

CHI CAGO PUBLI C SCHOOLS

PUBLI C BUDGET HEARI NG

hel d on

Wednesday, August 23, 2017

STENOGRAPHI C REPORT OF PROCEEDI NG S had i n
the above-entit led matter at Chi cago Publi c
School s Loop Offi ce, 42 West Madi son Street,
Garden Level , Board Room, Chi cago, Illi noi s,
commenci ng at 3: 30 p. m.

MEMBERS PRESENT:

MR. FRANK CLARK, Presi dent

MR. MARK FURLONG

MR. ARNALDO RIVERA

MS. GAI L WARD

Reported By: Karen Fatigato, CSR

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ALSO PRESENT:

- MR. FORREST CLAYPOOL, Chief Executive Officer
- MR. RONALD MARMER, General Counsel
- DR. JANICE JACKSON, Chief Education Officer
- MS. ESTELA BELTRAN, Secretary to the Board

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PRESIDENT CLARK: Good morning, Ladies and gentlemen -- oh, they just corrected me, good afternoon, Ladies and gentlemen. That's an indication of a long day. I'm Frank Clark, and on behalf of my fellow Board Members, I want to thank you for coming today. The purpose of the hearing is to comply with the School Code provisions regarding Fiscal 18 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 of the City of Chicago, and posted at the Board Room Principal Office, 42 West Madison Street Lobby on August 18th, 2017 and posted on the CPSBOE.ORG website on August 14, 2017. I will now read into the record the public notice as published.

Notice: Public Hearings, FY18 Budget for the 2017-2018 Fiscal Year. Chicago Board of Education, commonly known as Chicago Public Schools.

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To Whom It May Concern: Public notice is hereby given by the Chicago Board of Education that it has prepared an FY18 budget for the 2017-2018 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 23rd day of August 2017. The first hearing, Chicago Public Schools Loop Office, 42 West Madison Street, Garden Level, Board Room, Chicago, Illinois, 60602. The hearing time 12:30 p.m. to 2:30 p.m., and the registration from 11 a.m. to 12:00 p.m. The second hearing, Chicago Public Schools Loop Office, 42 West Madison Street, Garden Level, Board Room, Chicago, Illinois, 60602. And the hearing time 3:30 p.m. to 5:30 p.m., registration from 2:30 p.m. to 3:30 p.m.

Dated at Chicago, Illinois, August 11,

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2017. Chicago Board of Education. By, Frank M. Clark, President, and attested by Secretary Estela G. Beltran.

And for the record, Mr. President, I'd like to note the Board Members who are here today.

And we have Member Furlong?

MEMBER FURLONG: Present.

SECRETARY BELTRAN: Member Rivera?

MEMBER RIVERA: Present.

SECRETARY BELTRAN: Member Ward?

MEMBER WARD: Present.

SECRETARY BELTRAN: And President Clark.

And we have four members present, there is a quorum.

I would also like to recognize our CEO, Forrest Claypool, our General Counsel, Ronald Marmer, and our Chief Education Officer, Dr. Janice Jackson. Thank you.

PRESIDENT CLARK: Thank you very much, Madam Secretary.

Let's begin with the budget presentation. I believe that Michael Sitkowski

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is going to make that presentation.
Michael .
MR. SITKOWSKI: Thank you, President Clark. My name is Mike Sitkowski, I'm the Assistant Budget Director for CPS. I'm here to discuss the Fiscal Year 2018 Budget. I'd like to thank everyone for coming out, and I look forward to hearing your questions and comments.
We'll start with a recap of the FY17 Budget. The FY17 amended budget was \$5.41 billion. The budget was amended in February in response to the Governor's veto of 215 million of pension funding for CPS. On top of that the State delayed \$330 million of State block grant funding as of June 30th, 2017. The 215 million and the 330 million represented about 10 percent of the entire CPS operating budget, and that doesn't even account for the fact that the State grossly underfunds CPS compared to other school districts across the State.
CPS was able to manage through the shortfall through active management of internal efficiencies, increased revenue and market access, which allowed CPS to cover the delayed

15: 39: 12 1 State block grants.

15: 39: 16 2 Despite the challenges CPS is facing,
15: 39: 18 3 we're on much firmer financial footing than we
15: 39: 21 4 were two years ago. Our budget deficit is down
15: 39: 23 5 over \$500 million from FY16 from 1.1 billion to
15: 39: 28 6 544 million beginning in FY18. This is despite
15: 39: 33 7 various cost pressures that CPS is facing that
15: 39: 37 8 have been managed down through various internal
15: 39: 39 9 efficiencies.

15: 39: 41 10 CPS has secured \$454 million in
15: 39: 45 11 additional structural revenue in FY17 that's
15: 39: 49 12 closing the gap from 1.1 billion to \$544 million
15: 39: 54 13 deficit. 250 million of this is from a new
15: 39: 57 14 pension levy, which will grow based on the EAV
15: 40: 00 15 of property across the city. 102 million is
15: 40: 04 16 from a new equity grant from the State which
15: 40: 06 17 falls within our GSA. 74 million is from the
15: 40: 10 18 GSA hold harmless which continues with SB 1.
15: 40: 15 19 And \$28 million is from an increase in the Early
15: 40: 18 20 Childhood Block Grant.

15: 40: 20 21 These revenues are structural in nature
15: 40: 23 22 which permanently reduces the operating deficit
15: 40: 25 23 of the Board. And with the passage of SB 1, CPS
15: 40: 30 24 anticipates further structural reduction of the

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budget defi ci t.

Moving on to FY18. The FY18 budget is 5.75 billion. This budget protects investments in the classroom and provides a 5 percent increase to per pupil funding to schools compared to FY17. And we'll get to that in a second.

This budget also includes an additional 300 million of State revenue as proposed in SB 1 and \$269 million of additional local resources.

Now a bit on how we fund our schools. Schools have received \$1.9 billion in FY18 through student-based budgeting. They received the rate of \$4,290 per student and weights based on grade level and diverse learner LRE categories. This \$4,290 base rate is up 5 percent from the \$4,087 base rate last year.

Schools also receive foundation positions, a principal, a counselor and a clerk and adjustments for teacher experience and for multiple buildings.

Schools receive additional discretionary funding based on their poverty through State and Federal Government. This is

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SGSA and Title I funding. And schools also receive supplemental funding for diverse learners based on student IEP needs and specialized programming, such as, magnet and IB and bilingual programs.

One important note I'd like to make that was brought up in the previous hearing, the FY18 diverse learner funding will be at least flat to FY17 funding levels, and it will be up from the actual spent in FY17. I just want to make sure that we're clear on that point.

One of the goals of the FY18 budget is to protect the classroom and to protect the gains that our students have made across the district. You may have read or heard about some of these, but I think they're important to reiterate.

