

CHI CAGO PUBLI C SCHOOLS
PUBLI C HEARI NG
FY 25 PROPOSED BUDGET HEARI NG
(Zoom)
hel d on
Jul y 16, 2024

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 4:03 p. m.
MR. JI ANAN SHI , presi di ng.

BOARD MEMBERS PRESENT:

MR. JI ANAN SHI , Presi dent
MS. ELI ZABETH TODD-BRELAND, Vi ce Presi dent
MS. MARI ELA ESTRADA
MS. MARY FAHEY HUGHES
MR. RUDY LOZANO, JR.
MS. MI CHELE MORALES
MS. TANYA WOODS

Reported By: Karen Fatigato, CSR



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APPEARANCES:

MS. RUCHI VERMA, General Counsel

MS. SUSAN NARRAJOS, Secretary to the
Board



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(Whereupon, the following
proceedings commenced at
4:03 p.m.)

SECRETARY NARRAJOS: President Shi,
before you begin the hearing, I have a brief
safety announcement.

Good afternoon, welcome to the July
16th, 2024 Budget Hearing. Before we start the
hearing, I would like to share a few safety
points and notes.

Please note that the primary exit and
entrance to the auditorium is the door which you
used to enter this afternoon. If you are
leaving the room, please use this door. The
restrooms are just outside the auditorium doors
to your right just past the elevator bank.
During the hearing we ask that you keep all
aisles and exits clear. If you need any
assistance during the meeting, please wave the
attention of one of our security officers.
Thank you for joining us today.

President Shi, we are now ready for you
to begin the hearing.

PRESIDENT SHI: Good afternoon,

16:03:33
16:03:33
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16:04:12
16:04:13



1 everyone. My name is Jianan Shi, on behalf of 16:04:14
2 fellow Board Members, welcome to the first FY 25 16:04:18
3 Budget Hearing. Today is July 16th, 2024, and 16:04:21
4 we're holding the first FY 25 Budget Hearing in 16:04:25
5 the auditorium at Jones High School, 700 South 16:04:28
6 State. I would like to note that the Board 16:04:31
7 Members and senior leadership are physically 16:04:33
8 present in the auditorium. Registered speakers 16:04:35
9 may join us in person or virtually if they opted 16:04:37
10 to do so. 16:04:41

11 The purpose of this hearing is to 16:04:42
12 comply with the School Code Provisions regarding 16:04:43
13 the FY 25 Budget. Board Secretary, please state 16:04:46
14 for the record the notice procedure for this 16:04:48
15 hearing. 16:04:50

16 SECRETARY NARRAJOS: Thank you, 16:04:50
17 President Shi. 16:04:51

18 Notice of this public hearing was 16:04:52
19 published in the Chicago Sun-Times, a newspaper 16:04:53
20 of general circulation in the City of Chicago 16:04:56
21 and posted at Jones High School, 700 South State 16:04:58
22 Street and Principal Office, 42 West Madison 16:05:02
23 Street Lobby on July 10th, 2024. Notice was 16:05:05
24 also posted on the CPSBOE.ORG and CPS.EDU 16:05:09



1 websites on July 10th, 2024. 16:05:16

2 I will now read into the record the 16:05:17

3 public notice as published: 16:05:19

4 Notice: Public Hearings FY 2025 Budget 16:05:20

5 for the FY 2024-2025 Fiscal Year. Chicago Board 16:05:24

6 of Education, commonly known as Chicago Public 16:05:29

7 Schools. 16:05:31

8 To Whom It May Concern: Public notice 16:05:32

9 is hereby given by the Chicago Board of 16:05:34

10 Education that it has prepared an FY 2025 Budget 16:05:36

11 for the 2024-2025 Fiscal Year in tentative form 16:05:39

12 and that five copies thereof, available for 16:05:43

13 public inspection, have been filed and are now 16:05:46

14 on file in the Office of Board of Education of 16:05:48

15 the City of Chicago, commonly known as Chicago 16:05:51

16 Public Schools, One North Dearborn Street, suite 16:05:53

17 950, Chicago, Illinois, 60602, and available at 16:05:57

18 CPS.EDU/BUDGET. And that said Board of 16:06:00

19 Education will hold two public hearings upon 16:06:04

20 said budget on Tuesday, July 16th, and 16:06:07

21 Wednesday, July 17th. Tuesday, July 16th, 4:00 16:06:09

22 to 5:30 p.m., Jones College Preparatory High 16:06:13

23 School, 700 South State Street Auditorium, 16:06:17

24 Chicago, Illinois, 60605, and Wednesday, July 16:06:19



1 17th, 6:00 to 7:30 p.m., at Jones College 16:06:21
2 Preparatory High School, 700 South State Street 16:06:21
3 Auditorium, Chicago, Illinois, 60605. 16:06:27

