

CHI CAGO PUBLI C SCHOOLS
PUBLI C HEARI NG
FY 23 PROPOSED BUDGET HEARI NG
(Zoom)
hel d on
June 15, 2022

STENOGRAPHI C REPORT OF PROCEEDI NG S
had i n the above-enti tled matter hel d vi a Zoom,
Chi cago, Illi noi s, commenci ng at 6:02 p. m. and
concl udi ng at 7:18 p. m.

BOARD MEMBERS PRESENT:

MR. MI GUEL del VALLE, Presi dent
MS. LUI SI ANA MELENDEZ
MR. LUCI NO SOTELO
MS. ELI ZABETH TODD-BRELAND
MR. DWAYNE TRUSS

Reported By: Karen Fatigato, CSR

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APPEARANCES:

MR. JOSEPH MORIARTY, General Counsel ,
(Virtually)

MS. CRYSTAL COOPER, Interim Chief
Operating Officer

MS. ESTELA BELTRAN, Secretary to the
Board

1	(Whereupon, the following	
2	proceedings commenced at	
3	6:02 p.m.)	18:01:48
4	PRESIDENT del VALLE: Good evening,	18:01:48
5	Ladies and gentlemen, I am Miguel del Valle, on	18:01:52
6	behalf of my fellow Board Members, welcome to	18:01:55
7	the second FY 23 Budget Hearing. Today is June	18:01:57
8	15th, 2022. We are holding the second FY 23	18:02:02
9	Budget Hearing in the Board Room at 42 West	18:02:08
10	Madison Street. I would like to note that the	18:02:13
11	Board Members and senior leadership are	18:02:15
12	physically present in the Board Room.	18:02:17
13	Registered speakers may join us in person or	18:02:20
14	virtually if they opted to do so.	18:02:23
15	The purpose of this hearing is to	18:02:26
16	comply with the School Code provisions regarding	18:02:28
17	the FY 23 Budget.	18:02:31
18	Madam Secretary, please state for the	18:02:34
19	record the notice procedure for this hearing.	18:02:36
20	SECRETARY BELTRAN: Thank you,	18:02:40
21	Mr. President.	18:02:40
22	Notice of this public hearing was	18:02:41
23	published in the Chicago Sun-Times, a newspaper	18:02:43
24	of general circulation in the City of Chicago	18:02:46

1 and posted at Board Room, Principal Office and 18:02:49
2 42 West Madison Street Lobby on June 7th, 2022. 18:02:53
3 Notice was also posted on the CPSBOE.ORG and 18:02:58
4 CPS.EDU websites on June 7th, 2022. I will now 18:03:03
5 read into the record the public notice as 18:03:08
6 published: 18:03:11
7 Notice: Public Hearings FY 23 Budget 18:03:15
8 for the 2022-2023 Fiscal Year, Chicago Board of 18:03:18
9 Education, commonly known as Chicago Public 18:03:24
10 Schools. 18:03:26
11 To Whom It May Concern: Public notice 18:03:26
12 is hereby given by the Chicago Board of 18:03:29
13 Education that it has prepared an FY 23 Budget 18:03:32
14 for the 2022-2023 Fiscal Year in tentative form 18:03:37
15 and that five copies thereof, available for 18:03:41
16 public inspection, have been filed and are now 18:03:44
17 on file in the Office of the Board of Education 18:03:47
18 of the City of Chicago, commonly known as 18:03:50
19 Chicago Public Schools, One North Dearborn 18:03:53
20 Street, Suite 950, Chicago, Illinois, 60602 and 18:03:56
21 available at WWW.CPS.EDU/BUDGET and that said 18:04:01
22 Board of Education will hold two public hearings 18:04:08
23 upon said budget on Monday, June 13th, 2022 and 18:04:11
24 Wednesday, June 15th, 2022. On Monday, June 18:04:15

1	13th, 2022 the hearing is from 4:00 p.m. to 5:30	18:04:19
2	p.m., and on Wednesday June 15th from 6:00 p.m.	18:04:24
3	to 7:30 p.m. at the Chicago Public Schools Loop	18:04:28
4	Office, 42 West Madison Street, Garden Level,	18:04:30
5	Board Room, Chicago, Illinois, 60602. These	18:04:34
6	public hearings will adhere to the current	18:04:37
7	COVID-19 safety guidance and protocols and will	18:04:39
8	be mask optional.	18:04:44
9	Registered speakers who wish to present	18:04:45
10	during public participation may have the option	18:04:48
11	to participate in person at the location of the	18:04:49
12	public hearing or virtually via an electronic	18:04:51
13	platform. The public will have access to the	18:04:54
14	meeting via a livestream at WWW.CPSBOE.ORG .	18:04:56
15	For these two public hearings advance	18:05:04
16	registration to speak will begin on Wednesday,	18:05:06
17	June 8th, 2022 at 10:30 a.m. and will close on	18:05:09
18	Friday, June 10th, 2022 at 12:00 p.m. or until	18:05:13
19	the 30 slots have been filled for each hearing,	18:05:15
20	whichever occurs first. Advance registration	18:05:18
21	during this period is available by the following	18:05:20
22	methods: Online at WWW.CPSBOE.ORG and by phone	18:05:23
23	at (773) 553-1600. The public participation	18:05:31
24	segments of the public hearings will conclude	18:05:33

1 after the last person who has registered to 18:05:33
2 speak has spoken or at 5:30 p.m. on June 13th 18:05:35
3 and 7:30 p.m. on June 15th, whichever occurs 18:05:39
4 first. 18:05:43
5 Members of the public may submit 18:05:44
6 written comments related to the FY 23 tentative 18:05:45
7 budget via the Written Comments Form on the 18:05:49
8 Board's website at WWW.CPSBOE.ORG or mailed to 18:05:51
9 One North Dearborn, Suite 950, by 5:00 p.m. 18:05:59
10 June 16th, 2022. 18:06:02
11 Dated at Chicago, Illinois, June 7th, 18:06:04
12 2022. Chicago Board of Education, by Miguel 18:06:06
13 del Valle, President, and attested by the 18:06:09
14 Secretary, Estel a G. Bel tran. 18:06:10
15 And, Mr. President, for the record I 18:06:14
16 would also like to note the members that are 18:06:15
17 present here today. 18:06:17
18 We have Member Melendez. We have 18:06:18
19 Member Todd-Breland. We have Member Truss. We 18:06:23
20 have Member Sotel o. President del Valle. 18:06:29
21 I would also like to recognize Joseph 18:06:33
22 Moriarty, our General Counsel, who is joining us 18:06:36
23 remotely. And Crystal Cooper, our Interim Chief 18:06:38
24 Operator -- Operating Officer, who is here in 18:06:42

1	person.	18:06:44
2	Thank you, Mr. President.	18:06:45
3	PRESIDENT del VALLE: Thank you, Madam	18:06:46
4	Secretary.	18:06:48
5	Let's begin with the FY 23 Budget	18:06:48
6	presentation. Presenting will be Mike	18:06:51
7	Sitkowski, who is our Deputy Chief of Budget and	18:06:53
8	Grants Management.	18:06:56
9	Mike, please proceed.	18:06:58
10	MR. SITKOWSKI: Thank you. And good	18:06:59
11	evening, President del Valle, fellow Board	18:07:04
12	Members, my name is Mike Sitkowski, I'm the	18:07:06
13	Deputy Chief from the Office of Budget and	18:07:09
14	Grants Management. My presentation today will	18:07:11
15	be an overview of the FY 23 Proposed Budget for	18:07:13
16	CPS.	18:07:16
17	I think we have the slides coming up	18:07:25
18	here as well. Great. We can go to the first	18:07:28
19	slide, please. Thanks.	18:07:39
20	So an overview of the FY 23 CPS	18:07:40
21	Proposed Budget, it includes \$9.5 billion and is	18:07:44
22	broken down into three different components.	18:07:49
23	The first is \$8 billion for the	18:07:51
24	District's Operating Budget, which covers	18:07:54

1	day-to-day expenses.	18:07:55
2	\$765 million funds the District's	18:07:58
3	Capital Budget, which includes investments in	18:08:01
4	school buildings and infrastructure and is	18:08:04
5	funded primarily through bonds issued by CPS.	18:08:06
6	The third component of the budget is	18:08:10
7	the District's Debt Service Budget, which	18:08:12
8	includes \$769 million, and this pays for	18:08:14
9	principal and interest payments on bonds used to	18:08:18
10	fund capital investments.	18:08:21
11	Some highlights of the FY 23 Proposed	18:08:26
12	Budget.	18:08:29
13	4.6 billion in school funding is	18:08:31
14	included in this budget. This is an increase of	18:08:33
15	over \$240 million from FY 22. And this supports	18:08:35
16	core instructional priorities and advances	18:08:39
17	resource equity across the District.	18:08:41
18	Continued investments in nurses, social	18:08:45
19	workers and case managers will bring FY 23	18:08:47
20	staffing levels to a new all-time high in each	18:08:50
21	of these categories.	18:08:52
22	\$730 million from the Elementary and	18:08:55
23	Secondary School Emergency Relief Fund, also	18:08:58
24	known as ESSER, will fund investments in	18:09:01

1	academic recovery, social and emotional	18:09:04
2	supports, expanded summer and before and after	18:09:07
3	school programming and other student services.	18:09:10
4	We'll talk a little bit more in detail about	18:09:13
5	ESSER funding later in the presentation.	18:09:16
6	\$765 million in this year's proposed	18:09:18
7	capital budget focuses on priority facility	18:09:22
8	needs at neighborhood schools, including major	18:09:25
9	renovations to ensure our schools stay warm and	18:09:27
10	dry, air quality improvements, security cameras,	18:09:30
11	restroom renovations and accessibility	18:09:34
12	improvements.	18:09:36
13	Breaking down our Operating Budget,	18:09:42
14	this chart here shows that 76 percent of our	18:09:46
15	total \$8 billion Operating Budget covers	18:09:49
16	salaries and benefits of CPS employees. The	18:09:52
17	remaining 24 percent of our budget is used to	18:09:57
18	pay for non-personnel expenses, including	18:10:00
19	commodities, such as, food and utilities,	18:10:03
20	instructional supplies, equipment and software,	18:10:05
21	student transportation and building repair and	18:10:08
22	contractual services, such as, facilities	18:10:11
23	management and Safe Passage.	18:10:13
24	This year's proposed budget includes	18:10:19

1 43,378 full-time employees, an increase of 1621 18:10:22
2 from FY 22. If you look at the pie chart, over 18:10:30
3 97 percent of these employees directly support 18:10:35
4 schools. Teachers, school support staff and 18:10:38
5 school administrators make up 81 percent of CPS 18:10:42
6 employees, while another 15 percent provide 18:10:45
7 city-wide support services to schools. Just 18:10:48
8 over 3 percent of positions are Central Office 18:10:51
9 administrative positions. 18:10:54