A statewide study at the University of Illinois at Chicago found that CPS students are outperforming their peers in every major racial and ethnic group throughout the State.

In its academic progress report, CPS reported dramatic improvement since 2011 on key metrics, including participation in the arts,

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math and reading growth, graduation rates, freshman on-track to graduate, attendance and dropout rates. For FY15 and 16 the freshman on-track rate hit an all-time high of 87.4 percent, the dropout rate was cut in half to 6.8 percent, and the attendance rate was 93.4 percent.

CPS students have also achieved a record high graduation rate with 73.5 percent of students earning a diploma. This graduation rate has steadily risen over the past six years, growing more than 16 percentage points since 2011 when just over half of CPS students earned a high school diploma.

CPS students also outpace nationwide peers in graduation rate growth. While students nationally achieved a record high graduation rate of 83.2 percent for the 2014-15 school year, CPS students are outpacing their peers with a graduation rate that is growing more than three times faster than the national rate. The national graduation rate for African American students grew 7.6 points, while CPS's rate went up 12.6 points overall. The national rate for

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Hispanic students went up 6.6 points, while CPS's rate went up 14.3 points overall.

According a University of Chicago study, roughly 42 percent of CPS graduates enroll in a four-year college or university, quickly approaching the national average of 44 percent college enrollment rate.

And finally, the U.S. News and World Report heralded seven CPS high schools among the top ten schools in Illinois. Five of these schools were also ranked nationally.

Now a bit about who we are as a district. CPS employs over 36,000 people, 97 percent of which provide direct support to schools. These are not only teachers but clerks, paraprofessionals, custodians, nurses, engineers, all the folks that support our schools on a daily basis. Because we employ over 36,000 people, we spend most of our money on salaries and benefits. As you can see in this chart, over 66 percent of the FY18 budget is dedicated towards those two spending areas. This also does not include spending on charter schools, which have teachers that they spend

15: 45: 27 1 money on.

15: 45: 31 2 One of the major pressures on the
15: 45: 33 3 operating budget in FY18 and beyond is the
15: 45: 36 4 required pension contribution that CPS is making
15: 45: 40 5 to the Teachers Pension Fund. As you could see
15: 45: 43 6 in this chart, CPS paid \$65 million into the
15: 45: 49 7 CTPF in 2005 that was covered entirely by the
15: 45: 53 8 State. In 2018 that contribution is up to 784
15: 46: 00 9 million and it will be as high as 889 million in
15: 46: 03 10 2022. The changes -- the proposed changes in
15: 46: 07 11 SB 1 help CPS fund this pension contribution,
15: 46: 10 12 but as you'll see on the next slide, it is not
15: 46: 14 13 at all equitable compared to other districts
15: 46: 17 14 throughout the State.

15: 46: 20 15 Despite the growing cost of pensions,
15: 46: 22 16 CPS remains the only district in the State that
15: 46: 25 17 funds its teacher pensions on its own. In FY17
15: 46: 30 18 the State contributed \$32 per student for
15: 46: 33 19 pensions for CPS while it contributed \$2,447 for
15: 46: 39 20 every other district in the State. As we
15: 46: 44 21 discussed before, that's not even 1.5 percent of
15: 46: 47 22 the contribution for CPS students that is made
15: 46: 49 23 to other districts.

15: 46: 51 24 PRESIDENT CLARK: Michael, I'm glad

15: 46: 52 1 you're stressing that. He's referring to the
15: 46: 54 2 budget hearing we actually held earlier today,
15: 47: 00 3 this is the second meeting, and that question
15: 47: 03 4 was raised, and we're making some type of way to
15: 47: 08 5 present this so it will really register with
15: 47: 11 6 people. The \$32 versus over \$2,400 for every
15: 47: 16 7 student outside of Chicago is egregious and
15: 47: 19 8 outrageous and the actual portions are a little
15: 47: 25 9 over a percent and a half that goes to a Chicago
15: 47: 28 10 student and 98-and-a-half going to students
15: 47: 30 11 outside of Chicago. It's an inequity and an
15: 47: 37 12 inequity that I still believe will be rectified.

15: 47: 40 13 Go ahead.

15: 47: 41 14 MR. SITKOWSKI: The last topic I'd like
15: 47: 44 15 to cover is the FY18 Capital budget. As you may
15: 47: 48 16 know, the capital budget invests in our
15: 47: 51 17 buildings and in long-term investments in
15: 47: 53 18 infrastructure and IT throughout the district.
15: 47: 57 19 This year's capital budget is \$136 million and
15: 48: 00 20 it largely consists of deferred maintenance and
15: 48: 03 21 emergency facilities repair.

15: 48: 06 22 In FY17 the Board approved a \$938
15: 48: 10 23 million capital plan which included 194 million
15: 48: 13 24 of deferred maintenance. So this plan builds

15: 48: 16 1 onto that plan and makes sure our students are
15: 48: 19 2 in buildings that are safe, warm and dry.

15: 48: 23 3 This is one of the smallest plans that
15: 48: 25 4 we've presented to the Board in years, and as we
15: 48: 30 5 gain more certainty around our funding we may
15: 48: 32 6 seek to approve a supplemental capital plan
15: 48: 35 7 later in the year that addresses our building
15: 48: 38 8 needs.

15: 48: 38 9 PRESIDENT CLARK: And again, that was
15: 48: 40 10 raised in the discussion this morning, we
15: 48: 42 11 recognize that \$136 million is nothing more than
15: 48: 48 12 an emergency facility budget. It's what we can
15: 48: 51 13 do now with the funds we have available, but the
15: 48: 56 14 CPS leadership and your certainty makes it clear
15: 49: 00 15 in your comments that this is a make-do budget
15: 49: 04 16 that we hope -- in fact, we fully expect to be
15: 49: 07 17 able to augment, is that correct?

15: 49: 08 18 MR. SITKOWSKI: That's correct. And
15: 49: 13 19 that's it for my presentation.

15: 49: 14 20 PRESIDENT CLARK: Board Members,
15: 49: 15 21 questions, comments?

15: 49: 17 22 MEMBER RIVERA: I have a question.

15: 49: 19 23 You know, so I know a few weeks ago the
15: 49: 21 24 teacher layoff number was reported somewhere

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around five, 600, I'm not sure exactly of the number, but we know that number is, you know, net of teachers that retire, resign, things of that nature. What's the difference between the total number of teacher positions in last year's budget and the total number of positions in this year's budget?

MR. SITKOWSKI: I think it's largely steady. I don't have that number in front of me right now so I'd have to get it.

PRESIDENT CLARK: During the course of the hearing if you could get that number because certainly earlier today there was a lot of focus on the numbers that were being eliminated, and I'm glad that Board Member -- that Arnie actually asked that question because I'm not sure if the net effect is as great as it appeared to be this morning. So if you could get that before we conclude, I'd like to get that on the record.

