

CHI CAGO PUBLI C SCHOOLS
PUBLI C HEARI NG
FY 24 PROPOSED BUDGET HEARI NG
(Zoom)
hel d on
June 21, 2023

STENOGRAPHI C REPORT OF PROCEEDI NG S
had in the above-entit led matter held via Zoom,
Chi cago, Illi noi s, commenci ng at 3:03 p.m. and
concl udi ng at 3:50 p.m.

BOARD MEMBERS PRESENT:

MS. ELI ZABETH TODD-BRELAND, Chai rperson
MS. PAI GE PONDER
MR. MI CHAEL SCOTT, JR.
MR. MI QUEL LEWI S

Reported By: Karen Fatigato, CSR



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APPEARANCES:

MS. RUCHI VERMA, General Counsel

MR. CHARLES MAYFIELD, Interim Chief
Operating Officer

MS. SUSAN NARRAJOS, Secretary to the
Board



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(Whereupon, the following
proceedings commenced at
3:03 p.m.)

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15:04:01
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15:04:10
15:04:11

MEMBER TODD-BRELAND: Good afternoon,
everyone. I'm Elizabeth Todd-Breland, on behalf
of my fellow Board Members, welcome to the
second FY 24 Budget Hearing. I am chairing
today's meeting as President del Valle attends
to some personal business, but we're looking
forward to his return at our Regular Meeting
next Wednesday.

We are holding the second FY 24 Budget
Hearing in the Board Room at 24 (sic) West
Madison Street. I would like to note that the
Board Members and senior leadership are
physically present in the Board Room.
Registered speakers may join us in person or
virtually if they opted to do so.

The purpose of this hearing is to
comply with the School Code provisions regarding
the FY 24 Budget. Board Secretary, please state
for the record the notice procedure for this
hearing.

SECRETARY NARRAJOS: Thank you, Board



1 Member Todd-Breland. 15:04:12

2 Notice of this public hearing was 15:04:13

3 published in the Chicago Sun-Times, a newspaper 15:04:15

4 of general circulation in the city of Chicago 15:04:17

5 and posted at Board Room, Principal Office and 15:04:19

6 42 West Madison Street Lobby on June 13th, 2023. 15:04:23

7 Notice was also posted on the CPSBOE.ORG and 15:04:27

8 CPS.EDU websites on June 13th, 2023. I will now 15:04:31

9 read into the record the public notice as 15:04:35

10 published. 15:04:37

11 Notice: Public Hearings FY 24 Budget 15:04:38

12 for the 23-2024 Fiscal Year. Chicago Board of 15:04:40

13 Education, commonly known as Chicago Public 15:04:44

14 Schools. 15:04:46

15 To Whom It May Concern: Public notice 15:04:46

16 is hereby given by the Chicago Board of 15:04:48

17 Education that it has prepared an FY 24 Budget 15:04:50

18 for the 23 -- 2023-2024 Fiscal Year in tentative 15:04:53

19 form and that five copies thereof available for 15:04:58

20 public inspection have been filed and are now on 15:05:00

21 file in the Office of the Board of Education of 15:05:03

22 the city of Chicago, commonly known as Chicago 15:05:05

23 Public Schools, One North Dearborn Street, Suite 15:05:08

24 950, Chicago, Illinois, 60602, and available at 15:05:13



1 CPS. EDU/BUDGET and that said Board of Education 15:05:15
2 will hold two public hearings upon said budget 15:05:21
3 on Tuesday, June 20th, 2023 and Wednesday, 15:05:24
4 June 21st, 2023. Tuesday, June 20th, 2023 from 15:05:28
5 6:00 to -- 6:00 p.m. to 7:30 p.m. Wednesday, 15:05:33
6 June 21st, 2023 from 3:00 p.m. to 4:30 p.m. 15:05:35
7 Chicago Public Schools, Loop Office, 42 West 15:05:38
8 Madison Street, Garden Level, Board Room, 15:05:40
9 Chicago, Illinois, 60602. 15:05:41
10 Registered speakers who wish to present 15:05:44
11 during public participation may have the 15:05:46
12 opportunity to participate in person at the 15:05:48
13 location of the public hearing or virtually via 15:05:50
14 an electronic format -- platform. The public 15:05:52
15 will have access to the meeting via a live 15:05:55
16 stream at CPSBOE.ORG. For these two public 15:05:58
17 hearings advance registration to speak will 15:06:02
18 begin on Tuesday, June 13th, 2023 at 5:00 p.m. 15:06:05
19 and will close on Thursday, June 15th, 2023 at 15:06:08
20 5:00 p.m. or until 20 slots have been filled for 15:06:11
21 each hearing, whichever occurs first. Advance 15:06:14
22 registration during this period is available by 15:06:16
23 the following methods: Online or by phone. 15:06:18
24 Advance registration to observe will also be 15:06:22



1 available beginning Tuesday, June 13th, 2023 at 15:06:25
2 5:00 p.m. and will close on Thursday, June 15th, 15:06:28
3 2023 at 5:00 p.m. or until all slots are filled. 15:06:30
4 Advance registration during this period is 15:06:35
5 available by the following methods: Online or 15:06:38
6 by phone. The public participation segment of 15:06:40
7 the public hearings will conclude after the last 15:06:42
8 person who has registered to speak has spoken or 15:06:44
9 at 7:30 p.m. on June 20th and 4:30 p.m. on 15:06:47
10 June 21st, whichever occurs first. 15:06:50

11 Members of the public may submit 15:06:53
12 written comments related to the FY 24 Tentative 15:06:54
13 Budget via the Written Comments Form on the 15:06:57
14 Board's website at CPSBOE.ORG or mailed to One 15:07:00
15 North Dearborn, Suite 950, by 5:00 p.m. 15:07:05
16 June 22nd, 2023. Dated at Chicago, Illinois, 15:07:07
17 June 13th, 2023, Chicago Board of Education. 15:07:09
18 By: Miguel del Valle, President, and Attest, 15:07:12
19 Susan J. Narrajos, Secretary. 15:07:15

20 I would also like to note for the
21 record the members present here today.

22 Member Scott?

23 MEMBER SCOTT: Present.

24 SECRETARY NARRAJOS: Member Ponder?



1 MEMBER PONDER: Present. 15:07:30

2 SECRETARY NARRAJOS: Member Lewis? 15:07:30

3 MEMBER LEWIS: Present. 15:07:31

4 SECRETARY NARRAJOS: Member Elizabeth 15:07:32

5 Todd-Breland? 15:07:33

6 MEMBER TODD-BRELAND: Here. 15:07:35

7 SECRETARY NARRAJOS: We have four 15:07:35

8 members present. There is a quorum. 15:07:37

9 I'd also like to recognize Ruchi Verma, 15:07:39

10 General Counsel, and Charles Mayfield, Interim 15:07:42

11 Chief Operating Officer. 15:07:48

12 Thank you. 15:07:48

13 MEMBER TODD-BRELAND: All right. Let's 15:07:49

14 begin with the FY 24 Budget presentation. 15:07:57

15 MR. SITKOWSKI: Thank you, Board 15:07:58

16 Members. Good afternoon, my name is Mike 15:08:01

17 Sitkowski, I am Deputy Chief of Budget and 15:08:03

18 Grants Management in our Office of Finance. My 15:08:06

19 presentation today will be an overview of our FY 15:08:08

20 24 Proposed Budget. 15:08:16

21 CPS's FY 24 Proposed Budget totals \$9.4 15:08:22

22 billion, and this includes an increase of nearly 15:08:24

23 500 million in the District's Operating Budget. 15:08:26

24 The Operating Budget totals \$8.5 billion and



1 funds the District's day-to-day expenses. 155 15:08:30
2 million funds the District's Capital Budget, 15:08:35
3 which includes investments in school buildings 15:08:37
4 and infrastructure and is funded primarily 15:08:39
5 through bonds issued by the District. 15:08:42