10 When we look at how our Operating 18:11:01
11 Budget is funded, I want to note that over half 18:11:03
12 of CPS's operating revenue comes from local 18:11:06
13 sources, comes from Chicago taxpayers. 18:11:10
14 Fifty-four percent, \$4.3 billion comes from 18:11:12
15 these local sources, primarily property taxes, 18:11:17
16 which is our single biggest revenue source, also 18:11:21
17 the personal property replacement tax and TIF 18:11:24
18 surplus funding. 18:11:27

19 State funding makes up 24 percent of 18:11:28
20 our overall Operating Budget, \$1.9 billion. 18:11:29
21 This is primarily evidence-based funding or EBF 18:11:34
22 and also includes teacher pension normal costs 18:11:37
23 and categorical grants from the State. 18:11:40

24 The third component of our operating 18:11:45

1 revenue is Federal dollars, and this is 22 18:11:46
2 percent of our overall operating budget or \$1.8 18:11:50
3 billion. These include recurring sources, such 18:11:54
4 as, Title funding that primarily supports 18:11:57
5 low-income students and lunchroom funding. 18:11:59
6 Additionally, Federal relief funding, 18:12:02
7 ESSER, will add significant onetime revenues to 18:12:05
8 the FY 23 Budget. 18:12:08
9 Now, we move into the school funding. 18:12:14
10 So before we go into some of the details, I want 18:12:16
11 to note that three years ago we began a new form 18:12:19
12 of public engagement around school funding. 18:12:21
13 Each year we've gone out to the public to get 18:12:24
14 input on what our schools need in a way that's 18:12:27
15 impacted the investments that we've made in each 18:12:29
16 of the past three years. 18:12:32
17 We've also convened a working group of 18:12:33
18 stakeholders and other experts, including 18:12:35
19 teachers, parents, principals, and two of our 18:12:37
20 Board Members, Vice President Revuluri and Board 18:12:40
21 Member Todd-Breland. And the feedback from both 18:12:45
22 the working group and the public has really made 18:12:47
23 an impact on us being able to advance District 18:12:49
24 priorities and resource equity and take the 18:12:52

1 input of the community and have it in our 18:12:55
2 investments. 18:12:55

3 So before we go into the details around 18:12:59
4 school funding, I want to start with our vision 18:13:02
5 as this really grounds our strategy in what 18:13:05
6 we're doing in the FY 23 Budget. 18:13:08

7 So our vision is to provide a 18:13:10
8 high-quality public education for every child in 18:13:12
9 every neighborhood that prepares each for 18:13:14
10 success in college, career and civic life. 18:13:16

11 When we step back and look at the big 18:13:23
12 picture around school funding, it's important to 18:13:25
13 keep three key facts in mind. 18:13:27

14 The first is around inadequacy and 18:13:29
15 inequity. Based on the State's own assessment 18:13:32
16 of CPS funding levels, they've indicated that 18:13:36
17 we're only 68 percent funded for what they 18:13:41
18 believe we need to adequately fund our schools. 18:13:44
19 This 68 percent translates into a gap of \$1.8 18:13:47
20 billion that we would have if we were funded at 18:13:52
21 100 percent. 18:13:54

22 Second is around enrollment. And 18:13:58
23 looking at the past two years, the District has 18:14:00
24 lost 25,000 students, 7 percent of our total 18:14:03

1 enrollment with varying impacts on schools 18:14:07
2 city-wide. 18:14:10

3 Finally, around COVID-19 funds, CPS has 18:14:14
4 already spent more than \$1 billion on COVID-19 18:14:18
5 operational needs and other academic and 18:14:21
6 non-academic supports. All of these funds will 18:14:23
7 be fully allocated through the end of the ESSER 18:14:26
8 grant in the fall of 2024, which will be our FY 18:14:30
9 25 Budget. We'll go into a little bit more 18:14:33
10 detail, as I mentioned, later on in the 18:14:37
11 presentation. 18:14:38

12 Now, on to our FY 23 resourcing 18:14:39
13 strategy. 18:14:42

14 So this year's budget recommit to the 18:14:43
15 instructional core and includes the following 18:14:45
16 investment priorities: 18:14:48

17 Standards aligned, rigorous and 18:14:49
18 culturally-responsive curriculum for all 18:14:52
19 students. 18:14:54

20 High-quality instruction for all 18:14:55
21 students. 18:14:56

22 Comprehensive, academic and SEL 18:14:57
23 interventions. 18:15:00

24 And strengthening student engagement 18:15:01

1 and wraparound supports. 18:15:03

2 So what this means for a school. In 18:15:06

3 the FY 23 Budget, for the first time we're able 18:15:11

4 to make some commitments -- some funding 18:15:13

5 commitments. The first is around reasonable 18:15:15

6 class sizes. The second is limited splits and 18:15:17

7 no split classrooms due to funding reasons. The 18:15:21

8 third is access to arts for every school, 18:15:25

9 intervention supports for every school, and then 18:15:28

10 additional funding for local level priorities. 18:15:31

11 As we go to the next slide we'll see 18:15:38

12 how our budget supports these commitments. 18:15:40

13 So the FY 23 Budget includes an 18:15:44

14 additional \$240 million in school-level funding 18:15:47

15 reflecting these investments in core 18:15:50

16 instructional priorities and resource equity. 18:15:52

17 Highlights of school funding include 18:15:54

18 \$72 million in teaching positions for every 18:15:57

19 school based on enrollment and Opportunity Index 18:15:59

20 Score. 18:16:04

21 \$68 million more for special education 18:16:05

22 teachers, classroom assistants and case 18:16:07

23 managers. 18:16:10

24 \$50 million in equity grants to support 18:16:10

1 small schools with declining enrollment, an 18:16:13
2 increase of \$14 million from FY 2022 small 18:16:16
3 funding -- small school funding. 18:16:20
4 \$45 million for teacher professional 18:16:22
5 development, including 184 instructional coaches 18:16:24
6 at our highest need schools. 18:16:27
7 \$10 million to expand pre-K 18:16:30
8 programming. 18:16:33
9 \$6 million for additional school 18:16:34
10 counselors, allocated based on the District's 18:16:36
11 Opportunity Index and Community Violence Index. 18:16:39
12 \$3 million to increase bilingual 18:16:43
13 programming supports. 18:16:45
14 And \$2 million to increase personnel 18:16:46
15 supporting students in temporary living 18:16:50
16 situations. 18:16:55
17 We'll go into detail now on some of 18:16:56
18 these specific investments. 18:16:58
19 First, the \$72 million investment in 18:17:00
20 instructional positions. To support meeting the 18:17:03
21 instructional priorities that we've discussed, 18:17:05
22 all schools will be receiving additional 18:17:07
23 teachers on top of their core funding 18:17:10
24 allocations based on their enrollment and their 18:17:12

1 Opportunity Index Score. The Opportunity Index 18:17:15
2 is a holistic index that assesses need of both 18:17:17
3 the community, the schools and the students that 18:17:21
4 they are serving. And this methodology 18:17:23
5 allocates additional resources for the schools 18:17:26
6 that score highest on the Opportunity Index. 18:17:28

7 This funding for these positions will 18:17:33
8 allow every school to fund classroom teachers, 18:17:35
9 interventionists, specials or electives teachers 18:17:39
10 or coaching positions. 18:17:42

11 PRESIDENT del VALLE: Could you quickly 18:17:44
12 explain what is the Opportunity Index? 18:17:45

13 MR. SITKOWSKI: Yes. 18:17:48

14 So the Opportunity Index is a holistic 18:17:50
15 metric that looks at every school and assesses 18:17:54
16 various degrees of need, including percentage of 18:17:56
17 special education students, percentage of 18:17:59
18 low-income students, community violence metrics, 18:18:01
19 teacher retention rates and other -- other 18:18:04
20 assessments of school and student-level need 18:18:06
21 that allows us to differentiate our highest 18:18:10
22 needs schools from our lowest need schools in a 18:18:13
23 way that looks at school, student and community 18:18:16
24 factors. 18:18:18

1 PRESIDENT del VALLE: That index is 18:18:21
2 used to create the formula that determines the 18:18:22
3 distribution? 18:18:26
4 MR. SITKOWSKI: Correct. 18:18:27
5 PRESIDENT del VALLE: Okay. 18:18:28
6 MR. SITKOWSKI: Yes. And you'll see 18:18:28
7 that in a few of these different allocations 18:18:31
8 where that has been used to -- in developing the 18:18:33
9 allocations. 18:18:38
10 So I also mentioned \$45 million for 18:18:45
11 professional development and instructional 18:18:47
12 coaches in schools. To expand a school's 18:18:49
13 capacity to advance practices connected to the 18:18:52
14 instructional core focus areas, the District is 18:18:55
15 investing in new \$45 million in the FY 23 18:18:57
16 Budget. This investment breaks down across 18:19:01
17 three different categories. 18:19:04
18 The first is for all schools, who, in 18:19:06
19 addition to the two professional learning days 18:19:08
20 added to the academic calendar for SY 22-23 will 18:19:10
21 receive funds to cover 40 hours of instructional 18:19:16
22 leadership team planning time for 9 18:19:19
23 instructional leadership team members and 18:19:22
24 substitute coverage or extended day payments for 18:19:24

1 teacher participation in centralized 18:19:26
2 professional learning. Again, all schools will 18:19:28
3 benefit from this investment and receive those 18:19:31
4 dollars. 18:19:34

5 The second category here is Level 2 18:19:36
6 support, which schools categorized as Level 2 18:19:39
7 will receive up to \$80,000 in funding for 18:19:44
8 teacher release time or after school teacher 18:19:47
9 time on top of the investments for all schools 18:19:50
10 that I mentioned. 18:19:52

11 And finally, Level 3, our most 18:19:53
12 intensive need schools, will receive again the 18:19:56
13 all school investments plus a dedicated 18:19:59
14 instructional coach for that school. So an 18:20:02
15 overall allocation of \$45 million to improve 18:20:05
16 instruction and further the core instructional 18:20:09
17 investments in this budget. 18:20:11

18 As we look at the investment in 18:20:16
19 instructional coaches, this slide includes a map 18:20:18
20 of the schools that received the full-time 18:20:23
21 instructional coach. So \$24 million of the \$45 18:20:25
22 million investment is for these coaches. And 18:20:30
23 these coaches were allocated based on the CPS 18:20:33
24 Equity Office's Opportunity Index that we 18:20:37

1 mentioned before and also composite data points 18:20:39
2 on instruction, early literacy and/or 18:20:44
3 post-secondary support needs. 18:20:47

4 As you can see on the map, schools all 18:20:49
5 over the city received coaching positions with 18:20:51
6 allocations most heavily concentrated on the 18:20:53
7 west and south sides. 18:20:57

8 I also mentioned the \$50 million in 18:21:03
9 equity grants that's part of the FY 23 Budget. 18:21:06
10 These are grants to small, under-enrolled 18:21:10
11 schools intended to ensure sufficient resources 18:21:13
12 to support the instructional priorities. This 18:21:16
13 year 238 schools will be receiving these funds. 18:21:19
14 These are distributed to elementary schools 18:21:23
15 under 450 students at \$1,000 per student below 18:21:26
16 the 450 student threshold. This is an increase 18:21:30
17 from the \$800 per student they received in FY 18:21:34
18 22. High schools below 600 students will 18:21:38
19 receive \$1500 per student below the 600 student 18:21:41
20 threshold. This is an increase of \$1200 -- from 18:21:46
21 \$1200 per student in FY 22. 18:21:50