4 Registered speakers who wish to 16:06:29
5 attend -- wish to present during public 16:06:31
6 participation may have the option to participate 16:06:33
7 in person at the location of the public hearing 16:06:36
8 or virtually via an electronic platform. The 16:06:38
9 public will have access to the meeting via a 16:06:40
10 livestream at CPSBOE.ORG. 16:06:44

11 For these two public hearings advanced 16:06:47
12 registration to speak will begin on Wednesday 16:06:49
13 July 10th, 2024 at 5:00 p.m. and will close on 16:06:49
14 Friday, July 12th, at 5:00 p.m. or until 30 16:06:52
15 slots have been filled for each hearing, 16:06:57
16 whichever occurs first. Advanced registration 16:06:59
17 during this period is available via the 16:07:02
18 following methods: Online, CPSBOE.ORG, and by 16:07:04
19 phone, (773) 553-1600. 16:07:07

20 Advanced registration to observe will 16:07:09
21 also be available during -- beginning Wednesday, 16:07:11
22 July 10th, at 5:00 p.m. and will close Friday, 16:07:14
23 July 12th, at 5:00 p.m. or until all slots are 16:07:17
24 filled. Advanced registration during this 16:07:21



1 period is available by the following methods: 16:07:22

2 Online, CPSBOE.ORG, and by phone, 16:07:25

3 (773) 553-1600. 16:07:30

4 The public participation segment of the 16:07:30

5 public hearings will conclude after the last 16:07:33

6 person who has registered to speak has spoken or 16:07:36

7 at 5:30 p.m. on July 16th and 7:30 p.m. on July 16:07:38

8 17th, whichever occurs first. 16:07:42

9 Members of the public may submit 16:07:45

10 written comments related to the FY 2025 16:07:47

11 Budget -- Tentative Budget via the Written 16:07:49

12 Comments Form on the Board's website at 16:07:52

13 CPSBOE.ORG or mailed to One North Dearborn, 16:07:54

14 suite 950, by 5:00 p.m. on July 18th, 2024. 16:07:59

15 Thank you. 16:08:02

16 I would like to note for the record the 16:08:02

17 members present here today: 16:08:07

18 Member Fahey Hughes. 16:08:08

19 Member Lozano. 16:08:11

20 Vice President Todd-Breland. 16:08:13

21 Member Woods. 16:08:15

22 Member Estrada. 16:08:16

23 Member Morales. 16:08:18

24 And President Shi. 16:08:19



1 I'd also like to note that Ruchi Verma, 16:08:22
2 General Counsel, is present as well. 16:08:26

3 Thank you. 16:08:29

4 PRESIDENT SHI: So good afternoon, 16:08:30
5 everyone. And tonight is one of the first of 16:08:31
6 two budget hearings this Board is hosting on our 16:08:34
7 budget for this fiscal year. These hearings are 16:08:37
8 opportunities to build awareness on our proposed 16:08:40
9 plan, and as always with our public meetings 16:08:43
10 it's an opportunity for public comment on the 16:08:46
11 budget. 16:08:47

12 In general this Board will be reserving 16:08:48
13 its comment on the budget until the official 16:08:51
14 vote at its next week's Board Meeting on July 16:08:53
15 25th. So aside from perhaps clarifying 16:08:56
16 questions or commentary, we will be mostly 16:09:00
17 listening tonight. 16:09:02

18 With that said, we do want to share a 16:09:03
19 brief message before we begin. We are aligned 16:09:06
20 with Mayor Johnson's vision for ensuring that 16:09:08
21 every student in Chicago, regardless of their 16:09:11
22 race, income or zip code, receives a fully 16:09:13
23 resourced, equitable, safe and healthy learning 16:09:16
24 environment. This isn't just Mayor Johnson's 16:09:18



1 north star, it's all of our north stars and what 16:09:22
2 we resoundingly hear from our students, staff, 16:09:25
3 parents and communities. We are united around 16:09:29
4 this. 16:09:32