6 \$785 million funds the District's Debt 15:08:45
7 Service Budget, which pays the principal and 15:08:49
8 interest payments on the long-term bonds issued 15:08:51
9 to fund the Capital Budget. 15:08:54

10 In our FY 24 Budget we have \$4.8 15:08:59
11 billion in school funding. This is an increase 15:09:04
12 of 243 million from FY 23 and a total of more 15:09:06
13 than \$480 million increased over the last two 15:09:12
14 years. This funding supports core instructional 15:09:14
15 priorities, including reasonable class sizes, 15:09:17
16 limited split classrooms, access to high-quality 15:09:20
17 arts education, more intervention supports and 15:09:23
18 funding for local level priorities at our 15:09:26
19 schools. 15:09:28

20 This budget also includes continued 15:09:30
21 investments in nurses, social workers and case 15:09:32
22 managers, bringing FY 2024 staffing levels to a 15:09:35
23 new all-time high. 15:09:39

24 An additional \$128 million is included 15:09:41



1 to support staffing needs to ensure our diverse 15:09:43
2 learners have the supports and resources they 15:09:46
3 need to achieve their full potential. And \$670 15:09:48
4 million from the Elementary and Secondary School 15:09:53
5 Emergency Relief Fund or ESSER, which we'll talk 15:09:55
6 about a bit later. This will fund investments 15:09:58
7 in academic recovery, social and emotional 15:10:02
8 supports, expanded summer and before and after 15:10:05
9 school programming and other student services. 15:10:07

10 Our FY 24 Proposed Budget also includes 15:10:12
11 45,159 full-time employees. This is an increase 15:10:15
12 of 1,781 from the FY 23 Budget. Our \$155 15:10:19
13 million Capital Budget focuses on priority 15:10:27
14 facility needs at schools, including major 15:10:29
15 renovations and interior improvements, site 15:10:31
16 improvements, building system investments, 15:10:34
17 security and technology improvements. 15:10:37

18 \$785 million of debt service funds our 15:10:41
19 long-term debt. And \$19.5 million funds 15:10:44
20 interest on our tax anticipation notes to fund 15:10:48
21 cash flow for operations needs. 15:10:51

22 Moving into the revenue portion of our 15:10:58
23 Operating Budget, our total operating revenue is 15:11:00
24 \$8.5 billion, and this comes from three sources. 15:11:03



1 The first are our local sources which total 57 15:11:08
2 percent of our overall revenues or \$4.8 billion. 15:11:13
3 This is primarily property tax revenue, personal 15:11:16
4 property replacement taxes and TIF surplus. 15:11:19

5 The second component of our overall 15:11:24
6 operating revenue is state revenue, which makes 15:11:26
7 up 23 percent or 2 billion of our total 15:11:31
8 Operating Budget. The primary source of funding 15:11:33
9 here is the state's allocation of evidence-based 15:11:36
10 funding, but this also includes funding for 15:11:38
11 teacher pension normal costs, which we'll also 15:11:41
12 get into a bit later, and various categorical 15:11:44
13 grants from the state. 15:11:48

14 Finally, federal revenues comprise 20 15:11:49
15 percent of our total Operating Budget, around 15:11:52
16 \$1.7 billion. These include our recurring 15:11:54
17 sources that include title funding and funding 15:11:57
18 from our lunchroom -- for our lunchroom expenses 15:12:00
19 for breakfast and lunch for our students. And 15:12:03
20 these sources primarily support low-income 15:12:05
21 students. 15:12:08

22 This budget also includes federal 15:12:09
23 relief funding through ESSER III that adds 15:12:10
24 significant onetime revenues to our FY 24 15:12:13



1 budget. 15:12:16

2 When we look at our operating expenses, 15:12:20
3 this chart on this slide shows our operating 15:12:23
4 expenses by category and notes that 76 percent 15:12:26
5 of our expenses are spent on salaries and 15:12:30
6 benefits. So when you include the 45,000-plus 15:12:34
7 employees that are a part of our FY 24 Budget 15:12:37
8 plus funding for charter school tuition, which 15:12:40
9 primarily funds salaries and benefits for 15:12:43
10 charter school staff, we're north of 15:12:45
11 three-quarters of our budget that's spent on 15:12:48
12 personnel. 15:12:50

13 The remaining 24 percent of our budget 15:12:50
14 is used to pay for non-personnel expenses, 15:12:53
15 including commodities, such as, food and 15:12:55
16 utilities, instructional supplies, equipment and 15:12:57
17 software, student transportation and building 15:13:00
18 repair and contractual services, such as, 15:13:02
19 facilities management and Safe Passage. 15:13:04

20 I mentioned the 45,000-plus employees 15:13:11
21 that are a part of our FY 24 Budget. This chart 15:13:13
22 shows that over 96 percent of these employees 15:13:17
23 directly support schools. This budget has an 15:13:19
24 increase, as I mentioned previously, of 1,781 15:13:23



1 FTE from our FY 23 Budget. And with over 96 15:13:27
2 percent of these employees directly supporting 15:13:32
3 schools, this is made up of teachers, school 15:13:34
4 support staff and school administrators that are 15:13:37
5 budgeted within school budgets and make up 81 15:13:39
6 percent of our overall employee base plus 15:13:43
7 another 15 percent that provide city-wide 15:13:45
8 support services to our schools. So these 15:13:48
9 include custodians, nurses, social workers, 15:13:51
10 employees that are managed centrally but work in 15:13:53
11 our buildings on a daily basis. Four percent of 15:13:58
12 our positions are Central Office administrative 15:14:00
13 positions. 15:14:03

14 Our teacher pension costs, I mentioned 15:14:08
15 this before, but we thought it was important to 15:14:09
16 break this down as part of our overall 24 15:14:12
17 Budget. In FY 24 we will be spending over \$1 15:14:15
18 billion on our teacher pensions. This chart 15:14:20
19 shows the revenue sources that support this 15:14:24
20 cost. I want to be deliberate here and walk 15:14:27
21 through this chart, but what it shows is that if 15:14:32
22 we look at the orange section on the top right 15:14:34
23 and that small gray slit next to it, this is the 15:14:37
24 portion that the state contributes to fund our 15:14:40