22 As you can see on the map here, schools 18:21:54
23 throughout the city will receive equity grants 18:21:56
24 reflecting the fact that enrollment declines 18:21:58

1 have impacted many of our communities across the 18:22:01
2 city. 18:22:03

3 Additionally, we're investing \$6 18:22:09
4 million to fund District counselors, 18:22:12
5 District-funded counselors across our schools 18:22:17
6 bringing the total number of schools that will 18:22:19
7 be receiving a second centrally-funded counselor 18:22:22
8 position to 117 schools or over 20 percent of 18:22:25
9 our total schools. Schools again were selected 18:22:29
10 using the CPS Equity Office's Opportunity Index, 18:22:33
11 as well as the Community Violence Index to 18:22:37
12 ensure that positions were allocated to schools 18:22:39
13 according to need for social and emotional 18:22:42
14 learning support. 18:22:44

15 The last component of school budgets 18:22:51
16 that we'll talk about today is increases in 18:22:53
17 investments for all schools. So the formulas in 18:22:56
18 the FY 23 Budget include a 3.5 percent increase 18:23:00
19 to student-based budgeting rates to match the 18:23:04
20 teacher cost-of-living adjustment in FY 23. 18:23:07

21 3.5 percent increases to the 18:23:10
22 supplemental aid and Title I per pupil rates. 18:23:12
23 These are allocations that are based on poverty 18:23:16
24 metrics and poverty concentration at our 18:23:20

1 school s. 18:23:23

2 And finally, a note on enrollment. So 18:23:23

3 this budget -- school budget allocations were 18:23:25

4 based on fall 2021 enrollment levels. Similar 18:23:28

5 to recent years, if schools experience an 18:23:32

6 enrollment loss from fall of 2021 to fall of 18:23:35

7 2022, they will not be -- they will not lose 18:23:39

8 funding in the fall. 18:23:42

9 Conversely, schools that see an 18:23:43

10 increase in students from fall of 2021 to fall 18:23:46

11 of 2022 will receive additional dollars if 18:23:49

12 additional students show up in the fall. 18:23:51

13 This next section will be an overview 18:24:00

14 of CPS's federal relief funding in the FY 23 18:24:02

15 Budget. 18:24:06

16 I mentioned before the Elementary and 18:24:07

17 Secondary School Emergency Relief Fund or ESSER. 18:24:09

18 By the end of FY 2022 CPS will have spent over 18:24:12

19 \$1.2 billion from its \$2.8 billion federal ESSER 18:24:16

20 allocation, which is funding allocated through 18:24:20

21 September 2024. These funds have come in three 18:24:23

22 installments since the onset of the pandemic. 18:24:26

23 We refer to them as ESSERs 1, 2 and 3. And this 18:24:29

24 funding is covered and will continue to cover 18:24:33

1 important investments in academic recovery and 18:24:36
2 social and emotional learning supports, 18:24:38
3 pandemic-related operational expenses and 18:24:40
4 additional school-level funding for teachers and 18:24:43
5 school programming. 18:24:46

6 The table here outlines CPS's spending 18:24:48
7 of those funds from FY 20 when we first received 18:24:51
8 them in the spring of that year through FY 2025 18:24:55
9 when the funds expire. We plan to use all of 18:25:01
10 the funds over this period. And the FY 2023 18:25:05
11 Budget includes \$730 million of ESSER funding. 18:25:09

12 Of the \$730 million in the FY 23 18:25:17
13 Budget, 230 million will provide resources for 18:25:20
14 academic recovery and social and emotional 18:25:23
15 learning, including the investments outlined on 18:25:26
16 this page. 18:25:28

17 There will be \$45 million for 18:25:30
18 instructional coaching and school-based 18:25:32
19 professional learning. 18:25:34

20 \$30 million for summer school 18:25:36
21 programming. 18:25:38

22 \$27 million for Skyline curriculum 18:25:39
23 materials and supports. 18:25:41

24 \$25 million for out of school time 18:25:44

1	programming for all schools.	18:25:46
2	\$25 million to condition the District's	18:25:49
3	Tutor Corps program that was launched in 2022.	18:25:52
4	\$15 million for instructional support	18:25:57
5	leaders and content leads to support the	18:25:59
6	investment in teacher professional development.	18:26:00
7	\$13 million in mental health supports	18:26:03
8	and trauma-informed interventions.	18:26:05
9	\$13 million in additional	18:26:08
10	centrally-funded second counselor positions for	18:26:11
11	our high need schools.	18:26:13
12	\$12 million for reengagement, home	18:26:15
13	visits and truancy prevention programs.	18:26:17
14	\$8 million for Chicago Roadmap funding.	18:26:21
15	\$7 million for athletic directors to	18:26:25
16	ensure over half of our CPS high schools have a	18:26:27
17	full-time athletic director.	18:26:31
18	\$5 million in universal social and	18:26:35
19	emotional learning curriculum.	18:26:37
20	And \$5 million for early literacy	18:26:39
21	support.	18:26:42
22	On top of this \$404 million of the 730	18:26:48
23	million of ESSER funding in the FY 23 Budget	18:26:51
24	will support investments in school resourcing	18:26:54

1	and continued investments in District	18:26:58
2	priorities. I want to highlight here, similar	18:27:00
3	to the previous slide, that none of these	18:27:04
4	investments would be possible without the	18:27:06
5	availability of ESSER funding.	18:27:07
6	These investments include \$100 million	18:27:09
7	to fund Early Childhood programs above what is	18:27:12
8	funded by State grant funding.	18:27:15
9	\$72 million in centrally-funded teacher	18:27:18
10	positions at every school on top of core funding	18:27:20
11	allocations.	18:27:23
12	\$70 million to protect schools from	18:27:25
13	fall enrollment cuts.	18:27:27
14	\$50 million in equity grants for small	18:27:30
15	under-enrolled schools.	18:27:33
16	\$20 million in funding for loss cap and	18:27:35
17	program support for schools to address outlier	18:27:38
18	situations and support schools in meeting the	18:27:40
19	instructional priorities.	18:27:43
20	\$60 million in school operational	18:27:44
21	support via school assistants and part-time	18:27:47
22	school staff.	18:27:50
23	\$4 million for the CPS Virtual Academy.	18:27:52
24	And a \$72 million charter school	18:27:55

1 proportionate share of the above investments in 18:27:58
2 school funding and recovery supports. 18:28:01

3 Next, the Capital Budget. 18:28:08

4 The District's FY 23 Capital Plan 18:28:13
5 includes \$765 million of projects, 551 million 18:28:16
6 of which are funded by bond offerings and other 18:28:20
7 CPS capital funds. The remaining 214 million 18:28:23
8 are funded by external local, State and Federal 18:28:27
9 dollars. This slide highlights the sources of 18:28:30
10 funding and the uses of funding in our FY 23 18:28:34
11 Capital Plan. And on the sources slide we can 18:28:36
12 see that the \$550.7 million of funding comes 18:28:40
13 from the bond offerings and other capital funds. 18:28:44
14 And our biggest source of external funding is 18:28:47
15 the 152.3 million in TIF, Tax Increment Finance, 18:28:49
16 or TIF funding. This budget also includes \$50 18:28:54
17 million of State funding. 18:28:57

18 Regarding the estimated uses, \$368.5 18:29:00
19 million will go towards facility needs and 18:29:06
20 interior improvements. 18:29:08

21 55 million will go towards educational 18:29:09
22 programming. 18:29:12

23 28 million will go towards IT, security 18:29:14
24 and building system investments. 18:29:16

1 77.7 million will be allocated towards 18:29:18
2 facility site improvements. 18:29:22

3 30.5 million will support ADA 18:29:25
4 accessibility continuing the District's 18:29:28
5 five-year \$100 million investment making our 18:29:30
6 buildings more accessible. 18:29:32

7 58.8 million is allocated for 18:29:35
8 mechanical upgrades and repairs. 18:29:37

9 \$120 million is allocated for new 18:29:40
10 school construction. 18:29:44

11 And 26 is allocated for capital project 18:29:46
12 support services for a total of 765 million. 18:29:49

13 I'd like to note that on the \$120 18:29:53
14 million for new school construction, this 18:29:56
15 project is associated with a new high school for 18:29:58
16 the Chinatown, Bridgeport and South Loop 18:30:02
17 communities. \$50 million of this project is 18:30:04
18 funded by the State. The other \$70 million is 18:30:07
19 proposed to come from 70 million that was 18:30:11
20 authorized in the FY19 Capital Budget for a Near 18:30:13
21 West high school. As that project is no longer 18:30:17
22 moving forward, this budget proposes to 18:30:21
23 re-appropriate that spending authority for the 18:30:24
24 new high school for the Chinatown, Bridgeport 18:30:26