5 We've been ringing the bell for a long 16:09:32
6 time about our financial challenges. It's a 16:09:34
7 problem we have inherited. The District will 16:09:36
8 provide more detail on the budget gap and some 16:09:38
9 of the major budget pressures we're facing now 16:09:41
10 and will continue in the near future. 16:09:43

11 For now, I will just say that our 16:09:46
12 fiscal challenges are a result of longstanding 16:09:48
13 structural racism, inequality and historic -- 16:09:51
14 historical disinvestment. We also want to 16:09:55
15 acknowledge that our school district sits within 16:09:57
16 a larger ecosystem within this city, which has 16:09:59
17 also inherited decades by financial inequities 16:10:03
18 and faces challenges from finding solutions and 16:10:06
19 resources for the unhoused and more affordable 16:10:08
20 housing to more support needed for mental health 16:10:11
21 and public safety. 16:10:15

22 Like us, we recognize the city and the 16:10:16
23 state are facing budget pressures as well. We 16:10:18
24 want to take this moment from this hearing 16:10:20



1 tonight and beyond to welcome people into the 16:10:22
2 budget discussion to come together to find 16:10:25
3 long-term sustainable solutions. We've been 16:10:27
4 working together with our city and state 16:10:30
5 partners, and I know elected officials at all 16:10:32
6 levels are eager to help us find solutions, I 16:10:34
7 heard them firsthand when CEO Martinez and I 16:10:37
8 were in Springfield a few months ago. 16:10:40

9 We also want to acknowledge these 16:10:42
10 structural inequities impact many districts that 16:10:44
11 serve low-income students from across the state. 16:10:46
12 Districts across the state are facing ESSER 16:10:49
13 cliffs and we all need more resources to support 16:10:53
14 our students. We have to find solutions -- 16:10:55
15 sustainable solutions together, and we welcome 16:10:57
16 that dialogue. The only way forward together is 16:10:59
17 to ensure our staff, our students and our 16:11:02
18 families get the resources and support they 16:11:05
19 deserve and need to thrive. 16:11:08

20 So with that, we'll proceed to today's 16:11:11
21 public comment segment. Thank you for joining 16:11:13
22 us to share your comments with the Board. In 16:11:16
23 compliance with the Illinois Open Meetings Act, 16:11:18
24 public participation, sometimes referred to as 16:11:21



1 public comment, is the portion of the Board 16:11:23
2 Meeting or hearing that grants District 16:11:25
3 stakeholders the opportunity to address the 16:11:27
4 Board with concerns and comments. Note that 16:11:29
5 public participation is the time for the Board 16:11:32
6 and senior -- CPS Leadership to listen and hear 16:11:33
7 from you rather than a time for dialogue with 16:11:36
8 Board Members during or after your remarks. 16:11:39

9 While we can't discuss personnel 16:11:41
10 matters, public participation is a key component 16:11:43
11 of transparent governance and provides us as 16:11:46
12 Board Members, as well as senior leadership, an 16:11:48
13 opportunity to listen to everyone who has signed 16:11:51
14 up to speak. This Board takes equity of voice 16:11:53
15 seriously. While we may not address your 16:11:56
16 comments directly during public participation, 16:11:58
17 CPS Leadership is always present at our meetings 16:11:59
18 and are able to address concerns as follow-ups 16:12:02
19 after the meeting. 16:12:04

20 As a district and as a Board we have 16:12:06
21 many other spaces for authentic dialogue. For 16:12:07
22 example, each and every one of the Board Members 16:12:10
23 hosts Board office hours so that we can have a 16:12:12
24 conversation. Thank you for your attention and 16:12:14



