CHICAGO PUBLIC SCHOOLS
PUBLIC HEARING
FY 23 PROPOSED BUDGET HEARING
(Zoom)
held on
June 15, 2022

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled matter held via Zoom, Chicago, Illinois, commencing at 6:02 p.m. and concluding at 7:18 p.m.

BOARD MEMBERS PRESENT:
MR. MIGUEL del VALLE, President
MS. LUISIANA MELENDEZ
MR. LUCINO SOTELO
MS. ELIZABETH TODD-BRELAND
MR. DWAYNE TRUSS

Reported By: Karen Fatigato, CSR
APPEARANCES:

MR. JOSEPH MORIARTY, General Counsel,
(Virtually)
MS. CRYSTAL COOPER, Interim Chief Operating Officer
MS. ESTELA BELTRAN, Secretary to the Board
(Whereupon, the following proceedings commenced at 6:02 p.m.)

PRESIDENT del VALLE: Good evening, ladies and gentlemen, I am Miguel del Valle, on behalf of my fellow Board Members, welcome to the second FY 23 Budget Hearing. Today is June 15th, 2022. We are holding the second FY 23 Budget Hearing in the Board Room at 42 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 23 Budget.

Madam Secretary, please state for the record the notice procedure for this hearing.

SECRETARY BELTRAN: Thank you, Mr. President.

Notice of this public hearing was published in the Chicago Sun-Times, a newspaper of general circulation in the City of Chicago.
and posted at Board Room, Principal Office and 42 West Madison Street Lobby on June 7th, 2022. Notice was also posted on the CPSBOE.ORG and CPS.EDU websites on June 7th, 2022. I will now read into the record the public notice as published:

Notice: Public Hearings FY 23 Budget for the 2022-2023 Fiscal Year, Chicago Board of Education, commonly known as Chicago Public Schools.

To Whom It May Concern: Public notice is hereby given by the Chicago Board of Education that it has prepared an FY 23 Budget for the 2022-2023 Fiscal Year in tentative form and that five copies thereof, available for public inspection, have been filed and are now on file in the Office of the Board of Education of the City of Chicago, commonly known as Chicago Public Schools, One North Dearborn Street, Suite 950, Chicago, Illinois, 60602 and available at WWW.CPS.EDU/BUDGET and that said Board of Education will hold two public hearings upon said budget on Monday, June 13th, 2022 and Wednesday, June 15th, 2022. On Monday, June
13th, 2022 the hearing is from 4:00 p.m. to 5:30 p.m., and on Wednesday June 15th from 6:00 p.m. to 7:30 p.m. at the Chicago Public Schools Loop Office, 42 West Madison Street, Garden Level, Board Room, Chicago, Illinois, 60602. These public hearings will adhere to the current COVID-19 safety guidance and protocols and will be mask optional.

Registered speakers who wish to present during public participation may have the option to participate in person at the location of the public hearing or virtually via an electronic platform. The public will have access to the meeting via a livestream at WWW.CPSBOE.ORG.

For these two public hearings advance registration to speak will begin on Wednesday, June 8th, 2022 at 10:30 a.m. and will close on Friday, June 10th, 2022 at 12:00 p.m. or until the 30 slots have been filled for each hearing, whichever occurs first. Advance registration during this period is available by the following methods: Online at WWW.CPSBOE.ORG and by phone at (773) 553-1600. The public participation segments of the public hearings will conclude
after the last person who has registered to speak has spoken or at 5:30 p.m. on June 13th and 7:30 p.m. on June 15th, whichever occurs first.

Members of the public may submit written comments related to the FY 23 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mailed to One North Dearborn, Suite 950, by 5:00 p.m. June 16th, 2022.

Dated at Chicago, Illinois, June 7th, 2022. Chicago Board of Education, by Miguel del Valle, President, and attested by the Secretary, Estela G. Beltran.

And, Mr. President, for the record I would also like to note the members that are present here today. We have Member Melendez. We have Member Todd-Breland. We have Member Truss. We have Member Sotelo. President del Valle.

I would also like to recognize Joseph Moriarty, our General Counsel, who is joining us remotely. And Crystal Cooper, our Interim Chief Operator -- Operating Officer, who is here in
Thank you, Mr. President.

PRESIDENT del VALLE: Thank you, Madam Secretary.

Let's begin with the FY 23 Budget presentation. Presenting will be Mike Sitkowski, who is our Deputy Chief of Budget and Grants Management.

Mike, please proceed.

MR. SITKOWSKI: Thank you. And good evening, President del Valle, fellow Board Members, my name is Mike Sitkowski, I'm the Deputy Chief from the Office of Budget and Grants Management. My presentation today will be an overview of the FY 23 Proposed Budget for CPS.

I think we have the slides coming up here as well. Great. We can go to the first slide, please. Thanks.

So an overview of the FY 23 CPS Proposed Budget, it includes $9.5 billion and is broken down into three different components.

The first is $8 billion for the District's Operating Budget, which covers
day-to-day expenses.

$765 million funds the District's Capital Budget, which includes investments in school buildings and infrastructure and is funded primarily through bonds issued by CPS.

The third component of the budget is the District's Debt Service Budget, which includes $769 million, and this pays for principal and interest payments on bonds used to fund capital investments.

Some highlights of the FY 23 Proposed Budget.

4.6 billion in school funding is included in this budget. This is an increase of over $240 million from FY 22. And this supports core instructional priorities and advances resource equity across the District.

Continued investments in nurses, social workers and case managers will bring FY 23 staffing levels to a new all-time high in each of these categories.

$730 million from the Elementary and Secondary School Emergency Relief Fund, also known as ESSER, will fund investments in
academic recovery, social and emotional supports, expanded summer and before and after school programming and other student services. We'll talk a little bit more in detail about ESSER funding later in the presentation. $765 million in this year's proposed capital budget focuses on priority facility needs at neighborhood schools, including major renovations to ensure our schools stay warm and dry, air quality improvements, security cameras, restroom renovations and accessibility improvements.

Breaking down our Operating Budget, this chart here shows that 76 percent of our total $8 billion Operating Budget covers salaries and benefits of CPS employees. The remaining 24 percent of our budget is used to pay for non-personnel expenses, including commodities, such as, food and utilities, instructional supplies, equipment and software, student transportation and building repair and contractual services, such as, facilities management and Safe Passage.

This year's proposed budget includes
43,378 full-time employees, an increase of 1,621 from FY 22. If you look at the pie chart, over 97 percent of these employees directly support schools. Teachers, school support staff and school administrators make up 81 percent of CPS employees, while another 15 percent provide city-wide support services to schools. Just over 3 percent of positions are Central Office administrative positions.