1 teacher pensions. We are the only district in 15:14:43
2 the state of Illinois that does not receive full 15:14:44
3 support for their teacher pensions, and it has a 15:14:47
4 burden on our own taxpayers to fund our 15:14:49
5 obligation here. 15:14:52

6 So with the state funding right around 15:14:53
7 31, 32 percent overall of our obligation here, 15:14:55
8 this leaves 68 percent for the District to fund. 15:14:59
9 This breaks down into two sources. We have a 15:15:03
10 dedicated property tax levy to support teacher 15:15:05
11 pensions that we expect to generate \$557 million 15:15:08
12 in FY 24, but then this leaves \$142 million 15:15:13
13 remaining that CPS must contribute from 15:15:17
14 operating revenues that could otherwise be spent 15:15:18
15 in classrooms. So nearly \$700 million from 15:15:20
16 Chicago taxpayers is going towards our FY 24 15:15:24
17 pension obligation, a burden that no other 15:15:28
18 district in the state faces. 15:15:30

19 Moving on to school funding. This 15:15:35
20 budget is \$4.8 billion of school funding that 15:15:39
21 prioritizes instructional priorities and 15:15:43
22 resource equity. So we have 243 million more in 15:15:45
23 school level funding than the FY 23 Budget 15:15:49
24 included. 15:15:52



1 And within this increase is \$128 15:15:53
2 million in additional funding for special 15:15:56
3 education teachers and paraprofessionals. 15:15:59

4 \$32 million in new funding for teaching 15:16:01
5 positions with an emphasis on our highest needs 15:16:04
6 schools as identified by our Opportunity Index. 15:16:07

7 \$15 million increased in funding for 15:16:11
8 bilingual instruction, including \$8 million in 15:16:13
9 additional funding for enrollment adjustments in 15:16:16
10 schools receiving newly arriving students. 15:16:20

11 \$5 million increase in our equity 15:16:22
12 grants for our smaller and under-enrolled 15:16:24
13 schools. And we'll also be expanding pre-K by 15:16:27
14 480 seats with programs in all Chicago 15:16:32
15 communities, increasing the level -- and 15:16:34
16 increasing the level of direct outreach to 15:16:36
17 parents of young learners. 15:16:38

18 Within the \$4.8 billion investment in 15:16:43
19 school budgets in our FY 24 Budget, it also 15:16:47
20 includes investments that we made in FY 23 15:16:50
21 that we are continuing into this new fiscal 15:16:53
22 year. 15:16:55

23 These include \$45 million to provide 15:16:55
24 teacher professional development District-wide 15:16:57



1 and fund additional instructional coaches at 184 15:17:00
2 school s. 15:17:03
3 \$15 million to provide additional 15:17:03
4 Di strict-funded counselors at 131 of the 15:17:06
5 Di strict's highest needs schools. 15:17:08
6 11 million to support 80 schools with 15:17:11
7 signi ficant year-over-year enrollment changes to 15:17:15
8 ensure resourcing for programming at these 15:17:17
9 school s. 15:17:19
10 \$8 million to support athletics 15:17:20
11 admi ni stration, including full-time athletic 15:17:22
12 di rectors at over half of Di strict high school s. 15:17:25
13 Continued support for expanded summer 15:17:27
14 programs and Out of School Time programs to keep 15:17:29
15 students safe and engaged outside of normal 15:17:31
16 school hours. 15:17:34
17 Continued central funding for student 15:17:35
18 devi ces and curri cul ar supports, expenses which 15:17:37
19 were previously born by school s in their own 15:17:41
20 i ndi vi dual s budgets. 15:17:43
21 Conti nued funding for CPS Tutor Corps, 15:17:44
22 which has provided high-dosage tutoring in 15:17:47
23 reading and math to over 10,000 students to 15:17:50
24 date. 15:17:53



1 And continuing funding for school 15:17:53
2 nurses, social workers, social/emotional 15:17:55
3 learning resources and advocates for students in 15:17:57
4 temporary living situations. And this budget 15:18:01
5 includes 50 of those advocates at 45 of our 15:18:03
6 schools with high STLS enrollment. 15:18:06

7 We talk about factors and indicators of 15:18:13
8 need at our schools, and I wanted to highlight 15:18:16
9 here one of the important ones that lives in 15:18:18
10 this budget and that's our Opportunity Index. 15:18:20
11 So our Opportunity Index informs a lot of the 15:18:23
12 investments, I mentioned investment in teachers, 15:18:27
13 that's how we identified additional schools for 15:18:29
14 additional counseling support and a myriad of 15:18:31
15 other investments in our FY 24 Budget. And what 15:18:35
16 this does is provide a comprehensive nuance 15:18:37
17 assessment of need at each of our schools. 15:18:40

18 This slide shows the factors that are 15:18:43
19 included in our Opportunity Index and includes 15:18:45
20 traditional factors, such as, free and reduced 15:18:47
21 lunch eligibility and percentage of limited 15:18:51
22 English proficiency at our schools, but it also 15:18:54
23 includes new factors that we think provide a 15:18:58
24 more holistic assessment and includes some 15:19:00



1 community factors. So the percentage of 15:19:03
2 students that are free and reduced meal eligible 15:19:05
3 but are not enrolled in Medicaid, teacher 15:19:09
4 turnover, community life expectancy, so really 15:19:12
5 trying to understand both what is going on in 15:19:15
6 the schools and in the communities to give a 15:19:17
7 better more nuance holistic assessment of need 15:19:18
8 at all of our schools. 15:19:22

9 These next two slides show how this 15:19:26
10 assessment of need plays out in our approach to 15:19:28
11 school funding. So we continue to advance 15:19:31
12 funding based on school and student need. Here 15:19:33
13 we're going to talk about two different schools 15:19:37
14 that we're calling School A and School B. 15:19:39
15 School A is -- has a low Opportunity Index score 15:19:43
16 of 29, indicating that it is not high on the 15:19:46
17 indicators of overall need in our Opportunity 15:19:49
18 Index. It's serving 29 percent low-income 15:19:52
19 students, which is well below the District 15:19:56
20 average, 7 percent English Learners and 18 15:19:58
21 percent special education students. So on the 15:20:01
22 low end of overall -- overall need. 15:20:02

23 School B on the other hand has an 15:20:06
24 Opportunity Index score of 50, which is on 15:20:09



1 the high end, indicating factors in the 15:20:11
2 Opportunity Index are showing high need for 15:20:13
3 these schools and these students. And it's 15:20:16
4 serving 79 percent low-income students, 69 15:20:18
5 percent English learners and 29 percent special 15:20:21
6 education students. 15:20:24

7 What we see in terms of the overall 15:20:24
8 funding for these schools is that we look at 15:20:27
9 School A on the left, 49 percent of their 15:20:31
10 overall budget is comprised of SBB funding, 15:20:34
11 which treats every school the same. They're 15:20:38
12 still receiving additional funding streams on 15:20:41
13 top of that, but nearly half of their budget is 15:20:43
14 coming through SBB. 15:20:45