MR. SITKOWSKI: We can do that.

MEMBER WARD: Perhaps for the public and for me as well, could you make a comment about the operating versus capital budgets?

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MR. SITKOWSKI: Sure. The operating budget is intended to reflect -- to cover our day-to-day expenses, so salaries, benefits, supplies, the items that we use on a daily basis that we use every day every year.

The capital budget is intended to cover long-term investments in the district. So when we build a new school, when we repair an existing school, when we build new playgrounds, new athletic fields, those items are funded by the capital budget, which is primarily backed by bonds issued by the district. So these are long-term investments in the district that are intended to be paid off over a long period of time by all the folks that use those services.

MEMBER WARD: Versus the operating budget, which is within the year?

MR. SITKOWSKI: Correct.

PRESIDENT CLARK: Okay. Seeing no other questions -- by the way, did you see the piece in Crain's where it listed -- it went back to what year was that? 2007 projecting out to Fiscal Year 2018, was that more or less -- one, have you seen it?

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MR. SITKOWSKI: I have seen it.

PRESIDENT CLARK: Was that more or less an accurate reflection?

MR. SITKOWSKI: You're referring to the one with the tables or the -- yes, we're actually reviewing that and going through to make sure that that reflects everything accurately but, yes, it should be more or less accurate.

PRESIDENT CLARK: It does show the hard work that, I'm focusing on just the last two years that, CPS management has put into reducing the deficit. And we may not agree exactly with the numbers, but I think they're in the ballpark.

Okay, if there are no other questions or comments, Madam Secretary, let's now proceed with today's public participation segment.

SECRETARY BELTRAN: Thank you.

PRESIDENT CLARK: Please read the rules for public comment.

SECRETARY BELTRAN: Thank you, Mr. President.

For the record I would like to note

15: 52: 32 1 that registration for the public hearing was
15: 52: 34 2 held went the hours of 2: 30 p.m. and 3: 30 p.m.
15: 52: 37 3 Individuals who registered to speak will have
15: 52: 39 4 two minutes to comment, and I will call the
15: 52: 41 5 speakers in the order of registration. This
15: 52: 41 6 hearing will conclude after the last person who
15: 52: 45 7 has signed up to speak has spoken or at 5: 30
15: 52: 47 8 p.m., whichever occurs first. When called
15: 52: 49 9 please state your name.

15: 52: 50 10 And I will proceed by calling the first
15: 52: 52 11 speaker. And I'm just checking to see if
15: 52: 55 12 Ms. Dian Palmer from the SEIU Local 73 is in the
15: 52: 59 13 audience to address the Board. Okay, thank you.
15: 53: 02 14 We'll proceed then by calling the first speaker
15: 53: 04 15 as Sharon Baker. We will then have Katie Osgood
15: 53: 08 16 and then Natasha Carlson.

15: 53: 12 17 MS. BAKER: Good afternoon, everyone.
15: 53: 14 18 I am a parent, a parent and a grandparent at the
15: 53: 20 19 same time. I have three schools that I'm coming
15: 53: 22 20 here for, but I'm coming as a parent overall.
15: 53: 25 21 We need that budget to be passed, and we'd like
15: 53: 28 22 to as a member of the PAC, I'm a part of the
15: 53: 32 23 PAC, been there for years, I'm not going to tell
15: 53: 35 24 you how long I've been there, but I'm also at

15: 53: 37 1 Dunbar High School , I'm at Michael Evans School
15: 53: 41 2 and Wilson. I have kids at all three schools.
15: 53: 46 3 The reason I say that, I have preschool ,
15: 53: 50 4 elementary and high school , some college too,
15: 53: 53 5 but they're not here.

15: 53: 54 6 So I'm here to ask if we or you all
15: 53: 58 7 can -- I know you all have a vision,
15: 54: 04 8 Mr. Claypool , Dr. Jackson and Mr. Clark, to
15: 54: 07 9 continue your stride and find the funds to
15: 54: 10 10 support our schools and we need that badly. And
15: 54: 14 11 today is my birthday and I want -- I want to
15: 54: 18 12 make a wish that you pass this bill on my
15: 54: 22 13 birthday. And that's why I told my grand kids
15: 54: 27 14 I'm coming down here to support and please pass
15: 54: 29 15 the bill .

15: 54: 30 16 PRESIDENT CLARK: First off, let me say
15: 54: 32 17 Happy Birthday, and I mean that sincerely. And,
15: 54: 36 18 you know, sometimes I have to listen for a while
15: 54: 38 19 to determine whether the individual speaking is
15: 54: 42 20 actually suggesting we've done something right
15: 54: 45 21 or is more likely than not pointing us in the
15: 54: 48 22 right direction as they see it. So thank you
15: 54: 51 23 and Happy Birthday.

15: 54: 53 24 MS. BAKER: I know my time is up. I

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want to say thank you all. Sometimes we don't come out here and thank you, but I'm thanking every last one of you.

PRESIDENT CLARK: You're more than welcome.

SECRETARY BELTRAN: Ms. Osgood.

MS. OSGOOD: Hi, yes, Katie Osgood, again, I'm the co-chair for the Special Education Committee at the CTU. I'm also a special education teacher at Langston Hughes Elementary. I actually spoke at the earlier meeting, I'm back here for a little clarification around special education funding.

Again, just to kind of reiterate for people, I'm concerned about the way special ed funds were allocated this year. Last year I know that they were commingled with the gen ed funds and then principals were told to fund special ed first. This year CPS asked their ODLSS reps and their network people to come in and went school by school and said that they were going to -- told schools how many positions they were allowed to have. And I'm very concerned by this because in your budget

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presentation it said it was driven by IEP needs driven by the individual education plans, but there's no way that a top bureaucrat from the outside who services 50-plus schools could possibly have read all those IEPs.

And so my question is how you know -- it's not really a question, I mean, this is an illegal practice that we need to end. We need to -- actually, the way that this needs to be done is you need to have the experts at the school level, the people that wrote the IEPs, the people that implement the IEPs, along with the principal they need to come up with a budget first or come up with a schedule and say this is how many positions we're going to need and then CPS needs to fund it that way. You guys are doing it backwards where you are having us cut first and then coming back with a racist appeal process to get the money that we needed already back and it's actually just bringing us back to where we were, which was too underfunded in terms of the needs for our special education students.

I'm also concerned about the way that

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the positions were funded. You used averages where every SPED teacher was given a clean 100,000, including benefits and their salaries, and SECAs were given 50. And this is actually below the actual average. These are just -- nothing averages out to those perfect numbers.

SECRETARY BELTRAN: Ms. Osgood, can you please conclude?