When we look at how our Operating Budget is funded, I want to note that over half of CPS's operating revenue comes from local sources, comes from Chicago taxpayers. Fifty-four percent, $4.3 billion comes from these local sources, primarily property taxes, which is our single biggest revenue source, also the personal property replacement tax and TIF surplus funding.

State funding makes up 24 percent of our overall Operating Budget, $1.9 billion. This is primarily evidence-based funding or EBF and also includes teacher pension normal costs and categorical grants from the State.

The third component of our operating
revenue is Federal dollars, and this is 22 percent of our overall operating budget or $1.8 billion. These include recurring sources, such as, Title funding that primarily supports low-income students and lunchroom funding.

Additionally, Federal relief funding, ESSER, will add significant onetime revenues to the FY 23 Budget.

Now, we move into the school funding. So before we go into some of the details, I want to note that three years ago we began a new form of public engagement around school funding. Each year we've gone out to the public to get input on what our schools need in a way that's impacted the investments that we've made in each of the past three years.

We've also convened a working group of stakeholders and other experts, including teachers, parents, principals, and two of our Board Members, Vice President Revuluri and Board Member Todd-Brelan. And the feedback from both the working group and the public has really made an impact on us being able to advance District priorities and resource equity and take the
input of the community and have it in our investments.

So before we go into the details around school funding, I want to start with our vision as this really grounds our strategy in what we're doing in the FY 23 Budget.

So our vision is to provide a high-quality public education for every child in every neighborhood that prepares each for success in college, career and civic life.

When we step back and look at the big picture around school funding, it's important to keep three key facts in mind.

The first is around inadequacy and inequity. Based on the State's own assessment of CPS funding levels, they've indicated that we're only 68 percent funded for what they believe we need to adequately fund our schools. This 68 percent translates into a gap of $1.8 billion that we would have if we were funded at 100 percent.

Second is around enrollment. And looking at the past two years, the District has lost 25,000 students, 7 percent of our total...
enrollment with varying impacts on schools city-wide.

Finally, around COVID-19 funds, CPS has already spent more than $1 billion on COVID-19 operational needs and other academic and non-academic supports. All of these funds will be fully allocated through the end of the ESSER grant in the fall of 2024, which will be our FY 25 Budget. We'll go into a little bit more detail, as I mentioned, later on in the presentation.

Now, on to our FY 23 resourcing strategy.

So this year's budget recommits to the instructional core and includes the following investment priorities:

Standards aligned, rigorous and culturally-responsive curriculum for all students.

High-quality instruction for all students.

Comprehensive, academic and SEL interventions.

And strengthening student engagement
and wraparound supports.

So what this means for a school. In the FY 23 Budget, for the first time we're able to make some commitments -- some funding commitments. The first is around reasonable class sizes. The second is limited splits and no split classrooms due to funding reasons. The third is access to arts for every school, intervention supports for every school, and then additional funding for local level priorities.

As we go to the next slide we'll see how our budget supports these commitments.

So the FY 23 Budget includes an additional $240 million in school-level funding reflecting these investments in core instructional priorities and resource equity.

Highlights of school funding include $72 million in teaching positions for every school based on enrollment and Opportunity Index Score.

$68 million more for special education teachers, classroom assistants and case managers.

$50 million in equity grants to support
small schools with declining enrollment, an increase of $14 million from FY 2022 small funding -- small school funding. $45 million for teacher professional development, including 184 instructional coaches at our highest need schools. $10 million to expand pre-K programming. $6 million for additional school counselors, allocated based on the District's Opportunity Index and Community Violence Index. $3 million to increase bilingual programming supports. And $2 million to increase personnel supporting students in temporary living situations.

We'll go into detail now on some of these specific investments. First, the $72 million investment in instructional positions. To support meeting the instructional priorities that we've discussed, all schools will be receiving additional teachers on top of their core funding allocations based on their enrollment and their
Opportunity Index Score. The Opportunity Index is a holistic index that assesses need of both the community, the schools and the students that they are serving. And this methodology allocates additional resources for the schools that score highest on the Opportunity Index.

This funding for these positions will allow every school to fund classroom teachers, interventionists, specials or electives teachers or coaching positions.

PRESIDENT del VALLE: Could you quickly explain what is the Opportunity Index?

MR. SITKOWSKI: Yes.

So the Opportunity Index is a holistic metric that looks at every school and assesses various degrees of need, including percentage of special education students, percentage of low-income students, community violence metrics, teacher retention rates and other -- other assessments of school and student-level need that allows us to differentiate our highest needs schools from our lowest need schools in a way that looks at school, student and community factors.
PRESIDENT del VALLE: That index is
used to create the formula that determines the
distribution?

MR. SITKOWSKI: Correct.

PRESIDENT del VALLE: Okay.

MR. SITKOWSKI: Yes. And you'll see
that in a few of these different allocations
where that has been used to -- in developing the
allocations.

So I also mentioned $45 million for
professional development and instructional
coaches in schools. To expand a school's
capacity to advance practices connected to the
instructional core focus areas, the District is
investing in new $45 million in the FY 23
Budget. This investment breaks down across
three different categories.

The first is for all schools, who, in
addition to the two professional learning days
added to the academic calendar for SY 22-23 will
receive funds to cover 40 hours of instructional
leadership team planning time for 9
instructional leadership team members and
substitute coverage or extended day payments for
teacher participation in centralized professional learning. Again, all schools will benefit from this investment and receive those dollars.

The second category here is Level 2 support, which schools categorized as Level 2 will receive up to $80,000 in funding for teacher release time or after school teacher time on top of the investments for all schools that I mentioned.

And finally, Level 3, our most intensive need schools, will receive again the all school investments plus a dedicated instructional coach for that school. So an overall allocation of $45 million to improve instruction and further the core instructional investments in this budget.

As we look at the investment in instructional coaches, this slide includes a map of the schools that received the full-time instructional coach. So $24 million of the $45 million investment is for these coaches. And these coaches were allocated based on the CPS Equity Office's Opportunity Index that we
mentioned before and also composite data points on instruction, early literacy and/or post-secondary support needs.

As you can see on the map, schools all over the city received coaching positions with allocations most heavily concentrated on the west and south sides.

I also mentioned the $50 million in equity grants that's part of the FY 23 Budget. These are grants to small, under-enrolled schools intended to ensure sufficient resources to support the instructional priorities. This year 238 schools will be receiving these funds. These are distributed to elementary schools under 450 students at $1,000 per student below the 450 student threshold. This is an increase from the $800 per student they received in FY 22. High schools below 600 students will receive $1500 per student below the 600 student threshold. This is an increase of $1200 -- from $1200 per student in FY 22.