15 School B on the other hand receives 15:20:46
16 only 23 percent of its total funding through 15:20:48
17 SBB. This is because these indicators of need 15:20:51
18 that we discussed are generating additional 15:20:54
19 funding streams on top of the per pupil funding 15:20:56
20 that every school receives. We notice the 15:20:58
21 equity grant here, some substantial bilingual 15:21:01
22 funding and other funding that makes up 77 15:21:04
23 percent of School B's total budget. 15:21:08

24 When we look at what that means on a 15:21:14



1 per pupil funding basis, here our same schools, 15:21:16
2 School A and School B, and what we see is the 15:21:20
3 results of this approach to school funding mean 15:21:22
4 that School B has nearly twice the per pupil 15:21:26
5 funding that School A has. So when we look at 15:21:29
6 the chart here, we see that the first block on 15:21:32
7 the bottom for each school, the blue area, is 15:21:34
8 their SBB, which is roughly the same per pupil 15:21:37
9 for both schools. But then School B receives 15:21:39
10 significant more per pupil funding in each of 15:21:42
11 the categories on top of the SBB that are driven 15:21:46
12 by indicators of need in our Opportunity Index 15:21:49
13 and other factors that we use in our overall 15:21:51
14 budget. 15:21:55

15 Moving into federal relief funding. I 15:21:59
16 mentioned the ESSER funding before. By the end 15:22:05
17 of FY 2023 CPS will have spent over \$1.8 billion 15:22:08
18 from the \$2.8 billion federal ESSER relief 15:22:14
19 funding allocation that we have access to 15:22:17
20 through September of 2024. This funding has and 15:22:19
21 will continue to cover important investments in 15:22:23
22 academic recovery and social and emotional 15:22:25
23 learning supports, pandemic-related operational 15:22:29
24 expensed and additional school level funding for 15:22:31



1 teachers and school programming. This year's 15:22:34
2 budget, FY 24, is \$670 million in ESSER funding, 15:22:37
3 and we plan to use 300 million, the remaining 15:22:42
4 300 million as part of our FY 25 Budget. 15:22:45

5 These next few slides break down what 15:22:53
6 is included in the \$670 million in our FY 24 15:22:56
7 Budget. 228 million of ESSER funding provides 15:23:01
8 resources for academic recovery and social and 15:23:04
9 emotional learning. 15:23:06

10 This includes \$45 million for 15:23:08
11 instructional coaching and school-based 15:23:10
12 professional learning. 15:23:11

13 \$30 million for summer school 15:23:13
14 programming. 15:23:15

15 \$25 million for Skyline curriculum 15:23:15
16 materials and supports. 15:23:19

17 25 million for Out of School Time 15:23:21
18 programming for all schools. 15:23:23

19 \$19 million in school assistance and 15:23:25
20 other part-time operational support. 15:23:27

21 15 million for instructional support 15:23:30
22 leaders and content needs to support teacher 15:23:32
23 professional development. 15:23:34

24 15 million for mental health supports 15:23:36



1 and trauma-informed interventions. 15:23:39
2 15 million for additional 15:23:40
3 centrally-funded second counselor positions for 15:23:43
4 high needs schools, again with the Opportunity 15:23:45
5 Index as one of the inputs determining the need 15:23:48
6 here. 15:23:51
7 15 million for reengagement home visits 15:23:51
8 and truancy prevention programs to make sure our 15:23:54
9 students are in school. 15:23:57
10 \$10 million for Tutor Corps. 15:23:59
11 \$7 million for athletic directors. 15:24:02
12 \$3 million for our universal 15:24:04
13 social/emotional learning curriculum. 15:24:06
14 3 million for early literacy support. 15:24:09
15 And 1 million for Chicago Roadmap 15:24:12
16 funding. 15:24:14
17 409 million of our FY 24 ESSER funding 15:24:20
18 will support school resourcing and continued 15:24:23
19 investments in District priorities. This 15:24:25
20 includes 104 million for centrally-funded 15:24:27
21 teacher positions at every school on top of our 15:24:30
22 core funding allocations. 15:24:34
23 101 million for funding for early 15:24:36
24 childhood programs above what is covered by 15:24:38



1 state grant funding. 15:24:41

2 \$70 million in funding above projected 15:24:43

3 fall 2023 enrollment, continuing our strategy of 15:24:46

4 not making fall enrollment-based cuts to school 15:24:50

5 budgets. 15:24:53

6 \$55 million in our equity grant to 15:24:55

7 support our small under-enrolled schools. 15:24:58

8 23 million in funding for loss cap and 15:25:00

9 program support for schools to address outlier 15:25:04

10 situations and support meeting the District's 15:25:07

11 instructional priorities. 15:25:08

12 \$6 million for the CPS Virtual Academy. 15:25:10

13 And 50 million to provide charter 15:25:13

14 schools a proportionate share of these 15:25:16

15 investments so they can run like programming at 15:25:19

16 their schools. 15:25:21

17 Moving on to our long-term fiscal 15:25:25

18 health. This is a topic that we've discussed 15:25:27

19 recently in some depth, and we want to touch on 15:25:30

20 it here as well. CPS faces long-term financial 15:25:33

21 challenges due in part to, although improved, 15:25:36

22 inadequate state funding and inequities between 15:25:39

23 CPS and other school districts in the state. 15:25:42

24 Though evidence-based funding has introduced 15:25:46



1 more certainty and has advanced equity in state 15:25:49
2 funding, the formula remains significantly 15:25:51
3 underfunded. CPS receives only 75 percent of 15:25:54
4 what the formula says the District needs to be 15:25:57
5 adequately funded, leaving CPS nearly 1.4 15:26:00
6 billion, billion with a B, short of resources 15:26:04
7 that could support our schools and students. 15:26:08

8 CPS is also the only district in the 15:26:11
9 state that is required to fund its own teacher 15:26:13
10 pensions. I mentioned before the state provides 15:26:16
11 32 percent of our total cost here, and this 15:26:19
12 leaves Chicago taxpayers covering the remaining 15:26:21
13 68 percent or nearly \$700 million. Again, a 15:26:24
14 burden that no other city, no other district in 15:26:28
15 the state faces. 15:26:30

16 Federal relief funding through ESSER 15:26:33
17 has helped us manage this shortfall and to make 15:26:36
18 the new investments such as the ones I've 15:26:38
19 outlined on previous slides. By the end of FY 15:26:40
20 24, CPS will have spent \$2.5 billion to address 15:26:43
21 pandemic-related needs and District 15:26:47
22 instructional priorities. And again, we're 15:26:49
23 planning to use the remaining 300 million in 15:26:51
24 ESSER funds in FY 25 to support the continuation 15:26:53



1 of these investments and essential services, 15:26:57
2 supports made possible by these dollars. We 15:26:59
3 will also continue with our partners to advocate 15:27:03
4 for more state and federal funding to combat our 15:27:06
5 long-term financial challenges. 15:27:09