MS. OSGOOD: Yes. So my question is can we fix this? We need to fix this right now. This is against IDA law. This is against -- you have to be driven by the actual needs of these students' IEPs. You have to actually read them to know what those are.

SECRETARY BELTRAN: Thank you, Ms. Osgood.

MS. OSGOOD: Dr. Jackson, I don't know if you have any -- I know the ODLSS head Pat Pasarelli recently quit very suddenly last week, and so I don't know if you have any information on how these decisions were made or -- I mean, it's against the law and it's not working. We're not getting the services that we need.

PRESIDENT CLARK: Thank you.

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Dr. Jackson, before you respond. Our General Counsel is here. When a person -- this is not for you to respond, you can sit down. Thank you very much.

Ron, would you -- can you confirm to the best of your extensive legal knowledge that we are complying with the letter of the law?

MR. MARMER: Yes.

PRESIDENT CLARK: That's sufficient.

Dr. Jackson, was there something you wanted to say?

DR. JACKSON: Just real quick to clarify some of Ms. Osgood's concerns that we did use the IEPs in order to make that determination. The process you were describing was CPS attempting to do what you guys have been recommending to us, which is after we look at the IEP needs, the minutes, the number of staff, there are things that have to be reconciled. For example, there are -- there's a pattern in some schools where a student needs a SECA and it's in their IEP and they have it, that student transfers from one school to the next, yet that SECA does not transfer or move with that student

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so a school ends up inheriting a SECA that's tied to another IEP.

We did do an in-depth analysis, which is the right thing to do to make sure that the limited resources we have are in the right places. And instead of making a decision just on paperwork, the network -- they did go out and work directly at the network level with the principals to get more perspective, and I can tell you that the cuts were not as dramatic as they would have been had we just did a rough cut looking at the numbers.

So this was our -- it's not perfect. This isn't a debate, I'm just giving you a response. It's not perfect, but it's different than what we've done in the past and it's exactly what you guys have been asking us to do, which is have those type of conversations at the school level and not just look at spreadsheets and make decisions.

PRESIDENT CLARK: Thank you very much. You better start the clock again.

SECRETARY BELTRAN: Yes. Thank you.
Ms. Carlson.

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MS. CARLSON: So I want to say I think it's very interesting that at both budget presentations in the morning and the afternoon that the person giving the budget presentation said they were very interested to hear what the public has to say, but I do want to note still it's a location downtown and it's a location that is not a time convenient for a larger public participation.

I also want to say that in that note I would love for that analysis, the in-depth analysis to be shared because it's cited in numerous pages on the budget document where it says specifically ODLSS has worked with principals and network chiefs to determine the number of SPED teachers and paras necessary to meet the needs of the diverse learners as defined by the IEPs.

Mr. Claypool, I do want to state also the way you reference our students with more severe disabilities by calling them severely disabled isn't necessarily something we like in the disability community just because it relates where you only see those students as the cost

16:00:30 1 essentially that they're causing to the district
16:00:32 2 in the longer terms. Because the district also
16:00:34 3 on Page 6 states that CPS will ensure that
16:00:37 4 students continue to be placed in the LRE in
16:00:41 5 their least restrictive environment. That least
16:00:44 6 restrictive environment is not something that
16:00:46 7 can be decided top down or administration. As
16:00:49 8 well as in the budget presentation it's stated
16:00:52 9 and it was made to make clear from the morning
16:00:54 10 comments that the funding on special education
16:00:57 11 had remained flat or increased. I would really
16:01:01 12 challenge if the data shows that it's increased
16:01:03 13 in the schools or increased at the network and
16:01:06 14 district level, particularly with the addition
16:01:08 15 of positions, such as, the SEAs, the special
16:01:12 16 education administrators, that have been
16:01:13 17 pressuring schools to not provide the least
16:01:16 18 restrictive environment for our students.

16:01:17 19 Budgets is not just a collection of
16:01:19 20 numbers in that 243-page document but an
16:01:23 21 expression of our values and aspirations. Those
16:01:25 22 values and aspirations are still that our
16:01:28 23 special education students do not matter and
16:01:29 24 that they are a way to ensure that the district

16:01:33 1 has to pay less, even though our district
16:01:35 2 doesn't provide enough in local revenue. As
16:01:37 3 well as the point where we like to tell that
16:01:39 4 we've added positions to our cluster programs.
16:01:41 5 One, the district won't release where those
16:01:44 6 cluster programs are. Two, they pressure us to
16:01:47 7 not even provide placement in the cluster
16:01:49 8 programs. And three, adding 34 new teachers and
16:01:52 9 68 paraprofessionals isn't necessarily something
16:01:55 10 that's a really large deal for that large of a
16:01:57 11 population in our cluster programs.

16:01:59 12 SECRETARY BELTRAN: Ms. Carlson.

16:02:00 13 MS. CARLSON: What I would wish to see
16:02:02 14 if there is an audit or are the minutes being
16:02:04 15 met.

16:02:04 16 SECRETARY BELTRAN: Thank you for your
16:02:05 17 comments. Mr. President --

16:02:07 18 MR. DeNARD: President Clark, could I
16:02:09 19 just clarify again? The diverse learner budget
16:02:13 20 within the schools from actual to 2018 within
16:02:19 21 the schools has increased within the schools.

16:02:23 22 SECRETARY BELTRAN: Thank you,
16:02:24 23 Mr. President.

16:02:24 24 And our next speaker will be speaker

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number 4, Peevis Evans, followed by speaker number 5, Dori Collins, and then we will have speaker number 6, Nicholas Limbeck.

MS. EVANS: Good afternoon, my name is Peevis Evans, and as a long-standing community resident and an active member of a PAC at Dunbar High School, I want to continue to encourage Mr. Claypool and Dr. Jackson to continue to manage school funds, to support academic success of our children and relieve the headache of our parents wondering if their child will have an adequate resource to success. Thank you very much.

SECRETARY BELTRAN: Thank you, Ms. Evans.

PRESIDENT CLARK: Thank you.

SECRETARY BELTRAN: And our next speaker please.

MS. COLLINS: Good afternoon, my name is Dori Collins. I stand before you as a community activist I like to say. I also sit on the council of the Englewood Community Action Council, so I've been before you many times before. These are some ladies that I picked up

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today in between my workday because they were parents that encouraged me as a parent during my son's tenure.

And I stand before you today while it's no secret that every district in Illinois is facing unnecessary, unconscionable and uncertainty in school funding from the State, I can tell you that there is relief in sight from parents, Mr. Claypool, of your announcement that school is going to open on time and that it will remain open. So I wanted to applaud the efforts in that first.