1 consideration. 16:12:17

2 As a reminder, union representatives 16:12:18

3 will be allotted 10 minutes to speak before 16:12:20

4 public participation, any elected officials will 16:12:22

5 speak after the conclusion of public 16:12:25

6 participation. 16:12:26

7 Board Secretary, please share the 16:12:27

8 rules. 16:12:29

9 SECRETARY NARRAJOS: Thank you, 16:12:30

10 President Shi. 16:12:30

11 Members of the public who registered to 16:12:31

12 speak were given the option to attend in person 16:12:33

13 or via an electronic format. For those who 16:12:35

14 preferred to attend via an electronic format 16:12:38

15 they were given information to access this 16:12:41

16 meeting by dialing a number and using their 16:12:42

17 phone. We did this so that speakers with 16:12:44

18 limited or no access to the Internet or who may 16:12:47

19 have weak Internet connection could still 16:12:49

20 participate using their phones. 16:12:52

21 Members of the public may submit 16:12:53

22 written comments related to the FY 2025 16:12:55

23 Tentative Budget via the Written Comments Form 16:12:58

24 on the Board's website at CPSBOE.ORG or mailed 16:13:01



1 to One North Dearborn, suite 950. Written 16:13:07
2 comments received between the day the Public 16:13:09
3 Agenda was posted through 5:00 p.m. the day 16:13:10
4 after the budget hearings will be submitted to 16:13:11
5 the Board and published within five business 16:13:14
6 days on our website at CPSBOE.ORG. 16:13:17

7 Speakers, please listen while I provide 16:13:18
8 directions for public participation. I will 16:13:22
9 call your name and number when it is your turn 16:13:23
10 to speak. For speakers joining us virtually, as 16:13:25
11 a reminder, to unmute, please press star 6. 16:13:28
12 Once you hear your name, please state your name 16:13:31
13 for the record, I will then start the 2-minute 16:13:33
14 timer. When there are 30 seconds remaining, I 16:13:35
15 will inform you so that you can proceed to 16:13:38
16 conclude your remarks to allow for the next 16:13:40
17 speaker to begin. 16:13:42

18 For any observers wishing to stand with 16:13:42
19 speakers, please stand on either side of your 16:13:44
20 speaker to ensure aisles are clear. 16:13:46

21 Thank you. 16:13:49

22 And, President Shi, before we begin 16:13:49
23 calling registered speakers from the speakers' 16:13:52
24 list, we do have a union rep who would like to 16:13:55



1 address the Board. We will begin with Jackson 16:13:57
2 Potter, CTU Vice President, who is here in 16:14:00
3 person. 16:14:03

4 MR. POTTER: Hey, y'all. You know, 16:14:03
5 Rudy, was asking me how I broke my foot. I was 16:14:15
6 dunking on someone. I said, I still have one 16:14:19
7 good foot, Rudy, and your shot ain't that great, 16:14:22
8 so bring it. 16:14:25

9 I want to talk to you today, you know, 16:14:27
10 about a more serious matter, and that's, you 16:14:29
11 know, we know President Biden, Governor 16:14:33
12 Pritzker, State of Illinois are going to have to 16:14:36
13 play a critical role in funding our future both 16:14:39
14 for Chicago Public Schools and schools 16:14:43
15 throughout the state and nation. 16:14:46

16 In Chicago, as we've all shared, we're 16:14:48
17 over a billion dollars shy of adequacy by the 16:14:53
18 State's own evidence-based funding formula. 16:14:56
19 Illinois is not scheduled to meet the needs of 16:14:58
20 that formula until 2034, seven years beyond what 16:15:02
21 was originally promised. Inflation is already 16:15:07
22 stripped away. The payment they made this year 16:15:10
23 below that seven-year target, so it's even 16:15:13
24 longer now. 16:15:18



1 We know since '19 district -- the 16:15:19
2 District has increased spending on special 16:15:22
3 education by about double without commence -- 16:15:25
4 State oversight requiring said investments. We 16:15:32
5 know the District this year has 50 percent more 16:15:35
6 homeless students than it did a year ago, and 16:15:38
7 yet, you know, help does not seem to be on the 16:15:41
8 way. We know that Illinois is 37th in the 16:15:44
9 country when it comes to state spending on 16:15:47
10 schools according to the National Education 16:15:49
11 Association. We know that we're at a historic 16:15:51
12 crossroads where you're about to make a 16:15:55
13 hand-off, and I see many candidates in the 16:15:58
14 audience today for the first elected school 16:16:00
15 board the District's more than 150 year history, 16:16:03
16 it's an amazing thing. But you can't have an 16:16:05
17 equity formula without the equity. You can't 16:16:08
18 give elected representatives responsibility 16:16:12
19 without the supports needed to maintain, you 16:16:16
20 know, the incredible progress the District is 16:16:19
21 making currently. 16:16:21

22 And it was a surprise to me and many of 16:16:22
23 us to read in the press that part of closing the 16:16:25
24 budget gap, the plan the District was proposing, 16:16:29