As you can see on the map here, schools throughout the city will receive equity grants reflecting the fact that enrollment declines...
have impacted many of our communities across the city.

Additionally, we're investing $6 million to fund District counselors, District-funded counselors across our schools bringing the total number of schools that will be receiving a second centrally-funded counselor position to 117 schools or over 20 percent of our total schools. Schools again were selected using the CPS Equity Office's Opportunity Index, as well as the Community Violence Index to ensure that positions were allocated to schools according to need for social and emotional learning support.

The last component of school budgets that we'll talk about today is increases in investments for all schools. So the formulas in the FY 23 Budget include a 3.5 percent increase to student-based budgeting rates to match the teacher cost-of-living adjustment in FY 23. 3.5 percent increases to the supplemental aid and Title I per pupil rates. These are allocations that are based on poverty metrics and poverty concentration at our
schools.

And finally, a note on enrollment. So this budget -- school budget allocations were based on fall 2021 enrollment levels. Similar to recent years, if schools experience an enrollment loss from fall of 2021 to fall of 2022, they will not be -- they will not lose funding in the fall.

Conversely, schools that see an increase in students from fall of 2021 to fall of 2022 will receive additional dollars if additional students show up in the fall.

This next section will be an overview of CPS's federal relief funding in the FY 23 Budget.

I mentioned before the Elementary and Secondary School Emergency Relief Fund or ESSER. By the end of FY 2022 CPS will have spent over $1.2 billion from its $2.8 billion federal ESSER allocation, which is funding allocated through September 2024. These funds have come in three installments since the onset of the pandemic. We refer to them as ESSERs 1, 2 and 3. And this funding is covered and will continue to cover
important investments in academic recovery and social and emotional learning supports, pandemic-related operational expenses and additional school-level funding for teachers and school programming.

The table here outlines CPS's spending of those funds from FY 20 when we first received them in the spring of that year through FY 2025 when the funds expire. We plan to use all of the funds over this period. And the FY 2023 Budget includes $730 million of ESSER funding.

Of the $730 million in the FY 23 Budget, 230 million will provide resources for academic recovery and social and emotional learning, including the investments outlined on this page.

There will be $45 million for instructional coaching and school-based professional learning.

$30 million for summer school programming.

$27 million for Skyline curriculum materials and supports.

$25 million for out of school time
programming for all schools.

- $25 million to condition the District's Tutor Corps program that was launched in 2022.
- $15 million for instructional support leaders and content leads to support the investment in teacher professional development.
- $13 million in mental health supports and trauma-informed interventions.
- $13 million in additional centrally-funded second counselor positions for our high need schools.
- $12 million for reengagement, home visits and truancy prevention programs.
- $8 million for Chicago Roadmap funding.
- $7 million for athletic directors to ensure over half of our CPS high schools have a full-time athletic director.
- $5 million in universal social and emotional learning curriculum.
- And $5 million for early literacy support.

On top of this $404 million of the 730 million of ESSER funding in the FY 23 Budget will support investments in school resourcing
and continued investments in District priorities. I want to highlight here, similar to the previous slide, that none of these investments would be possible without the availability of ESSER funding.

These investments include $100 million to fund Early Childhood programs above what is funded by State grant funding.

$72 million in centrally-funded teacher positions at every school on top of core funding allocations.

$70 million to protect schools from fall enrollment cuts.

$50 million in equity grants for small under-enrolled schools.

$20 million in funding for loss cap and program support for schools to address outlier situations and support schools in meeting the instructional priorities.

$60 million in school operational support via school assistants and part-time school staff.

$4 million for the CPS Virtual Academy.

And a $72 million charter school
proportionate share of the above investments in school funding and recovery supports.

Next, the Capital Budget.

The District's FY 23 Capital Plan includes $765 million of projects, 551 million of which are funded by bond offerings and other CPS capital funds. The remaining 214 million are funded by external local, State and Federal dollars. This slide highlights the sources of funding and the uses of funding in our FY 23 Capital Plan. And on the sources slide we can see that the $550.7 million of funding comes from the bond offerings and other capital funds. And our biggest source of external funding is the 152.3 million in TIF, Tax Increment Finance, or TIF funding. This budget also includes $50 million of State funding.

Regarding the estimated uses, $368.5 million will go towards facility needs and interior improvements.

55 million will go towards educational programming.

28 million will go towards IT, security and building system investments.
77.7 million will be allocated towards facility site improvements.
30.5 million will support ADA accessibility continuing the District's five-year $100 million investment making our buildings more accessible.
58.8 million is allocated for mechanical upgrades and repairs.
$120 million is allocated for new school construction.
And 26 is allocated for capital project support services for a total of 765 million.
I'd like to note that on the $120 million for new school construction, this project is associated with a new high school for the Chinatown, Bridgeport and South Loop communities. $50 million of this project is funded by the State. The other $70 million is proposed to come from 70 million that was authorized in the FY19 Capital Budget for a Near West high school. As that project is no longer moving forward, this budget proposes to re-appropriate that spending authority for the new high school for the Chinatown, Bridgeport
and South Loop communities.

As always, a list of the projects in our Capital Budget is on our website at CPS.EDU/CAPITALPLAN. And the details on our budget, including our overall proposed budget and budget book, are available on CPS.EDU/BUDGET.

That concludes my presentation, and I'll take any questions.

PRESIDENT del VALLE: Thank you, Mike. Questions and comments from Board Members?

MEMBER TRUSS: Mr. President.

PRESIDENT del VALLE: Member Truss.

MEMBER TRUSS: I got a question if you're in a position because I think there was a request for someone from Capital to be here tonight, and is there someone who can speak on Capital projects here?

PRESIDENT del VALLE: Crystal Cooper is here.

MEMBER TRUSS: Is there a proposed location for this new high school.

MS. COOPER: There is a site that we
are looking at, but it hasn't been finalized.

MEMBER TRUSS: And then to repeat something that -- are there -- there's one particular site though, not multiple sites, correct?

MS. COOPER: Correct.

MEMBER TRUSS: And also, just to repeat something, like -- well, first of all, thank you again for being here tonight and the time that you all and your team and everyone take away from your families. I just want to kind of have you repeat again like, you know, with this proposed high school that there will be, you know, kids, students like down the road somewhere these students currently who will be zoned to a particular high school will probably be rezoned to the new high school, right, which is going to be kind of an impact on the school's budget potentially?