Also, in an era of tight budgets, the district will face new budget pressures. It's more important than ever that policy makers, educators and community stakeholders work together. I will continue to do my best to serve the community, educate parents to be leaders and be present at the table to assist in this process. I will do my part as a vested community member in doing that. Increasing educational productivity by more with less is no easy task, but we heard earlier that there have been tremendous gains in things of graduation

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rates, freshman on-track, and so I applaud the efforts in the school district rising above in spite of having less to do so.

Again, I want to encourage the leadership of Dr. Jackson and Mr. Claypool to continuously review the information about which policies, practices and programs have evidence in the success of the children of Chicago. And so again, I am impressed by learning about the national average of the African American child, and that will be the first thing that I could tell parents when I see them later on today, tomorrow and every day. Thank you.

SECRETARY BELTRAN: Thank you.

PRESIDENT CLARK: Thank you very much.

While I encourage everyone to come to speak publicly to address the issues as they see them and we learn a lot, whether people believe it or not, by listening to very contradictory views and it goes into our deliberations. But I also, frankly, am very pleased to hear people recognize the hard work and dedication and commitment of the senior leadership team at Chicago Public Schools because these are very

16:06:06 1 dedicated, committed people who love the
16:06:08 2 children being educated at CPS just like you do.
16:06:14 3 And despite what sometimes you get at these
16:06:18 4 Board meetings, there are more things going
16:06:21 5 right than otherwise. So it's not a hard thing
16:06:23 6 to hear from time to time. The Board is
16:06:27 7 completely committed to supporting the excellent
16:06:30 8 administrators and I think are really wonderful
16:06:35 9 teachers that we have at CPS. Thank you for
16:06:38 10 your remarks.

16:06:39 11 SECRETARY BELTRAN: Thank you,
16:06:40 12 Mr. President.

16:06:40 13 We'll continue with the speakers' list,
16:06:42 14 and we'll proceed with speaker number 6 please,
16:06:45 15 Nicholas Limbeck, followed by speaker number 7,
16:06:49 16 Nathan Petithomme and then speaker number 8,
16:06:51 17 Jamie Curtis.

16:06:56 18 MR. LIMBECK: Good afternoon, my name
16:06:57 19 is Nicholas Limbeck, I'm a fourth grade
16:07:00 20 bilingual teacher at Barry Elementary School,
16:07:04 21 and I come here with a heavy heart to -- and
16:07:07 22 concern for my school and the students of the
16:07:10 23 City, the schools -- all the public schools of
16:07:12 24 Chicago. At my school we lost four teachers,

16:07:15 1 one of them was our health teacher, so students
16:07:18 2 won't be able to receive the health education
16:07:21 3 they really do need. And students won't be able
16:07:23 4 to get interventions from an intervention
16:07:25 5 teacher. Students that struggle with reading
16:07:28 6 won't get that pull-out intervention that they
16:07:33 7 had been getting. And this is a travesty.

16:07:36 8 And I asked myself how could this be
16:07:39 9 that such a rich city with so much money --
16:07:41 10 Chicago makes -- has like a GDP like close to
16:07:44 11 the size of Switzerland, and yet we can't afford
16:07:47 12 to pay for our public schools. It doesn't make
16:07:49 13 sense. And it's not just a matter of -- this
16:07:51 14 budget is not simply the result of a
16:07:54 15 misallocation of funding by the State, I don't
16:07:56 16 think. This is an issue that's happening in
16:07:58 17 cities all over the country.

16:07:59 18 The budget is a product of I think an
16:08:02 19 ideological policy regime that scholars commonly
16:08:08 20 refer to as neoliberalism. I learned about this
16:08:09 21 in college. This ideology is espoused by right
16:08:12 22 of center think tanks and organizations such as
16:08:13 23 the Rand Corporation, in which President Frank
16:08:16 24 is a member. We heard of Rand Paul, it's the

16:08:21 1 same Rand. And it advocates -- Rand was among
16:08:24 2 one of the favorite authors of our CEO as well
16:08:28 3 of the CPS. It advocates for policies that
16:08:31 4 transfer money from public institutions and
16:08:33 5 services to our private institutions and
16:08:35 6 individuals, big companies. And then when these
16:08:39 7 public services struggle to adequately serve the
16:08:41 8 public, the very same neoliberals disingenuously
16:08:47 9 use our language, the language of progressive
16:08:49 10 social movements, social justice movements to
16:08:52 11 justify further policies, solutions, quote,
16:08:56 12 unquote, that they call them that serve --

16:08:57 13 SECRETARY BELTRAN: Mr. Limbeck.

16:08:58 14 MR. LIMBECK: Further enrich the same
16:09:01 15 business interests that private individuals that
16:09:03 16 have benefit from these. For example, we have
16:09:06 17 \$2.6 million going -- \$600,000 more going to
16:09:10 18 personalized learning, personalized learning,
16:09:15 19 this is diverting our money that needs to go to
16:09:18 20 teachers to private companies so they can get
16:09:20 21 rich and provide computer-based learning instead
16:09:23 22 of real teaching.

16:09:24 23 SECRETARY BELTRAN: Mr. Limbeck, thank
16:09:25 24 you.

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MR. LIMBECK: Thank you. I think this is a big problem we need to change.

SECRETARY BELTRAN: Our next speaker please. Please proceed.

MR. PETITHOMME: Hi, my name is Nathan Petithomme, I'm a senior at Lindblom, and I'd just like to say you all are doing great work. But I also want to say that Lindblom has invested in me so much because Lindblom is a selective-enrollment school, and the only reason why like we're getting funded more than like a neighborhood school is that we get more students because of the reputation as a selective-enrollment school. And I wanted to say that Lindblom has provided so many opportunities for me to grow, to learn about myself, to become an activist. For my English classes I've grown so much as a writer that I've published in local newspapers. I've just done so much in my community, advocating in the community of Englewood, which is a very disinvested community itself.

And I'd just like to say that we need to move away from property taxes in a sense

16: 10: 28 1 because property taxes cannot be relied upon to
16: 10: 31 2 fund our schools. I'd like to say that a school
16: 10: 32 3 in Naperville can get funded more than CPS
16: 10: 37 4 because of property taxes because there are more
16: 10: 38 5 wealthy people there and they're like more --
16: 10: 40 6 housing values are higher in Naperville rather
16: 10: 43 7 than in Chicago and also because of TIF funds,
16: 10: 46 8 they take away from property taxes that go to
16: 10: 50 9 our schools. And I'd like to say that with TIF
16: 10: 52 10 funds they're for economic revitalization, but
16: 10: 57 11 economic revitalization is putting more money
16: 11: 00 12 into our schools. Because if you send someone
16: 11: 02 13 to school and you invest in them and you put TIF
16: 11: 05 14 funds in there to fund their education, then
16: 11: 07 15 they can come back to their community and break
16: 11: 11 16 that poverty and then that's called an equitable
16: 11: 13 17 education.

