each year.

There was a question about an additional billion dollars. That billion dollars that we got from the state was primarily for pensions. The state paid $221 million for normal pension costs, goes straight to the CTPF. There's $400 million of property tax levy that's for pension, goes straight to the CTPF. So we don't even see that -- see that money. We've been able to improve our cash flow, but that was
the best that we were at this year. That was as far as negative borrowing, we ended the year at 115 million, just in that next month July we were at $694 million. So that was the net amount of cash that we had in the bank versus what we borrowed.

VICE PRESIDENT REVULURI: So that's a snapshot number, and as you --

MR. DeNARD: Yes, at June 30th.

VICE PRESIDENT REVULURI: As one of the graphs that I think Heather showed us, the one with the red, it fluctuates a lot during the year.

MR. DeNARD: Yes. You can see right -- the month right afterwards it dipped again to $694 million.

MEMBER OF THE PUBLIC: In the red or in the black?

MR. DeNARD: In the red.

MEMBER OF THE PUBLIC: What is the plan for that to be reconciled?

DR. JACKSON: When the property tax --

MR. DeNARD: Well, when we get adequate funding from the state, you know. There was a
battle to go from $32 a student to $600 a student. You see all the other school districts are being paid 200 million -- excuse me, 200 -- $2,000 per student versus our $600 per student. Until we get the adequate funding that the state says we're supposed to get, we're only 64 percent funded based on their formulas. When we get that money from the state, then, yes, we'll be able to pay that back. And what's important is we have to balance our budget. If our budget -- as we increase our budget, then we end up having to borrow more. As we are able to create a surplus, then you borrow less.

MEMBER OF THE PUBLIC: And our students are 64 percent --

PRESIDENT del VALLE: We -- I want to ask Dr. Jackson and Heather, can we on our website do a frequently asked questions?

DR. JACKSON: We have a Residents' Guide with all of this information on our website. It's written so that the average person can read it.

PRESIDENT del VALLE: I thought the Residents' Guide comes later?
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.
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.
Additional ways that you could see that investment at the school level are around tutoring programs and supplemental dollars that are for tutoring. And then with this additional investment of funding, schools that previously didn't qualify for supplemental dollars because they didn't have that high concentration of ELs are receiving a per pupil allocation. And so that won't look like FTEs or positions, but those are dollars that schools will be receiving to be able to provide supplemental curricular supports or anything that their EL students might need. So with this investment there are more dollars for the highest concentration of schools and then dollars -- supplemental funding for schools that normally would not have -- or previously had not received them. But to see those mostly you'll go into --

MEMBER MELENDEZ: Into individual schools.

MS. WENDELL: Or, I'm sorry, in some cases, like we've talked about with other pieces, obviously we have the Office of Language and Culture who also helps support and direct
and guides schools around those, so some of those investments may start out as central investments that are then rolled out to schools in various ways. But the dollars for the positions and things, again, you won't see like a $12 million line in the budget, it will be at the place of the investment, mostly within the school units themselves.

MEMBER MELENDEZ: For example, I know that there are a lot -- a group of schools that are moving into becoming dual-language schools and that requires an investment in training and materials, so would that be included in that central budget for the Office of Language and Culture or is that an individual school expense?

DR. JACKSON: That money was given directly to schools through the academic programs RFP process. So schools who were allocated or who were given new programs, there are allocated funds in order to support those programs. So that was in a separate --

MEMBER MELENDEZ: That's not part of the 12 million?
DR. JACKSON: No.

MEMBER MELENDEZ: Moving to dual language, that is under another budget category?

DR. JACKSON: Yeah.

MEMBER MELENDEZ: Thank you.

PRESIDENT del VALLE: But in this proposed budget do we have 5 million for --

DR. JACKSON: Additional --

PRESIDENT del VALLE: Program -- additional?

DR. JACKSON: I believe it's 12 million additional. What's the additional --

MS. WENDELL: So the EL money is 12 million additional.

PRESIDENT del VALLE: No, no, not the EL, the programmatic.

MS. WENDELL: Of which the dual language is a part is the 5 million.

PRESIDENT del VALLE: Is the 5 million. That's what I'm referring to.

DR. JACKSON: I'm sorry.

PRESIDENT del VALLE: Okay.

MS. McDADE: And then I was just going to add some context around when we talk about
high concentration for EL students and what position they receive. So schools that have 200 or more ELs, they receive a bilingual position.

And then there's the expansion of ESL. So when Heather talked about additional programming, the money also pays for the expansion of EL after-school tutoring for all schools that have 20 or more ELs. And then what they say is funding that covers summer enrichment programs. And then any remaining funding that's available, which is around about 400,000 actually will be allocated in positions to schools that experience increase in EL enrollment in the fall. So there's going to be some schools that are going to see an increase in EL population in the fall, so there's about 400,000 that ends up remaining that ends up going towards those schools that might have an increase that we don't have the -- know what that number is right now.

PRESIDENT del VALLE: Are there any other questions or comments?

DR. JACKSON: I did want to make --

PRESIDENT del VALLE: Dr. Jackson.
DR. JACKSON: -- just one comment. We clarified all of the other misinformation that was shared today, but there was one comment regarding the funding for the Central Office positions. And I know Board Members asked about that and we shared information with you, but I thought it was important for the public to note that since 2014 Central Office spending is down 13 percent. And there was also erroneous reporting about our Central Office overhead. Right now I believe for positions it's around 3 percent, which is far less than the 5 percent which is standard operating practice for an organization this large. And I just wanted to make sure that we clarify the difference between Central Office positions and centrally-funded positions that work directly in schools. I think we had a good conversation about that today with like social workers and nurses, but we also have other positions that are centrally funded and they show up as if they're in Central Office, but these people work directly in schools on behalf of children full time every single day.
PRESIDENT del VALLE: And that's a very important point, I was just asking about that today.

DR. JACKSON: Yeah.

PRESIDENT del VALLE: And I think that we ought to look at how we classify these positions to see if we can make it clear that many of these positions that are referred to as Central Office are positions that work directly with the schools and provide services, whether it's with the Curriculum Equity Initiative or other areas.

And then, of course, the Central Office positions includes the Inspector General's office growth, which is necessary, and everyone agrees it's necessary, as well as the Title IX and a number of other areas. So thank you for that. Good point.

MEMBER TRUSS: I was going to ask about that, making sure that, you know, my understanding is that centrally office funded positions and that even (inaudible) in the sense that I don't even know if it is we're making an investment by servicing students throughout
Central Office, but I don't know if it's a great thing. Like you said, you're trying to deploy whether they're needed or saying the school, okay, you hire the staff and, you know, some schools based on scale may not be able to fund it in their budgets.

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

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

The Central Office one, as you mentioned, you know, those teams, even if they're budgeted centrally, the majority of that work exists to support schools. The Curriculum Equity Initiative is a great example of
something that would be budgeted as a Central Office initiative. But obviously those folks are a part of that budget but also supporting schools every day in a different way than nurses, but those are part of what you would see in that head count number. So there is a certain amount of nuance to it.

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

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

Are there any other questions or comments? If not --
MS. WENDELL: Thank you.

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.)
STATE OF ILLINOIS  
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COUNTY OF COOK  
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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, CSR  
LIC. NO. 084-004072


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