1 and South Loop communities. 18:30:28

2 As always, a list of the projects in 18:30:31

3 our Capital Budget is on our website at 18:30:33

4 CPS.EDU/CAPITALPLAN. And the details on our 18:30:36

5 budget, including our overall proposed budget 18:30:41

6 and budget book, are available on 18:30:44

7 CPS.EDU/BUDGET. 18:30:48

8 That concludes my presentation, and 18:30:49

9 I'll take any questions. 18:30:53

10 PRESIDENT del VALLE: Thank you, Mike. 18:30:53

11 Questions and comments from Board 18:30:55

12 Members? 18:30:57

13 MEMBER TRUSS: Mr. President. 18:31:01

14 PRESIDENT del VALLE: Member Truss. 18:31:01

15 MEMBER TRUSS: I got a question if 18:31:03

16 you're in a position because I think there was a 18:31:04

17 request for someone from Capital to be here 18:31:06

18 tonight, and is there someone who can speak on 18:31:10

19 Capital projects here? 18:31:12

20 PRESIDENT del VALLE: Crystal Cooper is 18:31:14

21 here. 18:31:15

22 MEMBER TRUSS: Is there a proposed 18:31:16

23 location for this new high school. 18:31:18

24 MS. COOPER: There is a site that we 18:31:21

1 are looking at, but it hasn't been finalized. 18:31:23

2 MEMBER TRUSS: And then to repeat 18:31:28

3 something that -- are there -- there's one 18:31:29

4 particular site though, not multiple sites, 18:31:34

5 correct? 18:31:37

6 MS. COOPER: Correct. 18:31:37

7 MEMBER TRUSS: And also, just to repeat 18:31:38

8 something, like -- well, first of all, thank you 18:31:40

9 again for being here tonight and the time that 18:31:43

10 you all and your team and everyone take away 18:31:49

11 from your families. I just want to kind of have 18:31:51

12 you repeat again like, you know, with this 18:31:53

13 proposed high school that there will be, you 18:31:56

14 know, kids, students like down the road 18:31:58

15 somewhere these students currently who will be 18:32:00

16 zoned to a particular high school will probably 18:32:03

17 be rezoned to the new high school, right, which 18:32:06

18 is going to be kind of an impact on the school's 18:32:10

19 budget potentially? 18:32:14

20 MS. COOPER: Let me answer the 18:32:15

21 question. I want to repeat it. You're asking 18:32:16

22 if you're zoned to a Phillips, a Tilden or a 18:32:19

23 Dunbar will you be rezoned to the new 18:32:23

24 neighborhood high school? 18:32:27

1 MEMBER TRUSS: Well, if you're in that 18:32:27
2 attendance boundary area because Dunbar is a 18:32:30
3 city-wide program. So I will take the Phillips 18:32:36
4 example. So down the road because the school 18:32:37
5 will not be constructed until fall of whatever, 18:32:40
6 right -- well, open it's doors? 18:32:42
7 MS. COOPER: Correct. 18:32:45
8 MEMBER TRUSS: Let's say 2025. So the 18:32:47
9 previous school year Phillips received 25 18:32:48
10 students from that particular area, so the 18:32:50
11 following year those students are rezoned in the 18:32:52
12 Phillips -- let's say not all of them go to the 18:32:55
13 new high school but some still go to Phillips, 18:33:00
14 let's say 20 goes to the new high school, that 18:33:01
15 would be like 20 students less Phillips will 18:33:04
16 receive in terms of funding. So we can safely 18:33:07
17 say that because the money follows students that 18:33:10
18 there will be some impact on Phillips using that 18:33:11
19 example? 18:33:14
20 MS. COOPER: Yes. Yes, there will be. 18:33:15
21 MR. SITKOWSKI: So if I can add to that 18:33:18
22 as well. Speaking hypothetically here, one of 18:33:20
23 the things we've done in past budgets is shift 18:33:24
24 away from enrollment-based funding. So 18:33:26

1 enrollment is still a component of a school's 18:33:28
2 overall funding, but as outlined in some of the 18:33:31
3 commitments that we've discussed here what we've 18:33:33
4 done each of the last few years is look at what 18:33:35
5 a school needs resource-wise to meet reasonable 18:33:39
6 class sizes, have intervention supports, have 18:33:42
7 arts programming, have limited split classrooms 18:33:45
8 and meet graduation requirements and provide 18:33:48
9 funding. 18:33:48
10 So we'll be looking at -- you know, 18:33:49
11 regardless of the situation, we're looking at a 18:33:50
12 school to see what they need holistically and, 18:33:52
13 you know, looking at what our funding streams 18:33:56
14 look like in 2023. Less than half of school 18:33:59
15 funding comes from student-based budgeting at 18:34:02
16 this point. 18:34:03
17 MEMBER TRUSS: Just based on the 18:34:03
18 example -- not the example, what was in the 18:34:05
19 budget document presented, for instance, 18:34:06
20 hypothetically if those schools are impacted, 18:34:07
21 then there's going to be -- if they fall below a 18:34:10
22 certain threshold of student population, then 18:34:12
23 there will be an opportunity for additional 18:34:15
24 funding in terms of equity grants, correct? 18:34:17

1 MR. SITKOWSKI: Yeah, and that's a case 18:34:19
2 where if schools -- you know, if schools 18:34:21
3 continue to lose funding hypothetically, they 18:34:23
4 receive additional equity grant dollars if 18:34:25
5 they're receiving less dollars in the normal 18:34:28
6 enrollment-based funding. 18:34:31

7 MEMBER TRUSS: And actually to ask this 18:34:32
8 question, but it would be kind of considering 18:34:34
9 that it's been brought up that we do have a 18:34:35
10 dwindling school population here in Chicago, 18:34:38
11 would that be prudent, I believe, that there's 18:34:42
12 going to be -- going to connect with the 18:34:44
13 principals of the surrounding neighborhoods, 18:34:45
14 that it just seems to me it would be prudent to 18:34:47
15 make sure that, you know, kind of get ahead of 18:34:51
16 that early, right, because obviously, you know, 18:34:52
17 they want to be able to provide their students 18:34:53
18 down the road the education that they deserve 18:34:56
19 and not be hampered financially, right? 18:34:57

20 MR. SITKOWSKI: Absolutely. 18:35:00

21 MEMBER TRUSS: So, I mean, that's going 18:35:01
22 to be part of the discussion on how to mitigate 18:35:02
23 that? 18:35:04

24 MR. SITKOWSKI: I believe that will be 18:35:05

1 part of any discussion going forward around -- 18:35:06
2 MS. COOPER: Around engagement 18:35:09
3 specifically? 18:35:10
4 MEMBER TRUSS: Well, it's just that the 18:35:11
5 engagement part begins, but then there's 18:35:12
6 planning because, you know, again, as we project 18:35:15
7 moving forward, we're projecting less students 18:35:18
8 in the District. And then when we bring on more 18:35:21
9 capacity, there's going to be less capacity of 18:35:23
10 surrounding schools, I mean, it's just going to 18:35:26
11 happen. And for me, and I'm quite sure some of 18:35:28
12 my colleagues share the same sentiment, it was 18:35:33
13 always about getting ahead of it in the sense 18:35:36
14 of, okay, this is going to happen. Instead of 18:35:38
15 reacting to it, it's being proactive and just 18:35:40
16 saying that, you know, let's communicate with, 18:35:43
17 you know, the schools so that way we can work 18:35:46
18 on, you know -- nothing is 100 percent. You 18:35:51
19 know, I don't have ESP and say what may happen, 18:35:55
20 you know, down the road and some things may not 18:35:59
21 happen. But to be ahead of it, to have a plan 18:36:02
22 in place no matter if CEO Martinez is here, if 18:36:05
23 I'm here, any of us is here, that there's a plan 18:36:09
24 that those schools could hopefully rely upon to 18:36:12

1 be able to -- you know, make sure they're 18:36:14
2 offering their students the education that they 18:36:15
3 deserve because of some of the questions have 18:36:17
4 always been like -- like, for instance, I'm not 18:36:19
5 getting too far away from this, it's like 18:36:23
6 operationally what are we talking about schools 18:36:25
7 co-op programs and how would that look? I mean, 18:36:27
8 this is not nothing new in the State of 18:36:31
9 Illinois, you know. Real schools have done it 18:36:32
10 for many decades. 18:36:35
11 So in Chicago since we do have a 18:36:36
12 dwindling student population, what can we do to 18:36:39
13 give our students those after school 18:36:42
14 extracurricular activities that's part of the 18:36:44
15 high school experience? Because a school like 18:36:46
16 Douglas, for instance, beyond just building a 18:36:50
17 basketball team, what else can they do? Or even 18:36:52
18 Hirsch? 18:36:56
19 So it's just some of those things to 18:36:57
20 think about as we move forward looking at the 18:36:59
21 budgets and some of those potential to 18:37:01
22 mitigate -- well, maybe not mitigate, but make 18:37:05
23 sure that our students get that experience. 18:37:10
24 And, you know, the newer high school coming 18:37:11

1 online, you know, chances are they're going to 18:37:13
2 be, you know, successful starting off the ground 18:37:15
3 because there's going to be all this new and 18:37:17
4 probably exciting opportunities, but at the same 18:37:19
5 time making sure that we have exciting 18:37:21
6 opportunities at the high schools that, you 18:37:24
7 know, we still going to be currently serving 18:37:27
8 students at. 18:37:30
9 MR. SITKOWSKI: No, absolutely. And I 18:37:31
10 appreciate the feedback. 18:37:32
11 MEMBER TRUSS: Thank you, 18:37:35
12 Mr. President. 18:37:37
13 PRESIDENT del VALLE: Questions? 18:37:37
14 Comments? 18:37:39
15 Member Todd-Breland. 18:37:42
16 MEMBER TODD-BRELAND: Yes, I was just 18:37:43
17 wondering if we could have the other questions 18:37:45
18 that were asked on Monday addressed in relation 18:37:47
19 particularly to the new school project being 18:37:49
20 proposed about -- I know Board Member Melendez 18:37:52
21 had questions about engagement. You know, there 18:37:55
22 were a series of questions that were posed and 18:37:58
23 we were told we'd have follow-up. 18:38:01
24 MS. COOPER: So I have a couple of 18:38:03

1 questions that I was asked and I want to make 18:38:05
2 sure I address them. 18:38:07

3 So the first question was why are we 18:38:08
4 building more schools in a state of declining 18:38:10
5 enrollment, and I want to give a couple of 18:38:12
6 points around this. 18:38:14

7 So while it is true that CPS is seeing 18:38:15
8 declining enrollment overall, each neighborhood 18:38:17
9 has its own unique enrollment trends. Some 18:38:21
10 neighborhoods have seen steep population loss 18:38:24
11 while others continue to grow. The area we are 18:38:27
12 referring to as the Near South region is an area 18:38:29
13 that does continue to grow. The projections 18:38:32
14 based on the current elementary school students 18:38:35
15 in this region show that within the next five 18:38:37
16 years the high school population will see an 18:38:40
17 increase of roughly 15 percent once those 18:38:42
18 students transition to high school. Between 18:38:45
19 2010 and 2020 the region did see an 8 percent 18:38:48
20 increase in elementary school-aged children 18:38:54
21 attending CPS with some areas in the region 18:38:56
22 showing 114 percent increase in students. 18:39:00

23 The team has done a detailed on 18:39:02
24 in-depth analysis of the area, and based on the 18:39:04

1 population growth there is a need for a new 18:39:07
2 neighborhood high school. Currently the Near 18:39:10
3 South region does not have a neighborhood high 18:39:11
4 school. There are selective-enrollment high 18:39:14
5 schools, charter schools and city-wide schools 18:39:16
6 but no neighborhood option. 18:39:19

7 To put a finer tune on this, this is 18:39:21
8 and will be, I want to make this clear, designed 18:39:24
9 as a neighborhood high school and not a 18:39:26
10 selective-enrollment high school. Not having a 18:39:28
11 neighborhood high school for this region has 18:39:32
12 created a situation where black students are 18:39:34
13 traveling far distances and attending more than 18:39:36
14 95 different high schools across the city. 18:39:39
15 Asian students in the region are also commuting 18:39:43
16 to other high schools, some up to 10 miles from 18:39:45
17 home, compared to the average travel distance of 18:39:48
18 4.1 miles and the District average of 3.3. 18:39:50

19 We project that the impact on 18:39:54
20 surrounding schools in the area will be minimal. 18:39:56
21 Schools like Kelly and Juarez may have seen 18:39:59
22 overcrowding relief or other seats that open up 18:40:03
23 for other applicants. And schools like Dunbar 18:40:05
24 and Phillips will be impacted to the tune of 18:40:08