16: 11: 13 18 And I'd just like to say when the
16: 11: 15 19 special education teachers came up here to voice
16: 11: 17 20 their opinions, I really felt kind of offended
16: 11: 20 21 that the responses back to them were very harsh
16: 11: 24 22 because you're not an elected school board, and
16: 11: 26 23 I feel as though the voices of the people need
16: 11: 28 24 to be heard. And like I appreciate Janice

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Jackson because like you're what I want to be when I'm older, like CEO and I just --

SECRETARY BELTRAN: Mr. Petithomme.

DR. JACKSON: Let him talk. Just kidding.

MR. PETITHOMME: And I'd just like to say that, you know, we should all be working together. We all need to be listening to each other. We all need to like -- you know, I'd like to have an elected school board, all of you deserve your positions, but I'd like to say if a special education who is in there who is on the ground, who gets paid and who has to take out of their wallet to pay for these type of things, they should be listened to. I understand that they are listened to, but they're not on the board, they're not voting for this. And I'd just like to say, you know, we should just all be -- try to find a compromise because, you know, it's not your fault, it's the State's fault too. And you know --

SECRETARY BELTRAN: Mr. Petithomme, thank you.

MR. PETITHOMME: I'm sorry.

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SECRETARY BELTRAN: Our next speaker please, Jamie Curtis. As she approaches the podium, we will then call speaker number 9, Alissa Shae James Anderson, and then speaker number 10, Christel Williams-Hayes, and the last speaker, Marjorie.

MR. CURTIS: Is it okay if she just stands up here next to me?

SECRETARY BELTRAN: That will be fine. Please proceed.

MS. CURTIS: Thank you. My name is Jamie Curtis with a T. And firstly, I've been in a CPS school like basically all my life. I actually attended Langston Hughes Elementary School. And as a student there's not a lot of us here, and one thing that I really want you all to see is you have to see what this has -- the impact that it has on a student body, right. As a student right now I feel targeted. I feel like these budget cuts are actually targeting certain groups and certain minority groups. Like most of the cuts have happened to mostly black and brown communities and that's not fair. It's not fair that most of these cuts are

16: 13: 25 1 happening in underfunded communities that don't
16: 13: 27 2 even get the chance to represent themselves. It
16: 13: 29 3 can be very disheartening like growing up in the
16: 13: 33 4 community where you're already targeted and
16: 13: 34 5 you're already stereotyped for being a person of
16: 13: 38 6 color and then you go to a school and they're
16: 13: 40 7 being unfunded too. You know, like I don't have
16: 13: 42 8 to worry about going outside and like getting
16: 13: 44 9 beat up by police or getting arrested because
16: 13: 44 10 it's like my school is creating that path for me
16: 13: 48 11 because it makes me feel like I'm not worth
16: 13: 50 12 anything because my school isn't receiving the
16: 13: 52 13 resources that they need and, therefore, the
16: 13: 54 14 resources that I need to go out and better
16: 13: 56 15 myself and make change and give back to my
16: 13: 58 16 community.

16: 13: 59 17 People say, oh, teens are nothing or
16: 14: 01 18 teens don't know what you're talking about or
16: 14: 02 19 you don't need the kids, like they're just going
16: 14: 04 20 through a phase, and then when we try, when we
16: 14: 07 21 have that fire, when we have that desire for
16: 14: 09 22 learning, it's like that fire is put out
16: 14: 10 23 instantly because we're always being told, no,
16: 14: 13 24 you can't do this or we don't have money for

16: 14: 16 1 that. And my question is just why? Why not?
16: 14: 18 2 Why can't we do this? Why can't we have after
16: 14: 22 3 school programs? Why can't we have special arts
16: 14: 24 4 teams? Why can't our special needs groups have
16: 14: 24 5 ore money and have more activities for their
16: 14: 28 6 own? It's not fair. It's not fair that we're
16: 14: 30 7 being cut down from the roots, and the roots is
16: 14: 32 8 like where we get our inspiration and how we
16: 14: 35 9 grow. Look at a tree, you can't just take --
16: 14: 38 10 you can't take a little shovel and dig out a
16: 14: 41 11 tree, like their roots go deep. And it's the
16: 14: 43 12 same with a kid, our roots go deep and you just
16: 14: 43 13 have to feed us and nourish us so that we can
16: 14: 49 14 grow and become very strong individuals. Thank
16: 14: 49 15 you.

16: 14: 49 16 SECRETARY BELTRAN: Thank you,
16: 14: 49 17 Ms. Curtis.

16: 14: 51 18 Our next speaker please, Alissa
16: 14: 53 19 Anderson.

16: 14: 53 20 MS. ANDERSON: Hi, my name is Alissa
16: 14: 57 21 James Anderson, and I'm an upcoming juni or at
16: 14: 59 22 Lindblom Math and Science Academy, and I would
16: 15: 02 23 like to start off by saying like I really
16: 15: 04 24 appreciate the hard work that you all are doing

16: 15: 05 1 with the budget cuts that -- with like the
16: 15: 07 2 unfair -- sorry, with like the unfair policies
16: 15: 13 3 that we've been given by the State. And I would
16: 15: 17 4 just like to say it really sucks to live in a
16: 15: 19 5 State where people like Governor Rauner don't
16: 15: 23 6 understand the importance of education and don't
16: 15: 25 7 prioritize it because for me education has been
16: 15: 28 8 so empowering and it's enabled me to take on --
16: 15: 32 9 take very life changing opportunities and it's
16: 15: 35 10 really inspired me to give back to my community.

16: 15: 39 11 I go to a selective-enrollment school
16: 15: 42 12 called Lindblom Math and Science Academy, I
16: 15: 45 13 think I said that, so that means I'm lucky, that
16: 15: 48 14 means I have access to more resources and I have
16: 15: 51 15 access to really amazing teachers. Like I've
16: 15: 53 16 been able to -- but my school has empowered me,
16: 16: 01 17 like I've been to Ecuador to study agriculture.
16: 16: 05 18 I love science, I intend to back to my community
16: 16: 07 19 and teach kids about science. But then there's
16: 16: 10 20 other schools in Englewood where students don't
16: 16: 15 21 get the same opportunity or where students don't
16: 16: 17 22 get the same level of empowerment from
16: 16: 20 23 education, and I just think that it's just so
16: 16: 24 24 important to inspire -- to fund schools and --

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I'm sorry -- and inspire students so then they feel empowered, so they feel like they can be something and so then they're able to give back to their communities like I can.

SECRETARY BELTRAN: Thank you, Ms. Anderson.