6 Moving on to the Capital Budget. Our 15:27:15
7 FY 24 Capital Budget includes \$155 million of 15:27:19
8 projects, 100 million of which are funded by 15:27:23
9 bond offerings and other CPS capital funds. The 15:27:26
10 remaining 55 million of our capital budget are 15:27:29
11 funded by external local, state and federal 15:27:32
12 dollars. 15:27:35

13 When we look at the sources and uses 15:27:37
14 within our Capital Budget, we see that 100 15:27:38
15 million will be funded by anticipated bond 15:27:42
16 offerings and other capital funds. 15:27:45

17 \$42 million will be covered by Tax 15:27:47
18 Increment Financing or TIF funding. 15:27:50

19 10.6 million will come through external 15:27:53
20 funding for our space to grow projects. 15:27:56

21 And 2.2 million is earmarked as other 15:27:58
22 potential external funding. 15:28:02

23 In terms of the uses of our capital 15:28:04
24 funds, \$103 million will go towards facility 15:28:06



1 needs and interior improvements in our school 15:28:09
2 buildings. 15:28:12
3 2 million will support educational 15:28:12
4 programmi ng. 15:28:14
5 6.2 million will support IT security 15:28:15
6 and building system investments. 15:28:19
7 23.6 million will support facility site 15:28:21
8 improvements. 15:28:24
9 And 20 million will support our capital 15:28:25
10 project support services. 15:28:27
11 I want to also note here that we 15:28:30
12 expect -- this is smaller than our normal 15:28:32
13 capital budgets, and we expect to return at some 15:28:36
14 point later this year with a supplemental 15:28:38
15 capital plan. 15:28:41
16 Finally, our Debt Service Budget. Our 15:28:44
17 FY 24 Budget includes appropriations of 785 15:28:48
18 million for long-term debt service payments. It 15:28:52
19 also includes approximately 19.5 million of 15:28:56
20 appropriation for interest on short-term debt as 15:28:58
21 part of our Operating Budget that is used to 15:29:02
22 provide for our cash flow needs. This chart 15:29:07
23 shows our long-term debt obligations by funding 15:29:10
24 source. And the important point I want to 15:29:13



1 highlight here is we see the green portion of 15:29:15
2 each of these bars, that represents the 15:29:18
3 evidence-based funding that we use to cover our 15:29:20
4 principal and interest payments on long-term 15:29:23
5 debt. We use evidence-based funding because we 15:29:25
6 don't have other dedicated revenue sources to 15:29:28
7 service this debt. So each year when we receive 15:29:31
8 our funding allocation from the state, even with 15:29:34
9 the inadequacy that we talked about before, \$500 15:29:36
10 million comes right off the top of that to 15:29:40
11 service our debt each year. And absent an 15:29:42
12 alternative source this will continue for some 15:29:47
13 time as this chart shows we continue to make 15:29:50
14 needed investments in our capital 15:29:52
15 infrastructure. 15:29:54

16 And that is the end of my presentation, 15:29:59
17 I'm happy to take questions now. 15:30:03

18 MEMBER TODD-BRELAND: Okay. Thank 15:30:05
19 you. 15:30:07

20 Questions and comments on the budget? 15:30:08

21 MEMBER SCOTT: I have one question that 15:30:12
22 I heard you say something today that I missed 15:30:14
23 yesterday, and it is about -- we talked about 15:30:17
24 the ways that you -- you have like nuance ways 15:30:23



1 of how you direct funding to communities that 15:30:26
2 are underserved -- have traditionally been 15:30:31
3 underserved. One thing that I didn't hear in 15:30:34
4 the kind of list of things that you do is 15:30:40
5 community input. And are you talking to 15:30:44
6 communities around that how you push those 15:30:48
7 moneys out to communities that need it? I'm 15:30:53
8 sure all of those things kind of work -- you 15:30:56
9 talked about a litany of different things, but 15:30:58
10 are you talking directly to communities about or 15:31:01
11 how that money should be allocated? 15:31:07

12 MR. SITKOWSKI: Yeah, so I think it's 15:31:09
13 worth addressing sort of how -- the two parts of 15:31:12
14 our school budget process. One is the District 15:31:14
15 coming up with the formulas and the allocations 15:31:18
16 for each school. The second piece is the school 15:31:20
17 community deciding what to do with those 15:31:23
18 dollars. 15:31:25

19 So for the second part we do provide 15:31:26
20 principals, LSCs, school communities a wide 15:31:28
21 range of autonomy and support in determining 15:31:31
22 what is best and most appropriate for that 15:31:34
23 school and school community. But on the first 15:31:37
24 part, you know, it's important for us that we're 15:31:39



1 targeting the resources where they're most 15:31:41
2 needed. And so part of what we're doing in the 15:31:44
3 FY 23 Budget, the FY 24 Budget, some of the new 15:31:48
4 investments we're making, some of the 15:31:51
5 investments that we're continuing from the past, 15:31:53
6 a lot of them are born out of a series of 15:31:55
7 community engagement forums that we've done over 15:31:58
8 a few years where we've got a significant amount 15:32:02
9 of feedback from communities, from the public 15:32:04
10 both in terms of, you know, what they're looking 15:32:08
11 for at their individual schools, ways that they 15:32:10
12 think we can improve in how we're devolving 15:32:13
13 resources to schools. 15:32:17
14 There was a working group that was 15:32:18
15 operating in conjunction with some of those 15:32:19
16 forums that Member Todd-Breland was a part of 15:32:22
17 that we issued a report back in 2020 and with a 15:32:26
18 pretty specific set of recommendations. That 15:32:31
19 still lives through in what we're seeing today, 15:32:33
20 what we're seeing this year, what we'll be 15:32:36
21 seeing in FY 24, really in terms of 15:32:39
22 understanding different levels of need, us 15:32:41
23 incorporating the Opportunity Index and being 15:32:43
24 able to target resources both to address that 15:32:45



1 need and also to meet some of the instructional 15:32:47
2 gaps and some of the other -- some of the other 15:32:49
3 needs of our schools. 15:32:52

4 MEMBER SCOTT: And I appreciate that. 15:32:53
5 You know, I believe you said that, you know, you 15:32:56
6 look at life expectancy and, you know, who is on 15:33:00
7 free and reduced lunch that is on Medicaid, you 15:33:07
8 know, a group of things, right, and I think 15:33:12
9 those are all really necessary. You know, one 15:33:14
10 of the things that I think as a District that we 15:33:16
11 have not done is -- and you've done a lot more 15:33:20
12 over the last few years so this is not a 15:33:25
13 criticism at all, this is how do we things a 15:33:27
14 little bit better, and that is, you know, having 15:33:30
15 conversations in those communities that we know 15:33:33
16 are underserved, those places like Roseland and 15:33:35
17 North Lawndale, I should have said North 15:33:38
18 Lawndale first, East and West Garfield, the 15:33:42
19 Austins, the places where we know that we 15:33:44
20 traditionally have not allocated resources in 15:33:48
21 the way that we should have and having 15:33:51
22 consistent conversations with those folks about 15:33:58
23 allocations and how they should be allocated. I 15:34:00
24 know that that can't happen now, but I'd urge us 15:34:03