MS. COOPER: Let me answer the question. I want to repeat it. You're asking if you're zoned to a Phillips, a Tilden or a Dunbar will you be rezoned to the new neighborhood high school?
MEMBER TRUSS: Well, if you're in that attendance boundary area because Dunbar is a city-wide program. So I will take the Phillips example. So down the road because the school will not be constructed until fall of whatever, right -- well, open it's doors?

MS. COOPER: Correct.

MEMBER TRUSS: Let's say 2025. So the previous school year Phillips received 25 students from that particular area, so the following year those students are rezoned in the Phillips -- let's say not all of them go to the new high school but some still go to Phillips, let's say 20 goes to the new high school, that would be like 20 students less Phillips will receive in terms of funding. So we can safely say that because the money follows students that there will be some impact on Phillips using that example?

MS. COOPER: Yes. Yes, there will be.

MR. SITKOWSKI: So if I can add to that as well. Speaking hypothetically here, one of the things we've done in past budgets is shift away from enrollment-based funding. So
enrollment is still a component of a school's overall funding, but as outlined in some of the commitments that we've discussed here what we've done each of the last few years is look at what a school needs resource-wise to meet reasonable class sizes, have intervention supports, have arts programming, have limited split classrooms and meet graduation requirements and provide funding.

So we'll be looking at -- you know, regardless of the situation, we're looking at a school to see what they need holistically and, you know, looking at what our funding streams look like in 2023. Less than half of school funding comes from student-based budgeting at this point.

MEMBER TRUSS: Just based on the example -- not the example, what was in the budget document presented, for instance, hypothetically if those schools are impacted, then there's going to be -- if they fall below a certain threshold of student population, then there will be an opportunity for additional funding in terms of equity grants, correct?
MR. SITKOWSKI: Yeah, and that's a case where if schools -- you know, if schools continue to lose funding hypothetically, they receive additional equity grant dollars if they're receiving less dollars in the normal enrollment-based funding.

MEMBER TRUSS: And actually to ask this question, but it would be kind of considering that it's been brought up that we do have a dwindling school population here in Chicago, would that be prudent, I believe, that there's going to be -- going to connect with the principals of the surrounding neighborhoods, that it just seems to me it would be prudent to make sure that, you know, kind of get ahead of that early, right, because obviously, you know, they want to be able to provide their students down the road the education that they deserve and not be hampered financially, right?

MR. SITKOWSKI: Absolutely.

MEMBER TRUSS: So, I mean, that's going to be part of the discussion on how to mitigate that?

MR. SITKOWSKI: I believe that will be
part of any discussion going forward around --

MS. COOPER: Around engagement specifically?

MEMBER TRUSS: Well, it's just that the engagement part begins, but then there's planning because, you know, again, as we project moving forward, we're projecting less students in the District. And then when we bring on more capacity, there's going to be less capacity of surrounding schools, I mean, it's just going to happen. And for me, and I'm quite sure some of my colleagues share the same sentiment, it was always about getting ahead of it in the sense of, okay, this is going to happen. Instead of reacting to it, it's being proactive and just saying that, you know, let's communicate with, you know, the schools so that way we can work on, you know -- nothing is 100 percent. You know, I don't have ESP and say what may happen, you know, down the road and some things may not happen. But to be ahead of it, to have a plan in place no matter if CEO Martinez is here, if I'm here, any of us is here, that there's a plan that those schools could hopefully rely upon to
be able to -- you know, make sure they're
offering their students the education that they
deserve because of some of the questions have
always been like -- like, for instance, I'm not
getting too far away from this, it's like
operationally what are we talking about schools
co-op programs and how would that look? I mean,
this is not nothing new in the State of
Illinois, you know. Real schools have done it
for many decades.

So in Chicago since we do have a
dwindling student population, what can we do to
give our students those after school
extracurricular activities that's part of the
high school experience? Because a school like
Douglas, for instance, beyond just building a
basketball team, what else can they do? Or even
Hirsch?

So it's just some of those things to
think about as we move forward looking at the
budgets and some of those potential to
mitigate -- well, maybe not mitigate, but make
sure that our students get that experience.
And, you know, the newer high school coming
online, you know, chances are they're going to
be, you know, successful starting off the ground
because there's going to be all this new and
probably exciting opportunities, but at the same
time making sure that we have exciting
opportunities at the high schools that, you
know, we still going to be currently serving
students at.

MR. SITKOWSKI: No, absolutely. And I
appreciate the feedback.

MEMBER TRUSS: Thank you,

Mr. President.

PRESIDENT del VALLE: Questions?

Comments?

Member Todd-Breland.

MEMBER TODD-BRELAND: Yes, I was just
wondering if we could have the other questions
that were asked on Monday addressed in relation
particularly to the new school project being
proposed about -- I know Board Member Melendez
had questions about engagement. You know, there
were a series of questions that were posed and
we were told we'd have follow-up.

MS. COOPER: So I have a couple of
questions that I was asked and I want to make sure I address them.

So the first question was why are we building more schools in a state of declining enrollment, and I want to give a couple of points around this.

So while it is true that CPS is seeing declining enrollment overall, each neighborhood has its own unique enrollment trends. Some neighborhoods have seen steep population loss while others continue to grow. The area we are referring to as the Near South region is an area that does continue to grow. The projections based on the current elementary school students in this region show that within the next five years the high school population will see an increase of roughly 15 percent once those students transition to high school. Between 2010 and 2020 the region did see an 8 percent increase in elementary school-aged children attending CPS with some areas in the region showing 114 percent increase in students.

The team has done a detailed on in-depth analysis of the area, and based on the
Population growth there is a need for a new neighborhood high school. Currently the Near South region does not have a neighborhood high school. There are selective-enrollment high schools, charter schools and city-wide schools but no neighborhood option.

To put a finer tune on this, this is and will be, I want to make this clear, designed as a neighborhood high school and not a selective-enrollment high school. Not having a neighborhood high school for this region has created a situation where black students are traveling far distances and attending more than 95 different high schools across the city. Asian students in the region are also commuting to other high schools, some up to 10 miles from home, compared to the average travel distance of 4.1 miles and the District average of 3.3.

We project that the impact on surrounding schools in the area will be minimal. Schools like Kelly and Juarez may have seen overcrowding relief or other seats that open up for other applicants. And schools like Dunbar and Phillips will be impacted to the tune of
three to eight students per grade level.

We have been responsive to the needs of the students and don't want to ignore that the State has appropriated a rare onetime $50 million appropriation to build a new high school to serve the Near South region.