1 was to eliminate \$30 million in teacher 16:16:32
2 assistant positions that were used to reduce 16:16:35
3 class size, that were in an MOU promised this 16:16:39
4 coming school year. And, you know, in the 16:16:42
5 meantime we've seen a shrinkage of librarians, 16:16:44
6 cuts to vital positions like counselors, 16:16:48
7 guidance counselor assistants, restorative 16:16:50
8 justice coordinators, while many of those same 16:16:54
9 positions lie vacant elsewhere. We can do more 16:16:57
10 to make and ensure that those vital services and 16:16:59
11 staff are in place. 16:17:03

12 \$400 million of the budget delta from 16:17:04
13 last year to this year is an increase in 16:17:07
14 facilities that comes out of the general fund, 16:17:09
15 right. Seven months after we helped the 16:17:12
16 District win \$20 million for electric buses, we 16:17:15
17 have yet to be responded to on how we can help 16:17:19
18 achieve more funding from the Inflation 16:17:23
19 Reduction Act and the infrastructure bill. You 16:17:26
20 know, three months ago we gave a formal proposal 16:17:30
21 on that, no answer. 16:17:33

22 So it's really an outrage that you 16:17:34
23 could have closed that \$400 million gap by 16:17:39
24 accessing the tens of millions of dollars in a 16:17:42



1 historic effort to transition school buildings 16:17:45
2 into green healthy spaces that the feds have 16:17:48
3 never done before, and yet there's a lackluster 16:17:51
4 inert flat-footed response. And what we need, 16:17:54
5 and I'm not saying it's you, but we need the 16:17:58
6 entire District and the CEO in particular to be 16:18:01
7 aggressive advocates in the face of serious 16:18:04
8 budget restraints and we're not seeing that 16:18:06
9 frankly. That's why I've been a little 16:18:09
10 crunchier with CEO Martinez lately, not because 16:18:11
11 we can't work together or shouldn't, but we're 16:18:14
12 not going to accept a mantra of not doing more 16:18:16
13 because there's not enough or won't ever be 16:18:20
14 enough before the fight has even begun and when 16:18:23
15 the needs of our students and communities have 16:18:26
16 been neglected, to your point, President Shi , 16:18:28
17 for so long. We won't accept austerity when we 16:18:30
18 need expansive, visionary, bold and aggressive 16:18:35
19 advocates. 16:18:39
20 You, the Board now I'm speaking to, you 16:18:40
21 have a fiduciary responsibility to distinguish 16:18:42
22 between bad bank deals that I've talked about 16:18:46
23 many times, I've written a chapter on, that have 16:18:49
24 tanked the District's reserves, raided our 16:18:53



1 classrooms of critical staffing and supports 16:18:56
2 versus traditional borrowing, they are not one 16:18:58
3 and the same. Otherwise, you will leave the 16:19:01
4 District in a place to choose from either 16:19:03
5 austerity or positioning us to continue current 16:19:06
6 momentum at a moment when all eyes are on 16:19:12
7 Chicago. You got the DNC. You got Biden coming 16:19:14
8 in. They're desperate to actually respond to 16:19:16
9 voter's needs. We heard recently that he's now 16:19:18
10 going to get rid of the filibuster. We're going 16:19:22
11 to extract concessions and get things on a 16:19:23
12 Democratic party platform to fill budget gaps, 16:19:25
13 actually do what the Americans for Disabilities 16:19:28
14 Act is supposed to do, actually do what Title I 16:19:30
15 is supposed to do, which hasn't been funded 16:19:33
16 since the '70s and is lost ever since. That 16:19:35
17 will set the stage for having a strong campaign 16:19:39
18 to lobby in the fall for much needed federal and 16:19:42
19 state support but cutting won't do that. 16:19:45
20 Thankfully, you know, President Shi, 16:19:48
21 you are not President Vitale, you're not the 16:19:50
22 same. You are intimately more discerning, 16:19:54
23 caring, responsive and your budget will reflect 16:19:58
24 that, but it is a choice. You know, as Al 16:20:01