1 three to eight students per grade level. 18:40:11

2 We have been responsive to the needs of 18:40:13

3 the students and don't want to ignore that the 18:40:15

4 State has appropriated a rare onetime \$50 18:40:17

5 million appropriation to build a new high school 18:40:21

6 to serve the Near South region. 18:40:23

7 The next question was around engagement 18:40:24

8 and updates on the engagement. So we are still 18:40:26

9 very early on in the engagement process and the 18:40:29

10 process is ongoing, and any feedback that we 18:40:32

11 receive and hear will be shared with the Board 18:40:35

12 in a more formalized manner so you'll be able to 18:40:37

13 hear what's happening in the community. So 18:40:40

14 there has been some targeted engagement with 18:40:42

15 parents, principals, Network Chiefs, Local 18:40:44

16 School Council members, community members, and 18:40:47

17 this week there are still more meetings that 18:40:49

18 will start. And as we've engaged with the 18:40:52

19 various stakeholders, no one is opposed to a new 18:40:54

20 school and many welcome the idea and see it as a 18:40:58

21 value. 18:41:01

22 So I want to point this out to you, 18:41:02

23 that even if the Board approves the FY 23 18:41:03

24 Capital Budget on Wednesday, we still have to 18:41:06

1 come back to you in December to get the second 18:41:08
2 approval to actually start the project. So this 18:41:11
3 is the approval for the PBC to start doing 18:41:14
4 bigger and more engagement. The engagement does 18:41:17
5 include discussing particulars about the school 18:41:21
6 and launching a design team which will consist 18:41:23
7 of community members and parents. Engaging with 18:41:26
8 these groups will allow us to put forth the best 18:41:29
9 proposal to meet the needs of the community. 18:41:32
10 I will acknowledge that there are still 18:41:35
11 a lot of questions that sit with stakeholders, 18:41:36
12 but we are committed to continue this engagement 18:41:39
13 with the community. 18:41:41
14 MEMBER TODD-BRELAND: Thank you for 18:41:45
15 that. 18:41:50
16 I guess I want to start by just saying, 18:41:50
17 one, we've been on this Board for three years as 18:41:53
18 of this summer, this project came with us, it 18:41:57
19 was \$50 million from the State. It has been a 18:42:01
20 boomerang that has gone back and forth since we 18:42:05
21 got here. So I just want to be clear it's not 18:42:07
22 just your administration, every administration 18:42:10
23 we've been under, now three CEOs, have brought 18:42:13
24 this back it feels like every six months. And 18:42:17

1 every six months the major thing that the Board 18:42:18
2 says is go do engagement with the community and 18:42:19
3 come back to us. It's never happened. And it's 18:42:20
4 frustrating. It feels disrespectful to us as 18:42:23
5 Board Members that that feedback is never acted 18:42:27
6 upon. And if we feel disrespected as Board 18:42:30
7 Members, how does the community feel? 18:42:33
8 And so -- and I say this in a context. 18:42:34
9 And let me also say this, the other thing that I 18:42:36
10 appreciate in my time on this Board, I really do 18:42:39
11 appreciate how I've seen an evolution in the 18:42:41
12 Capital Budget, and so I want to acknowledge 18:42:45
13 that more generally, right. How money has been 18:42:46
14 allocated based on, of course, emergency issues 18:42:49
15 but then Opportunity Index, using that to drive, 18:42:51
16 money to drive investments to communities where 18:42:55
17 we know there is greatest need based on racial 18:42:57
18 and socioeconomic equity, making sure in 18:43:00
19 particular that disinvested communities -- part 18:43:03
20 of this index looks at how recently was a 18:43:06
21 capital investment made in said community as 18:43:09
22 part of that. And I think the frustrating thing 18:43:12
23 about this project and the way it keeps coming 18:43:15
24 back to us is that it flies in the face of that 18:43:17

1 approach, right. 18:43:20

2 So there was a new Jones High School 18:43:21
3 built less than ten years ago. There was a new 18:43:24
4 South Loop Elementary School built three maybe 18:43:26
5 years ago it opened in the very same community 18:43:29
6 that we're talking about. These are not in 18:43:32
7 different places and so that doesn't meet the 18:43:34
8 standard that you've set, which I appreciate 18:43:37
9 that as a new standard of how we're doing 18:43:39
10 investment. 18:43:41

11 And I guess I just want to say the 18:43:41
12 other thing as a Board as the seven or six, 18:43:43
13 whoever is left, six of us, seven of us who have 18:43:46
14 been here, the very first thing that we did at 18:43:50
15 one of our retreats was set goals, and one of 18:43:52
16 these goals was a commitment to whatever you 18:43:55
17 want to call it, the portfolio issue, the issue 18:43:58
18 of declining enrollment, whatever you want to 18:44:01
19 call this, and addressing it. We haven't made a 18:44:03
20 whole lot of progress in addressing it for a 18:44:03
21 variety of different reasons, COVID happened, 18:44:04
22 et cetera, problems with engagement. But I 18:44:05
23 think at the very least we have maintained a 18:44:08
24 commitment to not exacerbating that problem, and 18:44:11

1 this exacerbates that problem of declining 18:44:14
2 enrollment. Every decision that we make for one 18:44:16
3 school around enrollment in this District 18:44:20
4 impacts other schools. 18:44:22

5 We have many high schools, you named 18:44:24
6 some of them, that go all the way around this 18:44:25
7 area and none of them are overcrowded. There's 18:44:27
8 not currently an overcrowded high school in 18:44:30
9 Chicago Public Schools that could not be 18:44:32
10 addressed by either it being a choice school 18:44:33
11 that just admits less children because they have 18:44:36
12 that choice as part of their admissions 18:44:38
13 processor or we actually maintain neighborhood 18:44:41
14 attendance boundaries and people are coming in 18:44:43
15 from outside the neighborhood area. So we don't 18:44:46
16 have a problem particularly at the high school 18:44:48
17 level with over-enrollment. 18:44:51

18 We also know we have \$3 billion I think 18:44:52
19 at this point plus of deferred maintenance. So 18:44:56
20 that 70 million that's going to go towards a new 18:44:56
21 high school that I have yet to see the actual 18:44:59
22 need for is money that is not going to deferred 18:45:01
23 maintenance. We see pictures of like crumbling 18:45:04
24 ceilings, those young people that we are serving 18:45:07

1 today, not future potential students who you're 18:45:10
2 betting on from, I don't know, a new 78, some 18:45:12
3 new development in the South Loop, that's not -- 18:45:15
4 it's betting on that. 18:45:18

5 And so I guess I just also -- it's hard 18:45:19
6 for me to hear that this plan is about serving 18:45:22
7 black students, I don't think that's the case. 18:45:24
8 We're not currently serving black students 18:45:26
9 adequately, as much to Dwayne's point, as we 18:45:30
10 know they deserve in the schools that have in 18:45:33
11 our experience declining enrollment that 18:45:35
12 surround this site and that will continue and 18:45:37
13 only be exacerbated by this. 18:45:39

14 I just feel like this is solving a 18:45:42
15 problem that doesn't exist. And I want to say 18:45:44
16 to the Board, this isn't just the PBC, it is \$70 18:45:46
17 million of a Capital Budget that we will be 18:45:50
18 saying, not a past Board, not some other -- 18:45:52
19 something we've inherited, this is us saying we 18:45:54
20 affirmatively think that this is a problem that 18:45:56
21 we are solving, and I just feel like it flies in 18:45:59
22 the face of this. 18:46:01

23 And then I also want to say because to 18:46:02
24 me the site is not secret because we're supposed 18:46:04

1 to be talking about it with the community. The 18:46:06
2 site that is planned is 24th and State Street. 18:46:08
3 That is the former site of Ickes Housing 18:46:10
4 Development. That is the site that CHA has 18:46:12
5 committed two decades ago to return, have right 18:46:15
6 to return for the residents there. And we 18:46:20
7 received e-mails today from members of boards of 18:46:22
8 public housing in the area, including the 18:46:28
9 Dearborn Homes, who said they didn't know 18:46:30
10 anything about this. That's unacceptable. We 18:46:33
11 are here as a Board inheriting the fallout of 18:46:35
12 the plan for transformation and Renaissance 18:46:38
13 2010. That is the major problems we have before 18:46:41
14 us today, and I cannot be a part of redoing that 18:46:43
15 harm because that's what this is. And moreover 18:46:47
16 at the site where the harm was first done, 18:46:49
17 right, over and over and over in the same 18:46:52
18 community. 18:46:54

19 So I hear you say engagement. The 18:46:55
20 folks that I've been hearing from didn't know 18:46:57
21 anything about this until it went public a week 18:46:59
22 ago as part of the Capital Plan, the folks in 18:47:01
23 the communities that will be most negatively 18:47:04
24 impacted by this. Even people who may be in 18:47:06

1 support of this or be like, well, tell me more, 18:47:08
2 are like what are we doing. 18:47:11
3 And so as a Board it just feels 18:47:13
4 insufficient for us to move forward when that -- 18:47:14
5 at a basic level in the engagement hasn't been 18:47:17
6 done. I understand there's \$50 million from the 18:47:20
7 State. And I also want to say I do honor and 18:47:22
8 respect the self-determination and the 18:47:24
9 organizing of the Chinatown community to try to 18:47:27
10 get a school for their community. However, as a 18:47:30
11 Board, we have to look at this systemically, and 18:47:33
12 every decision we make impacts other students. 18:47:36
13 And who is being hurt and who is being helped by 18:47:38
14 this has to be part of this decision-making, and 18:47:41
15 I just don't feel like at a basic level the 18:47:43
16 engagement has been done necessary to even be 18:47:46
17 bringing this before us for a vote. It feels 18:47:48
18 disrespectful given the fact that we have had 18:47:51
19 this conversation over and over and over again. 18:47:53
20 I understand it's a mayoral priority, which is 18:47:55
21 why it has spanned the entire time we've been 18:47:58
22 here and keeps getting thrown at us. But at a 18:48:01
23 basic level like hear us when we say go out and 18:48:04
24 do the work and then come back. 18:48:06

1 PRESIDENT del VALLE: Well, thank you, 18:48:08
2 Member Todd-Breland. I certainly appreciate 18:48:09
3 your comments and agree with almost everything 18:48:12
4 but not everything. There is support out there. 18:48:16
5 There is a lot of support. You mentioned the 18:48:21
6 folks in Chinatown, I go back to when I 18:48:23
7 campaigned for mayor back in 2011 in the 18:48:27
8 Chinatown area, and on my very first campaign 18:48:33
9 outreach effort, the school, the need for a high 18:48:40
10 school was brought up. And that was not the 18:48:45
11 first time that I had heard it, I heard it 18:48:47
12 during that period numerous times, but it was 18:48:49
13 not the first time I had heard that. 18:48:52
14 I talked to several leaders in the 18:48:55
15 community over a decade ago who said that that 18:48:57
16 was one of their top priorities. There were 18:49:02
17 other priorities, they talked about libraries, 18:49:04
18 they talked about other things, but the need for 18:49:07
19 a high school. So the need has been around for 18:49:09
20 a long time. 18:49:12
21 The analysis was done. I thought it 18:49:13
22 was a thorough analysis. Every single Board 18:49:16
23 Member has seen that analysis on several 18:49:19
24 occasions. We've had briefings on it. We've 18:49:22