The next question was around engagement and updates on the engagement. So we are still very early on in the engagement process and the process is ongoing, and any feedback that we receive and hear will be shared with the Board in a more formalized manner so you'll be able to hear what's happening in the community. So there has been some targeted engagement with parents, principals, Network Chiefs, Local School Council members, community members, and this week there are still more meetings that will start. And as we've engaged with the various stakeholders, no one is opposed to a new school and many welcome the idea and see it as a value.

So I want to point this out to you, that even if the Board approves the FY 23 Capital Budget on Wednesday, we still have to
come back to you in December to get the second approval to actually start the project. So this is the approval for the PBC to start doing bigger and more engagement. The engagement does include discussing particulars about the school and launching a design team which will consist of community members and parents. Engaging with these groups will allow us to put forth the best proposal to meet the needs of the community.

I will acknowledge that there are still a lot of questions that sit with stakeholders, but we are committed to continue this engagement with the community.

MEMBER TODD-BRELAND: Thank you for that.

I guess I want to start by just saying, one, we’ve been on this Board for three years as of this summer, this project came with us, it was $50 million from the State. It has been a boomerang that has gone back and forth since we got here. So I just want to be clear it’s not just your administration, every administration we’ve been under, now three CEOs, have brought this back it feels like every six months. And
every six months the major thing that the Board says is go do engagement with the community and come back to us. It's never happened. And it's frustrating. It feels disrespectful to us as Board Members that that feedback is never acted upon. And if we feel disrespected as Board Members, how does the community feel?

And so -- and I say this in a context. And let me also say this, the other thing that I appreciate in my time on this Board, I really do appreciate how I've seen an evolution in the Capital Budget, and so I want to acknowledge that more generally, right. How money has been allocated based on, of course, emergency issues but then Opportunity Index, using that to drive, money to drive investments to communities where we know there is greatest need based on racial and socioeconomic equity, making sure in particular that disinvested communities -- part of this index looks at how recently was a capital investment made in said community as part of that. And I think the frustrating thing about this project and the way it keeps coming back to us is that it flies in the face of that
approach, right.

So there was a new Jones High School built less than ten years ago. There was a new South Loop Elementary School built three maybe years ago it opened in the very same community that we're talking about. These are not in different places and so that doesn't meet the standard that you've set, which I appreciate that as a new standard of how we're doing investment.

And I guess I just want to say the other thing as a Board as the seven or six, whoever is left, six of us, seven of us who have been here, the very first thing that we did at one of our retreats was set goals, and one of these goals was a commitment to whatever you want to call it, the portfolio issue, the issue of declining enrollment, whatever you want to call this, and addressing it. We haven't made a whole lot of progress in addressing it for a variety of different reasons, COVID happened, et cetera, problems with engagement. But I think at the very least we have maintained a commitment to not exacerbating that problem, and
this exacerbates that problem of declining enrollment. Every decision that we make for one school around enrollment in this District impacts other schools.

We have many high schools, you named some of them, that go all the way around this area and none of them are overcrowded. There's not currently an overcrowded high school in Chicago Public Schools that could not be addressed by either it being a choice school that just admits less children because they have that choice as part of their admissions processor or we actually maintain neighborhood attendance boundaries and people are coming in from outside the neighborhood area. So we don't have a problem particularly at the high school level with over-enrollment.

We also know we have $3 billion I think at this point plus of deferred maintenance. So that 70 million that's going to go towards a new high school that I have yet to see the actual need for is money that is not going to deferred maintenance. We see pictures of like crumbling ceilings, those young people that we are serving
today, not future potential students who you're betting on from, I don't know, a new 78, some new development in the South Loop, that's not -- it's betting on that.

And so I guess I just also -- it's hard for me to hear that this plan is about serving black students, I don't think that's the case. We're not currently serving black students adequately, as much to Dwayne's point, as we know they deserve in the schools that have in our experience declining enrollment that surround this site and that will continue and only be exacerbated by this.

I just feel like this is solving a problem that doesn't exist. And I want to say to the Board, this isn't just the PBC, it is $70 million of a Capital Budget that we will be saying, not a past Board, not some other -- something we've inherited, this is us saying we affirmatively think that this is a problem that we are solving, and I just feel like it flies in the face of this.

And then I also want to say because to me the site is not secret because we're supposed
to be talking about it with the community. The site that is planned is 24th and State Street. That is the former site of Ickes Housing Development. That is the site that CHA has committed two decades ago to return, have right to return for the residents there. And we received e-mails today from members of boards of public housing in the area, including the Dearborn Homes, who said they didn't know anything about this. That's unacceptable. We are here as a Board inheriting the fallout of the plan for transformation and Renaissance 2010. That is the major problems we have before us today, and I cannot be a part of redoing that harm because that's what this is. And moreover at the site where the harm was first done, right, over and over and over in the same community.

So I hear you say engagement. The folks that I've been hearing from didn't know anything about this until it went public a week ago as part of the Capital Plan, the folks in the communities that will be most negatively impacted by this. Even people who may be in
support of this or be like, well, tell me more, are like what are we doing.

And so as a Board it just feels insufficient for us to move forward when that -- at a basic level in the engagement hasn't been done. I understand there's $50 million from the State. And I also want to say I do honor and respect the self-determination and the organizing of the Chinatown community to try to get a school for their community. However, as a Board, we have to look at this systemically, and every decision we make impacts other students. And who is being hurt and who is being helped by this has to be part of this decision-making, and I just don't feel like at a basic level the engagement has been done necessary to even be bringing this before us for a vote. It feels disrespectful given the fact that we have had this conversation over and over and over again. I understand it's a mayoral priority, which is why it has spanned the entire time we've been here and keeps getting thrown at us. But at a basic level like hear us when we say go out and do the work and then come back.
PRESIDENT del VALLE: Well, thank you, Member Todd-Breland. I certainly appreciate your comments and agree with almost everything but not everything. There is support out there. There is a lot of support. You mentioned the folks in Chinatown, I go back to when I campaigned for mayor back in 2011 in the Chinatown area, and on my very first campaign outreach effort, the school, the need for a high school was brought up. And that was not the first time that I had heard it, I heard it during that period numerous times, but it was not the first time I had heard that.

I talked to several leaders in the community over a decade ago who said that that was one of their top priorities. There were other priorities, they talked about libraries, they talked about other things, but the need for a high school. So the need has been around for a long time.

The analysis was done. I thought it was a thorough analysis. Every single Board Member has seen that analysis on several occasions. We've had briefings on it. We've
been talking about this for a long, long time. And then we have the State appropriation of $50 million. And as a Board Member, I cannot walk away from $50 million.