PRESIDENT CLARK: As these two ladies take their seat, I couldn't help but react very strongly towards their presentation, their demeanor and just their comments in general. You're both products of the Chicago Public Schools and you're products that we should be proud of here. You're articulate, you're thoughtful and you have a compassion for the school system.

So when I look at you, I look at people that I consider to be very, very, very successful and benefitted from the education in the Chicago Public School system. It is like every system I've ever seen, imperfect, and part of what you do in these meetings is point the imperfections out to us.

But I just wanted to take a moment and recognize where I think young people have taken

16:17:51 1 the best of what we have to offer and done a lot
16:17:54 2 with it. You speak well, you're thoughtful and
16:17:57 3 your comments really were I think very, very
16:18:00 4 compelling. So thank -- I want to say thank you
16:18:04 5 to both of you.

16:18:05 6 SECRETARY BELTRAN: Thank you,
16:18:05 7 Mr. President.

16:18:05 8 So we'll continue with the speakers and
16:18:07 9 then we'll have speaker number 10 please,
16:18:11 10 Christel Williams-Hayes.

16:18:11 11 MS. WILLIAMS-HAYES: Good afternoon,
16:18:12 12 and thank you for the response to those young
16:18:14 13 ladies. Unfortunately, what they're saying is
16:18:17 14 not an equal opportunity for most students in
16:18:21 15 high schools here in Chicago. They are
16:18:23 16 fortunate enough to be in Lindblom to get the
16:18:26 17 education that they are receiving. I recently
16:18:31 18 dropped my daughter off to college, she's a
16:18:33 19 recent grad of Crane Medical Prep. She took on
16:18:37 20 the challenge this year to take a double major,
16:18:40 21 she wants to be a pediatrician. So I'm hoping
16:18:44 22 that she does well. Crane did their best with
16:18:47 23 the least of resources that they had to train
16:18:50 24 those children and educate them to be prepared

16: 18: 54 1 for high school. So I hope that -- and I know
16: 18: 57 2 it's going to work out for her because her
16: 18: 59 3 mother is a product of CPS, Marshall High
16: 19: 01 4 School, all the way back to my kindergarten
16: 19: 05 5 grade, so I'm standing here proudly.

16: 19: 07 6 But I do want to say, unfortunately, I
16: 19: 10 7 have worked my way through CPS as a
16: 19: 13 8 paraprofessional now for 24 years, and it hurts
16: 19: 18 9 my heart to stand before you and say that 38
16: 19: 22 10 paraprofessionals who are heads of households,
16: 19: 26 11 parents, women who have children in the system
16: 19: 30 12 were let go, just wrongfully let go in a day, in
16: 19: 36 13 a day where earlier they were told -- brought in
16: 19: 38 14 the room and given their evaluation and saying
16: 19: 41 15 that they did an excellent job, all of them got
16: 19: 44 16 real good evaluations. And unfortunately, many
16: 19: 47 17 of them have lots of years of service, I know
16: 19: 50 18 you guys are going after people that have
16: 19: 53 19 veteran years, you want to get rid of them
16: 19: 55 20 because that cuts your budget, but it leaves
16: 19: 58 21 these families without an income.

16: 20: 00 22 These 38 women have struggled
16: 20: 04 23 emotionally through the summer to try and figure
16: 20: 06 24 out what they're going to do now because the

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mayor and this elected school board found a pocket of money that you can control and you cut that budget --

SECRETARY BELTRAN: Ms. Hayes.

MS. WILLIAMS-HAYES: -- and you cut those people -- I got you. And you cut those people's jobs in the same day of being told that they have done a great job, you called them back in the room and said, unfortunately, we have to let you go. That was distasteful. It was heartless. And it doesn't say a lot about CPS. And I am standing here firmly ashamed to say as a graduate and a product of CPS that you would treat your employees that way. It's very sad, and it's very unfortunate. But I do know that when you tell a lie, you guys are good, I got to commend you because you got good comeback on everything that's being said, you got a good comeback, you got a good team of people that are doing their research and doing these ways and trying to find and bring ways to discredit the truth of what's being said. But I want to say to you, you got to -- once you tell a lie, you got to be able to follow the lie. So I wish you

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the best, but I hope that somewhere in here that God touches your heart that you're not able to go to sleep.

SECRETARY BELTRAN: Thank you, Ms. Hayes.

MS. WILLIAMS-HAYES: You're not able to go to sleep of what you're doing to people and how wrong you're doing to the black community, the black and brown community schools in the City of Chicago. It's unfortunate.

SECRETARY BELTRAN: Mr. President, we have one last speaker please, Marjorie Schatzman.

MS. SCHATZMAN: Hi, my name is Marj Schatzman, and I'm working with a south side school to introduce mindfulness in that school. I've worked over the past two years with the middle school teachers to understand student disengagement and to try to address and increase student disengagement.

So I look at the social/emotional office learning budget, which appears on Page 129 in your document, and I want to ask a question, but I don't want to use my two minutes

16: 22: 25 1 for an answer. And I think I need to seek the
16: 22: 28 2 answer from the office of SEL. But you have
16: 22: 33 3 reduced that funding from 2016 by \$2.6 million.
16: 22: 41 4 The spending in 216 was reduced by \$2 million
16: 22: 47 5 and then you've added an additional half a
16: 22: 50 6 million in the reductions for the new budget. I
16: 22: 54 7 don't know why. I would assume that most of you
16: 22: 59 8 don't know why. I guess if I think anyone here
16: 23: 02 9 would know why it would be Janice. I know she
16: 23: 04 10 cares about these issues. I don't know the rest
16: 23: 07 11 of you, and I don't want to make a judgment, but
16: 23: 10 12 I do want to make a suggestion.

16: 23: 11 13 I think we can all agree that we live
16: 23: 14 14 in a city where violence is -- would be in the
16: 23: 19 15 top three, top five problems that we are facing
16: 23: 22 16 as a city, and obviously mindfulness,
16: 23: 27 17 social/emotional learning, helping kids do or
16: 23: 31 18 achieve basic child developmental tasks like
16: 23: 36 19 learning to cope with stress and trauma,
16: 23: 39 20 building relationships, learning
16: 23: 42 21 self-regulation, these are basic fundamental
16: 23: 45 22 tasks that No Child Left Behind didn't address.
16: 23: 49 23 You have to do these tasks --

16: 23: 51 24 SECRETARY BELTRAN: Ms. Schatzman.

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MS. SCHATZMAN: -- before you can get to building cognitive development.

So you have \$2.5 million that's unexplained of why it's not being spent. We're trying to cobble together a mindfulness program for 5 grand at South Shore School. That is just embarrassing. And we're going to have to seek money somewhere else. But if you took \$2.6 million and gave \$5,000 to schools to improve basic child development, by this kind of nurturing attention, literally by this neurological development, we're talking about brain development, you could give \$5,000 to 515 schools.