1 as a District in places that we know that we're 15:34:06
2 seeing all of these indicators from all of the 15:34:09
3 things that we're doing is to having 15:34:12
4 conversations, ongoing conversations throughout 15:34:16
5 the year about allocations and how they should 15:34:18
6 be allocated and what communities want to see 15:34:21
7 and what is going to help them or bring more 15:34:23
8 people to the table or bring more people back in 15:34:26
9 our doors, right. And I think the more that we 15:34:29
10 do the more successful that we will be. 15:34:31
11 I appreciate all of the work that has 15:34:33
12 gone in, and I know that from, you know, the 15:34:35
13 time that I've served in council and from past 15:34:38
14 administrations, and I've seen them for a long 15:34:42
15 time with my father being here, we are doing a 15:34:44
16 much better job of being transparent and I 15:34:49
17 appreciate that. Again though, I want us to do 15:34:51
18 things better and I want folks to see that their 15:34:54
19 thoughts, their desires and the things that they 15:34:59
20 want in their communities will be carried out 15:35:01
21 by us as a District. And the only way that we 15:35:03
22 do that is to continue to have these 15:35:06
23 conversations. 15:35:08
24 So again, I appreciate that. Again, I 15:35:08



1 just want us to dig in a little bit more. 15:35:10

2 MR. SITKOWSKI: Thank you. 15:35:13

3 MEMBER TODD-BRELAND: Building on that, 15:35:14
4 I guess I just wanted to say -- reflect back to 15:35:19
5 the meetings that you were talking about. So we 15:35:23
6 had these -- this was like late 2019, early 2020 15:35:24
7 right up until like right before the pandemic, 15:35:29
8 maybe the last one might have been like in 15:35:32
9 January 2020, and I want to say there were 15:35:34
10 seven, maybe eight in communities all over the 15:35:36
11 city exactly like you're saying going into 15:35:41
12 neighborhood schools in particular, having 15:35:43
13 people from -- and hundreds, maybe even 15:35:45
14 thousands of people came out and participated in 15:35:47
15 that. And it was really valuable I think for 15:35:49
16 all of us who were involved in that, one, and 15:35:52
17 that that information sharing went two ways, 15:35:54
18 right. So that of course as Board Members, as 15:35:57
19 CPS staff we're learning from community, but 15:35:59
20 also it really helped in that moment to 15:36:02
21 galvanize our communities around the realities 15:36:04
22 of the inequities that we're facing financially 15:36:07
23 as a District. 15:36:10

24 I mean, I think until I sat in this 15:36:11



1 seat, and I studied CPS for my job, and I don't 15:36:14
2 think I really realized the degree to which and 15:36:17
3 the specific ways in which we are treated 15:36:19
4 differently than everyone else in the state and 15:36:22
5 how profound those inequities were. So, you 15:36:24
6 know, we had these conversations, there's the 15:36:28
7 presentation, conversation, then the table 15:36:29
8 conversations that you're having, lots of tables 15:36:29
9 all over cafeterias or gyms or wherever we were 15:36:32
10 on that given day, and in those conversations, 15:36:33
11 you know, parents and even some students, 15:36:35
12 community members, like this isn't right. I'm 15:36:38
13 like, it's not, right, like what are we going to 15:36:40
14 do. And so this idea of all of us having, you 15:36:42
15 know, a role in that and that two-way 15:36:45
16 communication I think is really important. I 15:36:48
17 don't think if it looks like that, but having a 15:36:51
18 way to sort of re-up that energy maybe using 15:36:53
19 other structures that already exist within -- 15:36:55
20 you know, we have lots of different structures 15:36:56
21 within our communities I think is so valuable. 15:36:58
22 So thank you for bringing that up. 15:37:00
23 I'm sorry, did others have questions? 15:37:05
24 This is our maybe third time talking about the 15:37:07



1 budget, so perhaps your questions have been 15:37:09
2 answered. 15:37:12

3 MEMBER SCOTT: I want to talk about 15:37:13
4 what you just talked about just a little bit 15:37:14
5 more. 15:37:16

6 MEMBER TODD-BRELAND: Go ahead, please. 15:37:17

7 MEMBER SCOTT: You know, as it relates 15:37:18
8 to -- there's been that article about school 15:37:20
9 closures in and around in the last ten years and 15:37:22
10 what we've done, and I think, you know, one of 15:37:25
11 the things that not the last administration but 15:37:27
12 the administration beforehand, although the 15:37:30
13 intention behind it might have been right, the 15:37:33
14 one thing that they did not do is communicate 15:37:35
15 with communities about the reason and just about 15:37:37
16 what Member Breland just talked about, 15:37:41
17 Todd-Breland talked about, and that is where we 15:37:43
18 are financially, right. And I think the more 15:37:46
19 that we have these conversations, the more 15:37:48
20 people understand the inequities that the state 15:37:50
21 has pushed on us, right, the more that we can 15:37:54
22 get folks to come down and rally with us with 15:37:57
23 their state legislators about what needs to 15:38:01
24 happen in the city of Chicago. You know, 15:38:05



1 they're all taxpayers, they all send their 15:38:06
2 children to school, and they all want a decent 15:38:09
3 education, and the more that we go out and we 15:38:11
4 talk about just kind of where we are in our 15:38:14
5 budget and being real with people and let them 15:38:16
6 really understanding the complexities behind it. 15:38:18
7 And, you know, you say it all the time and we 15:38:20
8 know it because we hear it all the time, you 15:38:22
9 know, we're not funded the same as anybody else. 15:38:25
10 And if they would just fund the pensions the way 15:38:27
11 that they funded everybody else, we can put some 15:38:29
12 of that money towards capital, we can put some 15:38:32
13 of that money towards investment in education 15:38:35
14 and all of those things. 15:38:37
15 So I think, again, to continue to have 15:38:38
16 those conversations throughout the year about 15:38:39
17 where we are in terms of, you know, Ivan talks 15:38:42
18 all the time about the age of our buildings and 15:38:46
19 how much money needs to go in in terms of 15:38:49
20 capital repair, right, and to really have adult 15:38:52
21 conversations with adults in our communities 15:38:56
22 about that and urge them to come and rally with 15:38:58
23 us and, you know, take a bunch of people 15:39:03
24 downstate and try to change how this goes, 15:39:04



1 right. But I think the only way that we do that 15:39:07
2 is to continue to have these real conversations 15:39:09
3 with them and continue throughout the year. 15:39:12

4 So again, I thank you. And if there is 15:39:13
5 something I can help along those lines in 15:39:16
6 organizing with that, I would love to do 15:39:18
7 so. 15:39:20