Every point that you made is important, it's a rationale that I can't argue with, so I'm not attempting to argue, but I'm in my own mind weighing -- weighing these things. And it's not about this being a mayoral priority because as I said this was a priority prior to this mayor with prior mayors.

MEMBER TODD-BRELAND: I meant multiple.

PRESIDENT del VALLE: Yes, and you did say multiple. But we do have issues that have to be addressed. And I agree with you wholeheartedly that the engagement piece so far has been inadequate and that has to change. I do know that elected officials in the area have been part of meetings and are supporting this effort.

There is a difference of opinion on the site, I might add. The sponsor of the $50 million is in favor of finding another site, so there is no decision on the site. And having
been around for decades and knowing quite a bit about what has transpired over the years in terms of the development of public housing and the whole plan for transformation, I totally empathize with those individuals who say we've been waiting for the promises that were made for housing, for affordable housing to be met. And so those are very legitimate concerns that need to be addressed at the same time that this is being addressed.

So is there opposition? Yes, there will be opposition. There always is opposition on projects. Look what happened when the proposal prior to this years ago came forth for the use of the academy building and strong arguments were made on both sides way back when. So there will always be very strong legitimate arguments on both sides. The question is, as Board Members, we weigh -- we weigh things and all is not perfect, of course, and it's many times painful.

But what you laid out absolutely needs to happen. In a perfect world we would be doing just that, just as you laid it out, but that's
not possible in part because of the lack of resources. We are so hungry for resources, and mind you, I'll remind everyone, we're talking about the ESSER dollars that will not be around, but we are so hungry for dollars for operating because at this point we don't know where we're going to get those dollars after the ESSER dollars run out.

And then on the capital side, this list of capital projects includes about, and please correct me if I'm wrong, about $50 million of dollars that were appropriated through legislators for individual schools. There's a long list of dollar amounts, some are being re-appropriated. They weren't spent and they're being re-appropriated for this year, and they're varying amounts of money. But we count, we really count on the General Assembly and individual legislators and always encourage them to try and bring back home as many capital dollars as possible to help our schools out with that deferred maintenance that you so rightfully indicated has grown. Whether it's the need to replace the air conditioning system or the roofs
or new playgrounds, the needs are always great. We have this old -- these old buildings that need a lot of money poured into them. And so that's why whenever I hear an opportunity to construct a new building that will be energy efficient, that will allow as I have been advocating for solar energy to be used in our buildings and put our kids in a modern facility, I have to jump at the opportunity and then that's when the weighing comes in. That is not to say that what you just indicated should not happen. And as you said, we've been talking about that since day one, and we should continue and must continue to talk about that. And I appreciate you pushing very hard in that direction. I have the utmost respect for you, Member Todd-Breland, because of your passion on these things.

But again, as an individual Board Member, we weigh these things. And I hope that at some point we'll be able to consider taking the next steps in this project, which would include finalizing a site as well as the community engagement that has to occur.
So having said that, Member Melendez.

MEMBER MELENDEZ: Yes. I think -- I agree with Member Todd-Breland that we've been talking about this for a long time. I mean, if there has been a unanimous message among all the Board Members where each one of us stands in a different place in a continuum from opposition to full support, it has been the issue of community engagement. So that is very troubling that it hasn't happened. And I understand that COVID happened, that, you know, the whole world was turned upside down, and -- during the time that we've been talking about this. But I think that is something important because you've heard me say throughout these three years, the community does not trust us because we have a tendency, unconscious, you know, non-malicious, whatever you want to say of doing things to them and not with them.

Now, I'm not sure, you know, I don't have the -- at the tip of my fingers the kind of data that Board Member Todd-Breland has made an effort to dig in deep and she has ties with the community and she hears the voices, but I think
that what she's stating, two things stand very importantly for me. Number one is the fact that does this project fit with the systemic approach that we as a Board, each and every one of us under your leadership, has fought for so hard? And has -- it's bearing fruit. I mean, we are -- this is an amazing budget process that has -- taken into consideration and it's very thoughtful. The point of this essentially is the high school and whether it has -- that position has been taken in a way that aligns with a systemic approach that I think prior administrations and the current one have been working so hard. And each and every one of you standing there have worked so hard to make a reality. I think that's for me that is the main issue.

There are other things that I need to dig in deeper and do more homework into, but that to me is the question, and I think it's an important question that is probably in the minds of the community as well. And, you know, and I understand the 50 million has been appropriated for that purpose, but I don't think they have an
expiration date that we could engage the
community, engage stakeholders and, you know,
not necessarily have this as a project for -- to
start in January of 2023 or whenever the start
date.

I understand this has become a very
contentious issue among all of us, but I think
we are united by a desire to be systemic in our
approach, not just looking at one particular
school or, you know, community but looking at
the whole. But I also agree that there are
communities in our -- in our District that have
been disenfranchised systemically for decades,
maybe more than a hundred years, and that that
needs to be an important consideration when we
talk for all across the board. And that's
what's been so amazing about the budget, that it
incorporates that Opportunity Index into all the
decisions that have been made.

PRESIDENT del VALLE: Thank you, Member
Melendez.

Questions? Comments?

MEMBER TRUSS: Mr. President.

PRESIDENT del VALLE: Member Truss.
MEMBER TRUSS: Does Member Sotelo have any? I want to defer to him in case he had any follow-ups or comments?

MEMBER SOTEO: Just listening.

MEMBER TRUSS: No, I just got to echo something, Mr. President, about what Board Member Todd-Brel and stated about the engagement. This was something that, you know, we knew from -- I mean, first of the school year we were saying like start now because the worst thing you can always do to people if you try to -- doing what's being done now like shoehorning in engagement. I mean, we talking about a vote June 22nd, and we got a couple dates like Thursday and Friday, you're trying to reach out to people. And we're saying like, no, reach out to them early.

If you look at some of the letters -- well, I looked at the letters that were sent to me, it's like, there was no opposition to the school. I mean, it's not a hundred percent, but there's actually generally support for the school. It's just that that piece of component with the site that is the issue. And if we -- I
believe, I truly believe in my heart of all hearts if we would have started the engagement process earlier and really been straight up and upfront with people, that probably wouldn't even be a problem at this point, it probably wouldn't be. If we were thoughtful, connected with the partner sister agencies, got some things codified that promises that were made were kept because you're talking about decades now, you talking about people who have been holding out. We don't have a declining population totally just because people left the city for various reasons, the biggest reason has been the destruction of public housing and the primary residents being black families. And it is disrespectful in a sense that we -- some of us asked to meet with those families to be able to try to really make sure they understand and explain this to them in a respectful, thoughtful manner, but it was like no.