SECRETARY BELTRAN: Ms. Schatzman.

MS. SCHATZMAN: So I don't know where it went, but I'm pretty sure you do not have 500 elementary schools.

So other cities are way, way beyond what you're doing, and I don't understand why there isn't coordination around violence prevention and early child interventions between the city and the school district. If you really care you could look at what's being done in LA

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what' s being done i n Mi nneapol i s.

SECRETARY BELTRAN: Thank you
Ms. Schatzman.

MS. SCHATZMAN: What' s being done i n
Phi ladel phi a and Bal ti more, and they all really
put you to shame.

SECRETARY BELTRAN: Thank you.

MS. SCHATZMAN: I know you have other
probl ems, but thi s probl em i s total ly
overl ooked. Thank you.

PRESIDENT CLARK: Thank you.

SECRETARY BELTRAN: Mr. Presi dent, thi s
concl udes publ i c parti ci pati on.

MR. DeNARD: I' ll try to say thi s as
gentl y -- excu se me, Mi ss, the l ast speaker.

SECRETARY BELTRAN: Ms. Schatzman.

MR. DeNARD: I' ll try to say thi s as
gentl y as possi bl e, I want to make sure. Thi s
i s from the budget, book Page 148. So i n 2016
the actual expen ses were 11.776. The ending
projecti on for 2017 was 11.3, the 2018 budget i s
12.6. So there' s actual ly --

MS. SCHATZMAN: Thi s says i t' s 11.348.

MR. DeNARD: Can I see what you' re

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Looking at?

MS. SCHATZMAN: Page 129.

MR. DeNARD: You said Office of Social/Emotional Learning.

MS. SCHATZMAN: Yeah, at the top of the page. This number is \$2.5 million less than that one.

MR. DeNARD: So you're looking -- this is from last year's budget, some of that information is -- other than 2016 -- this is the 2018 budget.

MS. SCHATZMAN: The \$12 million is still going to be less -- the \$12 million is going back to 2015.

MR. DeNARD: Right, but see what was actually spent. This is what we've actually spent.

PRESIDENT CLARK: Ron.

DR. JACKSON: I think I know what the confusion is because we did not have any cuts to social/emotional learning, the department, but what you could be referring to is a cut to a school's budget that forced them to cut that program, maybe they were paying for it from a

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different funding source. So if you can give your information to John, I was going to have Alan Mather or somebody from his team just follow up. But it wasn't a central office cut, but it is quite possible that the school had to make a cut to a program that they were funding because of competing demands.

MS. SCHATZMAN: That's not what I've been told. I've talked to researchers at Chapin Hall, Steven Baker is evaluating what Ericson Institute is doing in 30 schools.

DR. JACKSON: I'm not questioning the program.

MS. SCHATZMAN: And he said the budget -- I don't know if he's right, but he's in a position to be correct, he said that the budget --

PRESIDENT CLARK: I need to cut this off. We're happy to take your document and either verify or correct your comments. So let me let that go. I appreciate your information.

MS. SCHATZMAN: The numbers aren't as important as the children.

PRESIDENT CLARK: Well, I think what

16: 28: 17 1 you're saying is the numbers are not
16: 28: 21 2 withstanding, it's whether or not the actual
16: 28: 23 3 budget is up or down. And our chief financial
16: 28: 29 4 officer, the person that is most responsible for
16: 28: 31 5 the numbers, is clearly stating that that's not
16: 28: 34 6 the case. I understand if you're looking at
16: 28: 36 7 something that you think is contradictory to
16: 28: 37 8 that, we'll just clarify that.

16: 28: 39 9 And with that, does that conclude
16: 28: 41 10 everyone?

16: 28: 41 11 SECRETARY BELTRAN: Yes, sir, that
16: 28: 42 12 concludes the public comment segment.

16: 28: 50 13 A VOICE: Isn't it proper --

16: 28: 50 14 PRESIDENT CLARK: Please do not speak
16: 28: 51 15 when you're out of turn. Don't do it.

16: 28: 55 16 MR. DeNARD: You had a question about
16: 28: 56 17 the teachers?

16: 28: 58 18 PRESIDENT CLARK: I'm sorry?

16: 28: 59 19 MR. DeNARD: Director Rivera had a
16: 29: 01 20 question about the teachers.

16: 29: 02 21 PRESIDENT CLARK: Yes, what is that
16: 29: 03 22 answer.

16: 29: 05 23 MR. DeNARD: So there are between the
16: 29: 08 24 end of June '17, which was the end of this

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school year and today, there are approximately with all the pluses and minuses right now, it's 64 less teachers with a projected 7600 enrollment decline. So there's 64 less teachers on a projected enrollment decline of roughly 7700.

PRESIDENT CLARK: Thank you very much, Ron. I really would ask people please don't have conversations when we're trying to communicate back to everyone, people can't hear what we're trying to say. And you've had your opportunity during public participation to make your comments and you have future opportunities at future Board meetings.

Whether everyone here agrees or not, the information that we've gotten from the people who are responsible for it, particularly with respect to the questions around the decline in teachers, the comment -- the response is we have had a decline in enrollment of did you say 7400?

MR. DeNARD: About 7700.

PRESIDENT CLARK: About 7700 corresponding with -- across the entire system a

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reduced number of?

MR. DeNARD: Teachers of about 64.

PRESIDENT CLARK: Which is far, far different from what you've been talking about. But I also know one thing, statistics and averages are sometimes very, very difficult to follow when you apply them to your individual situation. It doesn't change the fact that the overall numbers are correct. The impacts can vary, and I think that accounts for some of the disagreements, the discord from some of your comments.

With that in mind, Board Members, do you have any other comments or observations?

Okay, hearing none --

MEMBER WARD: Yes, I do. I want to express some comments to some reflections to the three students who spoke.

First of all, you know, what a success it is to hear that you want to give back to your community. I know in my role of over 38 years in the Chicago Public Schools, which I'm proud to have been a part of as a principal, as a leader, as a teacher, as a counselor, that, you

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know, giving back and being part of a community is one of the goals that you have. So I was very touched by your comments to do that. Thank you for doing that.

And that's what I do as an appointed School Board Member, I'm giving back to my community as a volunteer. I want to be here, and I'm proud to be here, and I'm proud to listen to you. Thank you.

PRESIDENT CLARK: Thank you very much, Board Member Ward, who if I recall correctly was, in fact, the first principal of Walter Payton, is that true?

MEMBER WARD: Yes.

PRESIDENT CLARK: And granted, there's only one Walter Payton and everyone can't go there and there's all types of issues around that, but I feel very proud that that's the number one school in the nation.

Having said that, this concludes our Budget Hearing. Thank you very much, all.

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

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