8 MEMBER TODD-BRELAND: So despite all 15:39:21
9 these, you know, structural deficit on the 15:39:23
10 horizon, we still do have our ESSER funding 15:39:26
11 right now and it is allowing us to make these 15:39:29
12 investments that have been prioritized for this 15:39:31
13 year. And so I did have -- wondering if you 15:39:34
14 could just speak a little bit more about some of 15:39:36
15 the investment dollars and how they will be 15:39:39
16 used, particularly I wanted to talk a little bit 15:39:41
17 about the special education funding. I know we 15:39:43
18 have increased dollars for special education. 15:39:46
19 Can you talk about where that money is going to 15:39:48
20 go and how that is going to improve, whether 15:39:50
21 it's staffing or otherwise, the conditions and 15:39:52
22 the experience in education of special 15:39:56
23 education? 15:39:59

24 MR. SITKOWSKI: Certainly. So I 15:39:59



1 mentioned before that this budget includes \$128 15:40:00
2 million in new investments in our special 15:40:04
3 education staff, and so these are teachers and 15:40:08
4 paraprofessionals that are in our schools, and 15:40:09
5 so really making sure that we have the supports 15:40:12
6 for our students with IEPs, with 504 plans, so 15:40:14
7 on and so forth. So we're seeing increased 15:40:18
8 staffing both in the teacher and the 15:40:21
9 paraprofessional side. 15:40:22

10 We're also continuing to make the 15:40:24
11 investments that we've made for a few years now 15:40:26
12 in social workers, nurses, case managers to make 15:40:28
13 sure that we're providing the supports for both 15:40:33
14 our special education students and the rest of 15:40:35
15 our student body with things that we didn't 15:40:37
16 previously have in our buildings. 15:40:40

17 MEMBER TODD-BRELAND: Thank you. 15:40:42

18 And on that last point, and maybe this 15:40:43
19 is more of a question for Ben, but where are we 15:40:44
20 in relation to the CBA in terms of our staffing 15:40:48
21 levels? Yeah. Thank you. 15:40:51

22 CHIEF FELTON: I want to get you some 15:40:56
23 special education numbers hot off the press, 15:41:08
24 Board Member Todd-Breland, so pardon me being on 15:41:12



1 my phone. 15:41:14

2 So actually since we connected 15:41:15
3 yesterday I pulled some new numbers, so we're up 15:41:17
4 about 50 school social workers from last year, 15:41:20
5 about 50 nurses from last year and about 80 15:41:23
6 additional counselors from this time last 15:41:27
7 year. 15:41:29

8 I think it's worth pointing out 15:41:29
9 historically, you know, since we really started 15:41:31
10 this additional push for related service 15:41:34
11 providers in about 2019 or so, we're up -- we 15:41:37
12 had -- in 2019 we had 329, at the same time 329 15:41:43
13 school social workers to 580, so that's up about 15:41:49
14 75 percent. On nurses we had about 310, as of 15:41:54
15 today we're at 543, so that's up about 74 15:41:57
16 percent. I think counselors we're up about 150, 15:42:01
17 so that's about 19 percent. So we're broadly -- 15:42:06
18 we made a ton of progress on recruiting school 15:42:09
19 social workers, nurses and counselors. We're 15:42:13
20 broadly about on track to meet our contractual 15:42:16
21 obligations, you know, these were very ambitious 15:42:17
22 contractual goals. We talked briefly about it 15:42:19
23 yesterday, you know, it's one thing to open the 15:42:22
24 positions, it's another thing to find the 15:42:24



1 bodies. You know, I see criticisms sometimes of 15:42:26
2 CPS saying that like we open the positions, 15:42:27
3 we're not trying to fill the positions. And I 15:42:29
4 always wish those people could like meet our 15:42:31
5 team who are like working around the clock 15:42:33
6 trying to staff these positions because we know 15:42:35
7 those are our commitments and we know that's the 15:42:38
8 right thing for kids. 15:42:40

9 So, you know, we're broadly 15:42:42
10 directionally about on track with our 15:42:44
11 contractual requirements. And again, those are 15:42:46
12 very ambitious goals I think that everyone 15:42:48
13 agreed at the time, and we are we're making good 15:42:50
14 progress towards them. 15:42:53

15 On the special education front, you 15:42:55
16 know, if you'll give me a few minutes I can pull 15:42:57
17 out specific numbers, but we're up, you know, 15:42:59
18 well over -- we're adding about 200 or 250 15:43:02
19 additional special education teachers every 15:43:08
20 year. So, you know, that's been true over the 15:43:10
21 last four or five years. So, I mean, that sort 15:43:14
22 of -- of course special education formulas are 15:43:17
23 based on IEP minutes and a complicated process, 15:43:20
24 you know, that is really designed to meet 15:43:26



1 students' needs. But when you look at the 15:43:28
2 aggregate, you know, I think -- again, I don't 15:43:30
3 have the numbers exactly handy, but I think over 15:43:34
4 the past, you know, two or so years we're 15:43:37
5 probably up four or 500 special education 15:43:42
6 teachers, which, you know, pencils out to about 15:43:44
7 one a school. So we've made a really remarkable 15:43:47
8 improvement in special education staffing and 15:43:49
9 that's -- and that trend has, you know, occurred 15:43:54
10 each of the last four or five years that I've 15:43:57
11 been here leading this work. 15:43:59

12 So, you know, we have a dramatically 15:44:00
13 different special education workforce both for 15:44:02
14 special education classroom assistants and for 15:44:05
15 special education teachers over the last four or 15:44:08
16 five years. 15:44:11

17 MEMBER TODD-BRELAND: Thank you. 15:44:11
18 Sorry, just one last thing on the overall 15:44:18
19 budget. On that slide 14 where you're comparing 15:44:20
20 like School A and School B, I think the other 15:44:23
21 thing to note, and not the first one but the 15:44:28
22 second one where you see like one up here and 15:44:31
23 one down there, based on trying to layer on 15:44:33
24 these extra investments based on need, I think 15:44:36



1 we should still note that above each of those 15:44:38
2 there's also still a gap between what we're 15:44:41
3 giving, you know, able to give these schools and 15:44:43
4 what they need to be even at what the state 15:44:46
5 considers to be adequate for both of those 15:44:48
6 schools, A and B. Their gaps may look 15:44:51
7 different, but we also -- just a recognition 15:44:53
8 that even with the ways that we are trying to 15:44:55
9 address need, there is still need, you know, at 15:44:57
10 the school level and that's why we need to 15:45:00
11 continue to look at these creative revenue 15:45:02
12 sources. 15:45:04

13 MR. SITKOWSKI: Absolutely. And the 15:45:05
14 investments that we've made in the FY 23 Budget 15:45:07
15 and FY 24 Budget have really made -- you know, 15:45:10
16 we've continued to increase equity in our 15:45:12
17 investments, but the big inequities that we 15:45:14
18 don't have access to \$1.4 billion that we have 15:45:17
19 that would allow, you know, every school to have 15:45:21
20 more and to really be able to make those 15:45:23
21 investments like we talked about. 15:45:24