1 been talking about this for a long, long time. 18:49:25
2 And then we have the State appropriation of \$50 18:49:29
3 million. And as a Board Member, I cannot walk 18:49:35
4 away from \$50 million. 18:49:39
5 Every point that you made is important, 18:49:43
6 it's a rationale that I can't argue with, so I'm 18:49:47
7 not attempting to argue, but I'm in my own mind 18:49:52
8 weighing -- weighing these things. And it's not 18:49:56
9 about this being a mayoral priority because as I 18:49:59
10 said this was a priority prior to this mayor 18:50:04
11 with prior mayors. 18:50:07
12 MEMBER TODD-BRELAND: I meant multiple. 18:50:09
13 PRESIDENT del VALLE: Yes, and you did 18:50:11
14 say multiple. But we do have issues that have 18:50:12
15 to be addressed. And I agree with you 18:50:16
16 wholeheartedly that the engagement piece so far 18:50:20
17 has been inadequate and that has to change. I 18:50:23
18 do know that elected officials in the area have 18:50:27
19 been part of meetings and are supporting this 18:50:31
20 effort. 18:50:34
21 There is a difference of opinion on the 18:50:35
22 site, I might add. The sponsor of the \$50 18:50:37
23 million is in favor of finding another site, so 18:50:43
24 there is no decision on the site. And having 18:50:47

1 been around for decades and knowing quite a bit 18:50:51
2 about what has transpired over the years in 18:50:55
3 terms of the development of public housing and 18:50:59
4 the whole plan for transformation, I totally 18:51:02
5 empathize with those individuals who say we've 18:51:07
6 been waiting for the promises that were made for 18:51:09
7 housing, for affordable housing to be met. And 18:51:13
8 so those are very legitimate concerns that need 18:51:17
9 to be addressed at the same time that this is 18:51:22
10 being addressed. 18:51:26

11 So is there opposition? Yes, there 18:51:26
12 will be opposition. There always is opposition 18:51:29
13 on projects. Look what happened when the 18:51:32
14 proposal prior to this years ago came forth for 18:51:35
15 the use of the academy building and strong 18:51:39
16 arguments were made on both sides way back when. 18:51:45
17 So there will always be very strong legitimate 18:51:50
18 arguments on both sides. The question is, as 18:51:53
19 Board Members, we weigh -- we weigh things and 18:51:55
20 all is not perfect, of course, and it's many 18:52:01
21 times painful. 18:52:04

22 But what you laid out absolutely needs 18:52:07
23 to happen. In a perfect world we would be doing 18:52:10
24 just that, just as you laid it out, but that's 18:52:15

1 not possible in part because of the lack of 18:52:18
2 resources. We are so hungry for resources, and 18:52:21
3 mind you, I'll remind everyone, we're talking 18:52:26
4 about the ESSER dollars that will not be around, 18:52:31
5 but we are so hungry for dollars for operating 18:52:34
6 because at this point we don't know where we're 18:52:39
7 going to get those dollars after the ESSER 18:52:42
8 dollars run out. 18:52:44
9 And then on the capital side, this list 18:52:45
10 of capital projects includes about, and please 18:52:49
11 correct me if I'm wrong, about \$50 million of 18:52:52
12 dollars that were appropriated through 18:52:58
13 legislators for individual schools. There's a 18:53:00
14 long list of dollar amounts, some are being 18:53:05
15 re-appropriated. They weren't spent and they're 18:53:09
16 being re-appropriated for this year, and they're 18:53:12
17 varying amounts of money. But we count, we 18:53:16
18 really count on the General Assembly and 18:53:18
19 individual legislators and always encourage them 18:53:20
20 to try and bring back home as many capital 18:53:23
21 dollars as possible to help our schools out with 18:53:27
22 that deferred maintenance that you so rightfully 18:53:30
23 indicated has grown. Whether it's the need to 18:53:33
24 replace the air conditioning system or the roofs 18:53:39

1 or new playgrounds, the needs are always great. 18:53:42
2 We have this old -- these old buildings that 18:53:47
3 need a lot of money poured into them. 18:53:50
4 And so that's why whenever I hear an 18:53:54
5 opportunity to construct a new building that 18:53:57
6 will be energy efficient, that will allow as I 18:54:01
7 have been advocating for solar energy to be used 18:54:04
8 in our buildings and put our kids in a modern 18:54:07
9 facility, I have to jump at the opportunity and 18:54:12
10 then that's when the weighing comes in. That is 18:54:18
11 not to say that what you just indicated should 18:54:20
12 not happen. And as you said, we've been talking 18:54:23
13 about that since day one, and we should continue 18:54:26
14 and must continue to talk about that. And I 18:54:29
15 appreciate you pushing very hard in that 18:54:31
16 direction. I have the utmost respect for you, 18:54:36
17 Member Todd-Breland, because of your passion on 18:54:39
18 these things. 18:54:42
19 But again, as an individual Board 18:54:43
20 Member, we weigh these things. And I hope that 18:54:46
21 at some point we'll be able to consider taking 18:54:53
22 the next steps in this project, which would 18:54:59
23 include finalizing a site as well as the 18:55:02
24 community engagement that has to occur. 18:55:09

1 So having said that, Member Melendez. 18:55:13

2 MEMBER MELENDEZ: Yes. I think -- I 18:55:16

3 agree with Member Todd-Breland that we've been 18:55:20

4 talking about this for a long time. I mean, if 18:55:23

5 there has been a unanimous message among all the 18:55:27

6 Board Members where each one of us stands in a 18:55:31

7 different place in a continuum from opposition 18:55:34

8 to full support, it has been the issue of 18:55:36

9 community engagement. So that is very troubling 18:55:41

10 that it hasn't happened. And I understand that 18:55:45

11 COVID happened, that, you know, the whole world 18:55:49

12 was turned upside down, and -- during the time 18:55:52

13 that we've been talking about this. But I think 18:55:57

14 that is something important because you've heard 18:55:58

15 me say throughout these three years, the 18:56:01

16 community does not trust us because we have a 18:56:04

17 tendency, unconscious, you know, non-malicious, 18:56:10

18 whatever you want to say of doing things to them 18:56:14

19 and not with them. 18:56:17

20 Now, I'm not sure, you know, I don't 18:56:18

21 have the -- at the tip of my fingers the kind of 18:56:21

22 data that Board Member Todd-Breland has made an 18:56:26

23 effort to dig in deep and she has ties with the 18:56:30

24 community and she hears the voices, but I think 18:56:33

1 that what she's stating, two things stand very 18:56:36
2 importantly for me. Number one is the fact that 18:56:41
3 does this project fit with the systemic approach 18:56:47
4 that we as a Board, each and every one of us 18:56:50
5 under your leadership, has fought for so hard? 18:56:54
6 And has -- it's bearing fruit. I mean, we 18:57:00
7 are -- this is an amazing budget process that 18:57:05
8 has -- taken into consideration and it's very 18:57:08
9 thoughtful. The point of this essentially is 18:57:11
10 the high school and whether it has -- that 18:57:18
11 position has been taken in a way that aligns 18:57:21
12 with a systemic approach that I think prior 18:57:25
13 administrations and the current one have been 18:57:30
14 working so hard. And each and every one of you 18:57:32
15 standing there have worked so hard to make a 18:57:36
16 reality. I think that's for me that is the main 18:57:39
17 issue. 18:57:42

18 There are other things that I need to 18:57:43
19 dig in deeper and do more homework into, but 18:57:45
20 that to me is the question, and I think it's an 18:57:49
21 important question that is probably in the minds 18:57:52
22 of the community as well. And, you know, and I 18:57:56
23 understand the 50 million has been appropriated 18:58:00
24 for that purpose, but I don't think they have an 18:58:06

1 expiration date that we could engage the 18:58:10
2 community, engage stakeholders and, you know, 18:58:12
3 not necessarily have this as a project for -- to 18:58:16
4 start in January of 2023 or whenever the start 18:58:20
5 date. 18:58:24

6 I understand this has become a very 18:58:26
7 contentious issue among all of us, but I think 18:58:33
8 we are united by a desire to be systemic in our 18:58:36
9 approach, not just looking at one particular 18:58:38
10 school or, you know, community but looking at 18:58:42
11 the whole. But I also agree that there are 18:58:47
12 communities in our -- in our District that have 18:58:51
13 been disenfranchised systemically for decades, 18:58:56
14 maybe more than a hundred years, and that that 18:58:59
15 needs to be an important consideration when we 18:59:03
16 talk for all across the board. And that's 18:59:06
17 what's been so amazing about the budget, that it 18:59:10
18 incorporates that Opportunity Index into all the 18:59:13
19 decisions that have been made. 18:59:17

20 PRESIDENT del VALLE: Thank you, Member 18:59:20
21 Melendez. 18:59:22

22 Questions? Comments? 18:59:23

23 MEMBER TRUSS: Mr. President. 18:59:27

24 PRESIDENT del VALLE: Member Truss. 18:59:28

1 MEMBER TRUSS: Does Member Sotel o have 18:59:29
2 any? I want to defer to him in case he had any 18:59:33
3 follow-ups or comments? 18:59:36
4 MEMBER SOTELLO: Just listening. 18:59:38
5 MEMBER TRUSS: No, I just got to echo 18:59:39
6 something, Mr. President, about what Board 18:59:41
7 Member Todd-Breland stated about the engagement. 18:59:43
8 This was something that, you know, we knew 18:59:45
9 from -- I mean, first of the school year we were 18:59:48
10 saying like start now because the worst thing 18:59:53
11 you can always do to people if you try to -- 18:59:56
12 doing what's being done now like shoehorning in 18:59:58
13 engagement. I mean, we talking about a vote 19:00:01
14 June 22nd, and we got a couple dates like 19:00:05
15 Thursday and Friday, you're trying to reach out 19:00:08
16 to people. And we're saying like, no, reach out 19:00:10
17 to them early. 19:00:12
18 If you look at some of the letters -- 19:00:13
19 well, I looked at the letters that were sent to 19:00:15
20 me, it's like, there was no opposition to the 19:00:17
21 school. I mean, it's not a hundred percent, but 19:00:22
22 there's actually generally support for the 19:00:24
23 school. It's just that that piece of component 19:00:26
24 with the site that is the issue. And if we -- I 19:00:30

1 believe, I truly believe in my heart of all 19:00:35
2 hearts if we would have started the engagement 19:00:38
3 process earlier and really been straight up and 19:00:40
4 upfront with people, that probably wouldn't even 19:00:42
5 be a problem at this point, it probably wouldn't 19:00:45
6 be. If we were thoughtful, connected with the 19:00:48
7 partner sister agencies, got some things 19:00:51
8 codified that promises that were made were kept 19:00:54
9 because you're talking about decades now, you 19:00:57
10 talking about people who have been holding out. 19:01:00
11 We don't have a declining population totally 19:01:02
12 just because people left the city for various 19:01:05
13 reasons, the biggest reason has been the 19:01:07
14 destruction of public housing and the primary 19:01:10
15 residents being black families. And it is 19:01:13
16 disrespectful in a sense that we -- some of us 19:01:16
17 asked to meet with those families to be able to 19:01:20
18 try to really make sure they understand and 19:01:23
19 explain this to them in a respectful, thoughtful 19:01:25
20 manner, but it was like no. 19:01:29
21 And then, Mr. President, it was really 19:01:31
22 like totally, you know, when it was told that we 19:01:34
23 met with the residents, leaders, and it was like 19:01:40
24 who are we? Who were those resident leaders? 19:01:44