And then, Mr. President, it was really like totally, you know, when it was told that we met with the residents, leaders, and it was like who are we? Who were those resident leaders?
Who are these individuals? What's the secret? Why are we holding the secret, us CPS, holding the secret that we're having this kind of engagement? And we can't be transparent about it? You can't -- you can't -- you know, we're volunteers but we want to -- we want to help land this plane.

My colleague, Board Member Todd-Breland, has a position, but at the same time she still believes that in that engagement, not about, oh, I want to tell them what I think about it, it was about hearing the community. She's a mother. I'm a grandparent. We taking our time to do this, and if we cannot -- you know, with working with the District we're overseeing and we're disrespected in a sense, what do you think they're going to do to that south community? And that's what's been going on, it's Exhibit A.

You had -- I asked this of someone earlier, what was the resources CPS put behind informing the parents of Drake about this Tuesday meeting? Can anybody answer that? Nothing. We had a capacity to do robocalls,
e-mail blasts, to send -- we've sent bodies out there to knock on doors for different issues.

And you have LSC chairperson who is expecting a child Thursday out there on the weekend knocking on doors passing out flyers trying to get parents engaged about what's happening on the last day of school. You having principal meetings during the time when they're having graduations and luncheons and dismissals.

That's not authentic engagement, that's disingenuous.

And that's why it's like if we're going to say that we want to do something different and we're not only kind of in a sense going backwards but worse in a sense than those who were, you know, here before us when we talk about the lack of engagement and trust. That is totally disrespectful to those families. And again, if anybody -- there were some at that meeting, no one jumped up in opposition to like the school off the bat. They just had a lot of questions. They just feel frustrated, defeated because it's like we got some sense, we know that this thing is coming, but now you want to
talk to us, now you want to talk to us on the last day of school when, you know, parents' minds in different places. And we've been saying this like let's get ahead of this thing at the beginning of the school year and talk to people and there was a reluctance on the District part. I'm part of the District, you know, yeah, I'm part of the problem in a sense. I'm unaware, but at the same time the District has to be aware too that you just got to treat all communities the same. And this is a classic case of disrespecting the community and things being done to them where it could have been a simple conversation and you never know.

I'm sorry, Mr. President.

PRESIDENT del VALLE: No, Dwayne, you can take all the time you need.

MEMBER TRUSS: No, no, no, we have people who have been probably waiting to make comments that registered for the meeting. So, you know, just close to the heart.

PRESIDENT del VALLE: Thank you.

Let's -- if there are no other questions or comments at this time, at this
time, let's proceed with the public engagement.

SECRETARY BELTRAN: Thank you, Mr. President.

PRESIDENT del VALLE: Public participation session.

SECRETARY BELTRAN: Thank you, Mr. President. I'll read the public comment directions.

Members of the public who registered to speak were given the option to attend in person or via an electronic format. For those who preferred to attend via an electronic format they were given information to access this hearing by dialing a number and using their phone. We did this so that speakers with limited or no access to the Internet or who may have weak Internet connection could still participate using their phones.

As noted previously, members of the public may submit written comments related to the FY 23 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mailed to One North Dearborn, suite 950, by 5:00 p.m. June 16th, 2022.
Individuals who registered to speak will have 2 minutes to comment. I will call your name and number when it is your turn to speak. And as a reminder, to unmute, please press star 6. Once you hear your name, please state your name for the record and the 2-minute timer will start. When there are 30 seconds remaining, I will inform you so that you can proceed to conclude your remarks to allow for the next speaker to begin. This hearing will conclude after the last person who has registered to speak has spoken or 7:30 p.m., whichever occurs first. When called, again, please state your name for the record.

And, Mr. President, I will start by calling the first speaker, we have Cheryl Conner, who is here in person, speaker number 1.

PRESIDENT del VALLE: Leave them with her, yes.

MS. CONNER: Yeah. So I'm Cheryl Conner, I'm a parent at Sabin Elementary, and I want to raise objections to the proposed budget for my children's school. I was very surprised to actually hear the focus on no split
classrooms, bilingual education and the arts
because all of those things are not happening at
my kids' school and I'm sure at many schools
across the city.

Eighty percent of families at Sabin are
below the poverty line, and our school has 98
percent black and Latinx students. We're a dual
language magnet school. And this is a
population that's been really hurt by the
pandemic, and we can't be -- you know, our
budget being cut is going to really hurt us
further.

Kids at Sabin are going from five
specials to three specials in the fall. We're
losing technology. We're losing library.
Meanwhile, Pritzker, three blocks away from
Sabin, has six specials for their kids. I don't
think these specials should be considered extra
classes, they are very important to, you know,
creating informed citizens, for social/emotional
learning. And some of them, like physical
education, are mandated but still come out of
the principal's budget instead of CPS paying for
those positions.
So I think that for racial equity to be achieved within CPS we have to have like even closer attention being paid to the situations at individual schools. There's no like one-size-fits-all amount. There's no one learning coach that's going to solve the problem. We can't combine dual language classes with English only classes when we have lower enrollment numbers so that means we have split classes. My daughter was in a 3rd and 4th grade split dual language, she'll be in a combined 4th/5th next year. And I went to hose sessions --

SECRETARY BELTRAN: You have 30 seconds.

MS. CONNER: I went to those sessions where we talked about how we're spending this Federal money, and I love that there's going to be reading tutoring for the kids in my 2nd graders class who don't have -- who can't read because of the pandemic. But if they're a split classroom and the teacher is trying to teach at two different levels, you know, we have the tutoring and we need have to have actual --
enough teachers for the students.

So I came by myself because observers aren't allowed but a bunch of other parents support like Sabin being -- having the specials it needs and having the dual language it needs.

SECRETARY BELTRAN: Thank you.

MS. CONNER: Those are the letters --
SECRETARY BELTRAN: Thank you, speaker number 1, I appreciate that. Thank you for your comments.

Our next speaker, Mr. President, is speaker number 3 Rousemary Vega. Speaker number 3, please unmute, star 6.

MS. VEGA: Hello.

SECRETARY BELTRAN: Yes. Please proceed.

MS. VEGA: Can you hear me?

SECRETARY BELTRAN: Yes. Please proceed.

MS. VEGA: Hello, my name is Rousemary Vega, I am a CPS parent and organizer for Raise Your Hand. I am here to ask you to vote no on any kind of cuts. We are seeing the impact already, loss of programs, positions and much
needed resources. These budget cuts will punish working-class families the most, black and brown families who rely on already underfunded public schools. Why is Lori putting the burden on students and families who have been severely impacted by this pandemic?