22 MEMBER TODD-BRELAND: Got it. Thank 15:45:26
23 you. 15:45:27

24 Any other questions or comments? 15:45:27



1 Okay. Well, thank you all very much. 15:45:29
2 Thank you for working so hard to get this to us. 15:45:30
3 Appreciate it. And to all of your teams as 15:45:35
4 well. 15:45:37
5 Okay. Let's now proceed with today's 15:45:40
6 public comment segment. Board Secretary, please 15:45:43
7 share the rules for public comment. 15:45:45
8 SECRETARY NARRAJOS: Thank you, Board 15:45:47
9 Member Todd-Breland. 15:45:47
10 Members of the public who registered to 15:45:49
11 speak were given the option to attend in person 15:45:51
12 or via an electronic format. For those who 15:45:53
13 preferred to attend via an electronic format, 15:45:55
14 sorry, they were given information to access 15:45:58
15 this meeting by dialing a number and using their 15:46:00
16 phone. We did this so that speakers with 15:46:02
17 limited or no access to the Internet or who may 15:46:04
18 have weak Internet connection could still 15:46:07
19 participate using their phones. 15:46:10
20 Also, members of the public may submit 15:46:12
21 written comments for the FY 24 Tentative Budget 15:46:15
22 via the Written Comments Form on the Board's 15:46:18
23 website at CPSBOE.ORG or mailed to One North 15:46:20
24 Dearborn, Suite 950. Written comments received 15:46:24



1 between the day the public agenda was posted 15:46:26
2 through 5:00 p.m. the day after the second 15:46:28
3 Budget Hearing will be submitted to the Board 15:46:30
4 and published within five business days on our 15:46:32
5 website at CPSBOE.ORG. 15:46:35

6 This hearing will conclude after the 15:46:38
7 last speaker who has registered to speak has 15:46:40
8 spoken or at 4:30, whichever occurs first. 15:46:42
9 Please state your name for the record and the 15:46:47
10 2-minute timer will begin. When there are 30 15:46:49
11 seconds remaining, I will inform you so that you 15:46:53
12 can proceed to conclude your remarks. 15:46:56

13 I will proceed by calling the first 15:46:58
14 speaker, Ashley Cuza, speaker number 1 who is 15:46:59
15 here in person. 15:47:03

16 MS. CUZA: I'm Ashley Cuza, and on 15:47:04
17 behalf of Goethe Elementary School's LSC and 15:47:11
18 Friends of Goethe Organization, I am asking the 15:47:14
19 Board to allocate funds in the next fiscal year 15:47:16
20 for safety improvements, drainage repairs and 15:47:18
21 the revitalization of Goethe's overwhelmingly 15:47:20
22 distressed outdoor space. 15:47:23

23 Goethe is a Title I neighborhood 15:47:25
24 elementary school. Over 75 percent of our 15:47:28



1 student population is of the global majority, 66 15:47:30
2 percent of whom identify as Hispanic. In fact, 15:47:34
3 more than a quarter of our students are English 15:47:37
4 Language Learners. 15:47:40

5 I stand before you today because I have 15:47:40
6 the means and the privilege to be here, and I 15:47:42
7 have the privilege and it is my privilege and my 15:47:44
8 responsibility to give a voice to the parents of 15:47:46
9 Goethe whose children do not have access to a 15:47:49
10 safe or functional outdoor environment at 15:47:51
11 school. 15:47:54

12 As you can see in your packet of 15:47:55
13 photos, Goethe's outdoor space and only recess 15:47:56
14 area is comprised of concrete and eroding 15:48:01
15 playground and unlevel bare soil. This area 15:48:04
16 also suffers from extreme drainage issues 15:48:08
17 rendering a majority of Goethe's outdoor 15:48:10
18 environment dangerous and unusable for much of 15:48:13
19 the school year. The condition of Goethe's 15:48:16
20 outdoor space has confined more than 700 15:48:18
21 elementary school students to their classrooms 15:48:21
22 for recess even on days with optimal weather. 15:48:24
23 It has also impeded Goethe's ability to offer 15:48:28
24 on-site sports programming to some of the city's 15:48:30



1 most vulnerable students. 15:48:33

2 CPS's own Facility and Assessment 15:48:34

3 Report recommends replacement of Goethe's 15:48:37

4 landscape and hardscape. A local architectural 15:48:40

5 firm has recognized the critical need to 15:48:43

6 renovate Goethe's outdoor area and has offered 15:48:45

7 to develop and oversee the project pro bono. 15:48:49

8 We are working hard to secure funds 15:48:52

9 outside of CPS to pay for this project, but the 15:48:54

10 families of this Title I school simply do not 15:48:57

11 have the resources available to generate funds 15:49:00

12 on this scale. So I am imploring the Board to 15:49:03

13 allocate funds to this project to equitize the 15:49:06

14 educational experience of Goethe's diverse and 15:49:10

15 at-need students. 15:49:12

16 MEMBER TODD-BRELAND: Thank you. 15:49:15

17 MEMBER SCOTT: Can I ask her a 15:49:18

18 question? 15:49:19

19 MEMBER TODD-BRELAND: Can you wait? 15:49:19

20 Sorry. 15:49:23

21 SECRETARY NARRAJOS: Thank you for your 15:49:24

22 comments. 15:49:25

23 No other speakers have joined that were 15:49:25

24 registered to speak. 15:49:30



1 MEMBER TODD-BRELAND: Oh, okay. Hold 15:49:31
2 on. 15:49:33
3 Board Members, any comments or 15:49:34
4 questions? 15:49:35
5 MEMBER SCOTT: Yeah. So I just wanted 15:49:37
6 to know from the school Goethe, you said -- so 15:49:38
7 even when it's optimal weather that the drainage 15:49:45
8 won't allow them to play outside? 15:49:48
9 MS. CUZA: Exactly. As you can see 15:49:51
10 from some of those photos, any amount of wet or 15:49:52
11 inclement weather will impact the outdoor 15:49:56
12 environment for days thereafter. So this isn't 15:49:59
13 just a matter of it's raining outside, the kids 15:50:01
14 aren't able to use the facilities. It renders 15:50:05
15 it inaccessible for many days to come. And the 15:50:07
16 problems are not just with using the outdoor, 15:50:10
17 it's actually with the kids also coming back 15:50:10
18 into the facility. As mud is tracked into the 15:50:13
19 facility, we don't have the adequate level of 15:50:15
20 janitorial services to clean everything up so we 15:50:18
21 have slippery staircases, a mess in the 15:50:22
22 classroom and really it's left our 15:50:24
23 administrators with no other choice but to keep 15:50:26
24 these kids inside, many kids inside very small 15:50:28



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classrooms.

MEMBER SCOTT: Okay. Thank you.

MEMBER TODD-BRELAND: Thank you so much.

MEMBER LEWIS: Thank you.

MEMBER TODD-BRELAND: Okay. This concludes the second FY 24 Budget Hearing. Have a great afternoon everyone.

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

15:50:32
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15:50:44



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

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