1	Who are these individuals? What's the secret?	19:01:47
2	Why are we holding the secret, us CPS, holding	19:01:49
3	the secret that we're having this kind of	19:01:53
4	engagement? And we can't be transparent about	19:01:56
5	it? You can't -- you can't -- you know, we're	19:01:58
6	volunteers but we want to -- we want to help	19:02:00
7	land this plane.	19:02:02
8	My colleague, Board Member	19:02:03
9	Todd-Breland, has a position, but at the same	19:02:06
10	time she still believes that in that engagement,	19:02:08
11	not about, oh, I want to tell them what I think	19:02:11
12	about it, it was about hearing the community.	19:02:13
13	She's a mother. I'm a grandparent. We taking	19:02:14
14	our time to do this, and if we cannot -- you	19:02:18
15	know, with working with the District we're	19:02:20
16	overseeing and we're disrespected in a sense,	19:02:23
17	what do you think they're going to do to that	19:02:27
18	south community? And that's what's been going	19:02:30
19	on, it's Exhibit A.	19:02:32
20	You had -- I asked this of someone	19:02:35
21	earlier, what was the resources CPS put behind	19:02:37
22	informing the parents of Drake about this	19:02:40
23	Tuesday meeting? Can anybody answer that?	19:02:44
24	Nothing. We had a capacity to do robocalls,	19:02:47

1 e-mail blasts, to send -- we've sent bodies out 19:02:50
2 there to knock on doors for different issues. 19:02:55
3 And you have LSC chairperson who is expecting a 19:02:57
4 child Thursday out there on the weekend knocking 19:03:00
5 on doors passing out flyers trying to get 19:03:03
6 parents engaged about what's happening on the 19:03:06
7 last day of school. You having principal 19:03:08
8 meetings during the time when they're having 19:03:13
9 graduations and luncheons and dismissals. 19:03:15
10 That's not authentic engagement, that's 19:03:17
11 disingenuous. 19:03:19
12 And that's why it's like if we're going 19:03:22
13 to say that we want to do something different 19:03:24
14 and we're not only kind of in a sense going 19:03:26
15 backwards but worse in a sense than those who 19:03:29
16 were, you know, here before us when we talk 19:03:33
17 about the lack of engagement and trust. That is 19:03:34
18 totally disrespectful to those families. And 19:03:37
19 again, if anybody -- there were some at that 19:03:39
20 meeting, no one jumped up in opposition to like 19:03:44
21 the school off the bat. They just had a lot of 19:03:47
22 questions. They just feel frustrated, defeated 19:03:50
23 because it's like we got some sense, we know 19:03:53
24 that this thing is coming, but now you want to 19:03:55

1 talk to us, now you want to talk to us on the 19:03:57
2 last day of school when, you know, parents' 19:03:59
3 minds in different places. And we've been 19:04:02
4 saying this like let's get ahead of this thing 19:04:04
5 at the beginning of the school year and talk to 19:04:07
6 people and there was a reluctance on the 19:04:09
7 District part. I'm part of the District, you 19:04:13
8 know, yeah, I'm part of the problem in a sense. 19:04:15
9 I'm unaware, but at the same time the District 19:04:17
10 has to be aware too that you just got to treat 19:04:19
11 all communities the same. And this is a classic 19:04:22
12 case of disrespecting the community and things 19:04:25
13 being done to them where it could have been a 19:04:30
14 simple conversation and you never know. 19:04:32
15 I'm sorry, Mr. President. 19:04:34
16 PRESIDENT del VALLE: No, Dwayne, you 19:04:35
17 can take all the time you need. 19:04:38
18 MEMBER TRUSS: No, no, no, we have 19:04:40
19 people who have been probably waiting to make 19:04:41
20 comments that registered for the meeting. So, 19:04:45
21 you know, just close to the heart. 19:04:47
22 PRESIDENT del VALLE: Thank you. 19:04:50
23 Let's -- if there are no other 19:04:51
24 questions or comments at this time, at this 19:04:53

1 time, let's proceed with the public engagement. 19:04:58
2 SECRETARY BELTRAN: Thank you, 19:05:02
3 Mr. President. 19:05:02
4 PRESIDENT del VALLE: Public 19:05:03
5 participation session. 19:05:04
6 SECRETARY BELTRAN: Thank you, 19:05:05
7 Mr. President. I'll read the public comment 19:05:05
8 directions. 19:05:09
9 Members of the public who registered to 19:05:10
10 speak were given the option to attend in person 19:05:12
11 or via an electronic format. For those who 19:05:14
12 preferred to attend via an electronic format 19:05:17
13 they were given information to access this 19:05:20
14 hearing by dialing a number and using their 19:05:22
15 phone. We did this so that speakers with 19:05:24
16 limited or no access to the Internet or who may 19:05:27
17 have weak Internet connection could still 19:05:30
18 participate using their phones. 19:05:32
19 As noted previously, members of the 19:05:35
20 public may submit written comments related to 19:05:36
21 the FY 23 tentative budget via the Written 19:05:39
22 Comments Form on the Board's website at 19:05:42
23 WWW.CPSBOE.ORG or mailed to One North Dearborn, 19:05:44
24 suite 950, by 5:00 p.m. June 16th, 2022. 19:05:51

1 Individuals who registered to speak 19:05:55
2 will have 2 minutes to comment. I will call 19:05:56
3 your name and number when it is your turn to 19:05:59
4 speak. And as a reminder, to unmute, please 19:06:02
5 press star 6. Once you hear your name, please 19:06:05
6 state your name for the record and the 2-minute 19:06:09
7 timer will start. When there are 30 seconds 19:06:12
8 remaining, I will inform you so that you can 19:06:15
9 proceed to conclude your remarks to allow for 19:06:17
10 the next speaker to begin. This hearing will 19:06:21
11 conclude after the last person who has 19:06:23
12 registered to speak has spoken or 7:30 p.m., 19:06:26
13 whichever occurs first. When called, again, 19:06:29
14 please state your name for the record. 19:06:32
15 And, Mr. President, I will start by 19:06:33
16 calling the first speaker, we have Cheryl 19:06:35
17 Conner, who is here in person, speaker number 1. 19:06:39
18 PRESIDENT del VALLE: Leave them with 19:06:45
19 her, yes. 19:06:47
20 MS. CONNER: Yeah. So I'm Cheryl 19:06:47
21 Conner, I'm a parent at Sabin Elementary, and I 19:06:56
22 want to raise objections to the proposed budget 19:06:59
23 for my children's school. I was very surprised 19:07:02
24 to actually hear the focus on no split 19:07:04

1 classrooms, bilingual education and the arts 19:07:07
2 because all of those things are not happening at 19:07:09
3 my kids' school and I'm sure at many schools 19:07:11
4 across the city. 19:07:14

5 Eighty percent of families at Sabin are 19:07:16
6 below the poverty line, and our school has 98 19:07:19
7 percent black and Latinx students. We're a dual 19:07:21
8 language magnet school. And this is a 19:07:23
9 population that's been really hurt by the 19:07:24
10 pandemic, and we can't be -- you know, our 19:07:27
11 budget being cut is going to really hurt us 19:07:28
12 further. 19:07:30

13 Kids at Sabin are going from five 19:07:31
14 specials to three specials in the fall. We're 19:07:34
15 losing technology. We're losing library. 19:07:36
16 Meanwhile, Pritzker, three blocks away from 19:07:38
17 Sabin, has six specials for their kids. I don't 19:07:41
18 think these specials should be considered extra 19:07:44
19 classes, they are very important to, you know, 19:07:46
20 creating informed citizens, for social/emotional 19:07:48
21 learning. And some of them, like physical 19:07:50
22 education, are mandated but still come out of 19:07:52
23 the principal's budget instead of CPS paying for 19:07:55
24 those positions. 19:07:57

1 So I think that for racial equity to be 19:07:58
2 achieved within CPS we have to have like even 19:08:00
3 closer attention being paid to the situations at 19:08:03
4 individual schools. There's no like 19:08:06
5 one-size-fits-all amount. There's no one 19:08:08
6 learning coach that's going to solve the 19:08:10
7 problem. We can't combine dual language classes 19:08:11
8 with English only classes when we have lower 19:08:14
9 enrollment numbers so that means we have split 19:08:17
10 classes. My daughter was in a 3rd and 4th grade 19:08:20
11 split dual language, she'll be in a combined 19:08:21
12 4th/5th next year. And I went to those 19:08:23
13 sessions -- 19:08:25
14 SECRETARY BELTRAN: You have 30 19:08:25
15 seconds. 19:08:26
16 MS. CONNER: I went to those sessions 19:08:26
17 where we talked about how we're spending this 19:08:28
18 Federal money, and I love that there's going to 19:08:30
19 be reading tutoring for the kids in my 2nd 19:08:33
20 graders class who don't have -- who can't read 19:08:35
21 because of the pandemic. But if they're a split 19:08:37
22 classroom and the teacher is trying to teach at 19:08:40
23 two different levels, you know, we have the 19:08:43
24 tutoring and we need have to have actual -- 19:08:45

1 enough teachers for the students. 19:08:47

2 So I came by myself because observers 19:08:48

3 aren't allowed but a bunch of other parents 19:08:52

4 support like Sabin being -- having the specials 19:08:55

5 it needs and having the dual language it needs. 19:08:57

6 SECRETARY BELTRAN: Thank you. 19:08:59

7 MS. CONNER: Those are the letters -- 19:08:59

8 SECRETARY BELTRAN: Thank you, speaker 19:09:01

9 number 1, I appreciate that. Thank you for your 19:09:02

10 comments. 19:09:04

11 Our next speaker, Mr. President, is 19:09:06

12 speaker number 3 Rousemary Vega. Speaker number 19:09:08

13 3, please unmute, star 6. 19:09:12

14 MS. VEGA: Hello. 19:09:19

15 SECRETARY BELTRAN: Yes. Please 19:09:20

16 proceed. 19:09:21

17 MS. VEGA: Can you hear me? 19:09:21

18 SECRETARY BELTRAN: Yes. Please 19:09:22

19 proceed. 19:09:23

20 MS. VEGA: Hello, my name is Rousemary 19:09:23

21 Vega, I am a CPS parent and organizer for Raise 19:09:25

22 Your Hand. I am here to ask you to vote no on 19:09:28

23 any kind of cuts. We are seeing the impact 19:09:31

24 already, loss of programs, positions and much 19:09:34

1	needed resources. These budget cuts will punish	19:09:37
2	working-class families the most, black and brown	19:09:40
3	families who rely on already underfunded public	19:09:43
4	schools. Why is Lori putting the burden on	19:09:47
5	students and families who have been severely	19:09:50
6	impacted by this pandemic?	19:09:54
7	We are here to demand safe and stable	19:09:56
8	schools. Our children are in need of more, not	19:09:58
9	less. When taking your votes today, please	19:10:01
10	think about that student that has never held a	19:10:03
11	paint brush because of no art. Think of that	19:10:06
12	student that loves music but has never	19:10:09
13	experienced an instrument because of no music	19:10:12
14	programs. Think about that student who loves to	19:10:14
15	swim but has no opportunity to do so because	19:10:18
16	their school has no open pool or lifeguard.	19:10:20
17	Think about that disabled student who has no	19:10:23
18	accessibility at their community school.	19:10:26
19	What have our children done to this	19:10:29
20	city to deserve to be punished like this?	19:10:31
21	Should we not give all our students around the	19:10:34
22	city the benefit to succeed? We demand these	19:10:37
23	budget cuts to our school be reversed	19:10:40
24	immediately. If CPS has \$175 million available	19:10:42