We are here to demand safe and stable schools. Our children are in need of more, not less. When taking your votes today, please think about that student that has never held a paint brush because of no art. Think of that student that loves music but has never experienced an instrument because of no music programs. Think about that student who loves to swim but has no opportunity to do so because their school has no open pool or lifeguard. Think about that disabled student who has no accessibility at their community school.

What have our children done to this city to deserve to be punished like this? Should we not give all our students around the city the benefit to succeed? We demand these budget cuts to our school be reversed immediately. If CPS has $175 million available
to borrow Lori, why cut millions from our
school?

SECRETARY BELTRAN: You have 30
seconds.

MS. VEGA: You have leaving our schools
down to bare bones. Are children are learning
in poor conditions an with the bare minimum.
Our schools are filthy and falling apart. Many
don't even have air conditioners or proper
ventilation. You cannot put a Gucci belt around
our schools and call it a world-class education.
Hold all our schools harmless, stop the cuts and
release the funds. Please vote no. Thank you
for your speech.

SECRETARY BELTRAN: Thank you, speaker
number 3, for your comments.

Mr. President, we'll continue then with
speaker number 5, please, Elisabeth Greer.
Speaker number 5, please unmute, star 6.
Speaker number 5, Elisabeth Greer, please
unmute, star 6.

We'll continue, Mr. President --

MS. GREER: Can you hear me?

SECRETARY BELTRAN: Yes. Please
proceed.

MS. GREER: Okay. Thank you.

Between the years 2016 and 2018, CPS tried to close my children's school, National Teacher's Academy, in order to turn it into a high school. To fight this school action, we organized, parents, community members and lawyers, and in December 2018 we won our lawsuit, making it the first time in U.S. history that parents successfully sued a school district for racially discriminatory practices.

Our fight was documented and a few months ago the documentary Let the Little Light Shine premiered at film festivals around the country. The reception has been overwhelmingly positive. And you will get the opportunity to view the film for yourself either at the Gene Siskel Center during the week of August 12th or on PBS beginning December 12th.

As I tour the county with the film, the one question we get asked always is what is the District doing now? Have they learned their lesson and adopted more equitable practices?

After reading about this proposal to build a new
high school in the South Loop without any engagement with the community, my answer is no. CPS has learned nothing about community engagement, equitable practices or listening to those who are most impacted by their actions.

My message to CPS and to Mayor Lightfoot is that trying to push through what you want instead of being guided by the families whose lives would be changed in some way by this proposal will instigate yet another battle between everyday Chicagoans and those in power.

There is already one successful documentary --

SECRETARY BELTRAN: You have 30 seconds.

MS. GREER: -- about fighting CPS and winning, don't make us have to film a sequel. Thank you.

SECRETARY BELTRAN: Thank you, speaker number 5, for your comments.

Mr. President, we'll continue then with speaker number 9, please, Raquel Don. Please unmute, star 6, speaker number 9.

MS. DON: Hi, I'm Raquel Don, the
parent of a Chicago Public School graduate and two current public school students. I’m the fourth generation of my family to live in the Bridgeport, Armour Square neighborhoods. I have seen the changes of these neighborhoods over numerous decades of my life. I have always been very involved in my children’s schools. I am a parent -- as a parent I am engaged as a Local School Council chair, Parent Advisory Council chair, Bilingual Advisory honorary supporter and an alternative representative. I am also a parent Board of Governors member, which is a board of 13 parents and caregivers that represent the entire city.

Now, if you were to view a map of the public schools throughout Chicago, my two neighborhoods would stand out and shine bright like a diamond because there are no public high schools there. And part of my involvement at the schools is networking with other parents and caregivers from my neighborhoods so I’m not alone when I say that the Armour Square and Bridgeport neighborhoods have more than enough students to fill a public high school on their
own. But I fear that there is a political ploy to permanently shut the mouths of the residents from my neighborhoods regarding finally getting a public high school. That would be a great disservice to this city because it would only encourage more middle class and hard workers to move out due to lack of quality public higher education.

I will continue to advocate for my community until we have a public high school that will truly serve the Armour Square and Bridgeport neighborhoods. Thank you for your time, and I look forward to a response to my communities' needs.

SECRETARY BELTRAN: Thank you, speaker number 9, for your comments.

Mr. President, we'll continue then with the last speaker who is here in person, speaker number 10, please, Sarah Rothschild.

MS. ROTHSCHILD: Hi, I'm Sarah Rothschild, I'm a data analyst for the CTU, proud parent of a Lindblom Eagle, community rep on the Tilden High School LSC, and a certified LSC trainer.
The chaos, mismanagement and total disregard for school communities coming from the school district is why we are losing 10,000 students each year. Affordable housing plays a factor, but people would stay if we had a strong and stable school system that prioritizes the needs of every student, especially our most vulnerable.

Families that cannot get into what they consider a good school leave the city before their children enter kindergarten or 9th grade. Special ed families have been leaving in droves for years because you never comply with the IDEA. There has been mass exodus of black families for the last 20 years as they have born the blunt of CPS chaos, ED reform experiments and instability.

This budget is unconscionable. The District is choosing to pander to Wall Street investors over the safety, well-being and academic success of our students. Putting an additional $230 million into the reserve fund while we’re still in the midst of a deadly global pandemic is reckless.
CPS has almost a hundred schools identified as hard to staff, cheating thousands of children of the education enrichment programs they deserve, yet you're laying off 425 teachers and support staff this week, important positions that improve teaching and learning conditions, which in turn makes schools more desirable for families and employees.

The turnover in Central Office is emblematic of the problems we face across the District.

SECRETARY BELTRAN: You have 30 seconds.

MS. ROTHSCCHILD: Your own people don't want to work for you. You need to rebuild this trust and rebuild our school communities. Do not make any budget or staff cuts in the upcoming school year. Work with Local School Councils to develop a legit plan to support and stabilize our schools so families will choose to stay here.

Thank you.

SECRETARY BELTRAN: Thank you, speaker number 10, for your comments.
Mr. President, this concludes the public comment segment.

PRESIDENT del VALLE: Okay. Any questions or comments, additional questions or comments from Board Members regarding the budget?

MEMBER TODD-BRELAND: We'll be doing this again next Wednesday.

PRESIDENT del VALLE: Yes. Well, thank you everyone for participating. And I want to thank staff for all your hard work, okay. Thank you. This concludes the second FY 23 Budget Hearing.

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