1 to borrow Lori, why cut millions from our 19:10:50
2 school? 19:10:52

3 SECRETARY BELTRAN: You have 30 19:10:52
4 seconds. 19:10:53

5 MS. VEGA: You have leaving our schools 19:10:53
6 down to bare bones. Are children are learning 19:10:55
7 in poor conditions and with the bare minimum. 19:10:57
8 Our schools are filthy and falling apart. Many 19:11:00
9 don't even have air conditioners or proper 19:11:02
10 ventilation. You cannot put a Gucci belt around 19:11:05
11 our schools and call it a world-class education. 19:11:08
12 Hold all our schools harmless, stop the cuts and 19:11:10
13 release the funds. Please vote no. Thank you 19:11:13
14 for your speech. 19:11:15

15 SECRETARY BELTRAN: Thank you, speaker 19:11:18
16 number 3, for your comments. 19:11:18

17 Mr. President, we'll continue then with 19:11:20
18 speaker number 5, please, Elisabeth Greer. 19:11:22
19 Speaker number 5, please unmute, star 6. 19:11:27
20 Speaker number 5, Elisabeth Greer, please 19:11:50
21 unmute, star 6. 19:11:53

22 We'll continue, Mr. President -- 19:11:58

23 MS. GREER: Can you hear me? 19:11:59

24 SECRETARY BELTRAN: Yes. Please 19:12:00

1	proceed.	19:12:02
2	MS. GREER: Okay. Thank you.	19:12:02
3	Between the years 2016 and 2018, CPS	19:12:05
4	tried to close my children's school, National	19:12:08
5	Teacher's Academy, in order to turn it into a	19:12:11
6	high school. To fight this school action, we	19:12:12
7	organized, parents, community members and	19:12:14
8	lawyers, and in December 2018 we won our	19:12:17
9	lawsuit, making it the first time in U.S.	19:12:20
10	history that parents successfully sued a school	19:12:22
11	district for racially discriminatory practices.	19:12:26
12	Our fight was documented and a few	19:12:28
13	months ago the documentary Let the Little Light	19:12:31
14	Shine premiered at film festivals around the	19:12:35
15	country. The reception has been overwhelmingly	19:12:38
16	positive. And you will get the opportunity to	19:12:39
17	view the film for yourself either at the Gene	19:12:40
18	Siskel Center during the week of August 12th or	19:12:44
19	on PBS beginning December 12th.	19:12:47
20	As I tour the county with the film, the	19:12:52
21	one question we get asked always is what is the	19:12:52
22	District doing now? Have they learned their	19:12:54
23	lesson and adopted more equitable practices?	19:12:56
24	After reading about this proposal to build a new	19:12:59

1 high school in the South Loop without any 19:13:02
2 engagement with the community, my answer is no. 19:13:04
3 CPS has learned nothing about community 19:13:06
4 engagement, equitable practices or listening to 19:13:09
5 those who are most impacted by their actions. 19:13:12
6 My message to CPS and to Mayor 19:13:15
7 Lightfoot is that trying to push through what 19:13:18
8 you want instead of being guided by the families 19:13:20
9 whose lives would be changed in some way by this 19:13:23
10 proposal will instigate yet another battle 19:13:27
11 between everyday Chicagoans and those in power. 19:13:31
12 There is already one successful 19:13:34
13 documentary -- 19:13:34
14 SECRETARY BELTRAN: You have 30 19:13:37
15 seconds. 19:13:38
16 MS. GREER: -- about fighting CPS and 19:13:38
17 winning, don't make us have to film a sequel. 19:13:41
18 Thank you. 19:13:44
19 SECRETARY BELTRAN: Thank you, speaker 19:13:45
20 number 5, for your comments. 19:13:45
21 Mr. President, we'll continue then with 19:13:47
22 speaker number 9, please, Raquel Don. Please 19:13:49
23 unmute, star 6, speaker number 9. 19:13:53
24 MS. DON: Hi, I'm Raquel Don, the 19:13:59

1 parent of a Chicago Public School graduate and 19:14:01
2 two current public school students. I'm the 19:14:03
3 fourth generation of my family to live in the 19:14:06
4 Bridgeport, Armour Square neighborhoods. I have 19:14:08
5 seen the changes of these neighborhoods over 19:14:11
6 numerous decades of my life. I have always been 19:14:13
7 very involved in my children's schools. I am a 19:14:16
8 parent -- as a parent I am engaged as a Local 19:14:20
9 School Council chair, Parent Advisory Council 19:14:23
10 chair, Bilingual Advisory honorary supporter and 19:14:25
11 an alternative representative. I am also a 19:14:29
12 parent Board of Governors member, which is a 19:14:33
13 board of 13 parents and caregivers that 19:14:35
14 represent the entire city. 19:14:37

15 Now, if you were to view a map of the 19:14:39
16 public schools throughout Chicago, my two 19:14:41
17 neighborhoods would stand out and shine bright 19:14:43
18 like a diamond because there are no public high 19:14:45
19 schools there. And part of my involvement at 19:14:48
20 the schools is networking with other parents and 19:14:50
21 caregivers from my neighborhoods so I'm not 19:14:51
22 alone when I say that the Armour Square and 19:14:54
23 Bridgeport neighborhoods have more than enough 19:14:58
24 students to fill a public high school on their 19:15:01

1 own. But I fear that there is a political ploy 19:15:03
2 to permanently shut the mouths of the residents 19:15:06
3 from my neighborhoods regarding finally getting 19:15:10
4 a public high school. That would be a great 19:15:11
5 disservice to this city because it would only 19:15:14
6 encourage more middle class and hard workers to 19:15:16
7 move out due to lack of quality public higher 19:15:19
8 education. 19:15:22

9 I will continue to advocate for my 19:15:22
10 community until we have a public high school 19:15:25
11 that will truly serve the Armour Square and 19:15:27
12 Bridgeport neighborhoods. Thank you for your 19:15:29
13 time, and I look forward to a response to my 19:15:31
14 communities' needs. 19:15:33

15 SECRETARY BELTRAN: Thank you, speaker 19:15:34
16 number 9, for your comments. 19:15:34

17 Mr. President, we'll continue then with 19:15:36
18 the last speaker who is here in person, speaker 19:15:37
19 number 10, please, Sarah Rothschild. 19:15:41

20 MS. ROTHSCHILD: Hi, I'm Sarah 19:15:45
21 Rothschild, I'm a data analyst for the CTU, 19:15:49
22 proud parent of a Lindblom Eagle, community rep 19:15:53
23 on the Tilden High School LSC, and a certified 19:15:57
24 LSC trainer. 19:15:57

1 The chaos, mismanagement and total 19:15:59
2 disregard for school communities coming from the 19:16:01
3 school district is why we are losing 10,000 19:16:03
4 students each year. Affordable housing plays a 19:16:05
5 factor, but people would stay if we had a strong 19:16:08
6 and stable school system that prioritizes the 19:16:11
7 needs of every student, especially our most 19:16:14
8 vulnerable. 19:16:16

9 Families that cannot get into what they 19:16:17
10 consider a good school leave the city before 19:16:19
11 their children enter kindergarten or 9th grade. 19:16:22
12 Special ed families have been leaving in droves 19:16:24
13 for years because you never comply with the 19:16:26
14 IDEA. There has been mass exodus of black 19:16:30
15 families for the last 20 years as they have borne 19:16:33
16 the blunt of CPS chaos, ED reform experiments 19:16:35
17 and instability. 19:16:37

18 This budget is unconscionable. The 19:16:38
19 District is choosing to pander to Wall Street 19:16:41
20 investors over the safety, well-being and 19:16:44
21 academic success of our students. Putting an 19:16:46
22 additional \$230 million into the reserve fund 19:16:49
23 while we're still in the midst of a deadly 19:16:51
24 global pandemic is reckless. 19:16:54

1 CPS has almost a hundred schools 19:16:56
2 identified as hard to staff, cheating thousands 19:16:58
3 of children of the education enrichment programs 19:17:01
4 they deserve, yet you're laying off 425 teachers 19:17:04
5 and support staff this week, important positions 19:17:07
6 that improve teaching and learning conditions, 19:17:09
7 which in turn makes schools more desirable for 19:17:11
8 families and employees. 19:17:14
9 The turnover in Central Office is 19:17:15
10 emblematic of the problems we face across the 19:17:17
11 District. 19:17:21
12 SECRETARY BELTRAN: You have 30 19:17:22
13 seconds. 19:17:23
14 MS. ROTHSCHILD: Your own people don't 19:17:23
15 want to work for you. You need to rebuild this 19:17:24
16 trust and rebuild our school communities. Do 19:17:26
17 not make any budget or staff cuts in the 19:17:28
18 upcoming school year. Work with Local School 19:17:31
19 Councils to develop a legit plan to support and 19:17:33
20 stabilize our schools so families will choose to 19:17:37
21 stay here. 19:17:40
22 Thank you. 19:17:40
23 SECRETARY BELTRAN: Thank you, speaker 19:17:41
24 number 10, for your comments. 19:17:42

1 Mr. President, this concludes the 19:17:43
2 public comment segment. 19:17:45
3 PRESIDENT del VALLE: Okay. Any 19:17:46
4 questions or comments, additional questions or 19:17:49
5 comments from Board Members regarding the 19:17:52
6 budget? 19:17:57
7 MEMBER TODD-BRELAND: We'll be doing 19:18:00
8 this again next Wednesday. 19:18:01
9 PRESIDENT del VALLE: Yes. 19:18:03
10 Well, thank you everyone for 19:18:05
11 participating. And I want to thank staff for 19:18:07
12 all your hard work, okay. Thank you. 19:18:10
13 This concludes the second FY 23 Budget 19:18:11
14 Hearing. 19:18:14
15 (Whereupon, these were all the
16 proceedings had at this time.)
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STATE OF ILLINOIS)
) SS:
COUNTY OF COOK)

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
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 hearing.

Karen Fatigato



Karen Fatigato, CSR
LIC. NO. 084-004072

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