1 Pacino said in Any Given Sunday, do you know the 16:20:04
2 difference between winning and losing? Just a 16:20:09
3 few inches between living and dying. You know, 16:20:13
4 so what are you going to do because those bad 16:20:16
5 deals of the past, those credit swaps, the JP 16:20:20
6 Morgan Chase, the termination fees that 16:20:25
7 completely obliterated CPS reserves in 2015, 16:20:27
8 they're not the same as the options that are 16:20:31
9 available to you today. You're in a better 16:20:33
10 position. And if you got in Closed Session bad 16:20:36
11 information where people are telling you it's 16:20:41
12 one and the same, you better ask some tougher 16:20:43
13 questions. Get some help if you don't 16:20:46
14 understand it. Get some independent people, get 16:20:49
15 some city folks to show you different paths, 16:20:51
16 they exist. 16:20:55
17 The Chicago Tribune, enemies of public 16:20:57
18 education who cheered school closings and 16:21:00
19 privatization that we all fought against, will 16:21:02
20 use hyperbolic and inaccurate rhetoric. If you 16:21:05
21 hear that same rhetoric, challenge it, 16:21:08
22 interrogate it, make different assumptions, seek 16:21:12
23 alternatives. 16:21:17
24 We know the mayor of Chicago wants a 16:21:17



1 sustainable community school district. The 16:21:20
2 Chicago Teachers Union is fighting for a teacher 16:21:25
3 assistant in every early childhood classroom. 16:21:27
4 In kindergarten, in 1st and 2nd grade we want 16:21:30
5 our music. We want a librarian in every school, 16:21:33
6 PE. We want sports and extracurriculars. We 16:21:37
7 know from WBEZ 1 percent of students in black, 16:21:41
8 low-income and Latinx schools can get into the 16:21:43
9 five top selective enrollment schools. That 16:21:46
10 ain't going to do it, you know that. I think 16:21:49
11 you said it clearly, we need to get away from 16:21:52
12 the choice district, but to do that we got to 16:21:55
13 invest. There's no divestment that's going to 16:21:57
14 get us there. 16:22:00
15 Thank you. 16:22:00
16 SECRETARY NARRAJOS: Thank you for your 16:22:03
17 comments. 16:22:04
18 President Shi, we are now ready to call 16:22:08
19 speakers from the speakers' list, and we will 16:22:10
20 begin with Tina Boyer Brown, speaker number 2. 16:22:12
21 MS. BOYER BROWN: Good afternoon, my 16:22:16
22 name is Tina -- hello, my name is Tina Boyer 16:22:30
23 Brown, I am the Executive Director of the 16:22:34
24 Chicago High School for the Arts, and thank you 16:22:36



1 for your time this afternoon. 16:22:38

2 As you know, Chi Arts is a contract 16:22:41
3 school that provides free professional training 16:22:43
4 in the arts combined with a comprehensive 16:22:47
5 college preparatory academic curriculum. Chi 16:22:49
6 Arts students are CPS students. 16:22:53

7 We did receive a revised budget 16:22:55
8 proposal, that revised budget marginally 16:22:58
9 increases Chi Arts' funding. I do appreciate 16:23:03
10 the positive movement, and there's still a large 16:23:05
11 gap between the funding our school needs and the 16:23:08
12 funding proposed. I implore you to fully fund 16:23:12
13 the Chicago High School for the Arts. And we 16:23:16
14 share the goal that all students are supported 16:23:19
15 with the opportunities and resources they 16:23:24
16 deserve. 16:23:27

17 So I'm here today to advocate that CPS 16:23:28
18 fully fund our students' school regardless of 16:23:33
19 type. Fund the neighborhood schools. Fund the 16:23:36
20 alternative schools. Fund the magnet and the 16:23:40
21 selective enrollment schools. Fund the charter 16:23:43
22 schools and fund the contract schools. CPS's 16:23:46
23 commitment to equity requires it. 16:23:51

24 Thank you very much. Have a great day. 16:23:55



1 SECRETARY NARRAJOS: Thank you for your 16:23:58
2 comments. 16:23:59
3 Our next speaker is Sylvelia Pittman, 16:23:59
4 speaker number 4. 16:24:03
5 MS. PITTMAN: It's pronounced Sylvelia 16:24:10
6 Pittman. 16:24:19
7 Good afternoon. I stand before you 16:24:20
8 today on behalf of my grandchildren and other 16:24:24
9 students that attend Nash Elementary and 16:24:27
10 surrounding schools located in Austin, which is 16:24:31
11 one of the most traumatized and de-invested 16:24:34
12 communities in the city. Our student enrollment 16:24:38
13 is constantly growing and the demographics of 16:24:43
14 the Austin community is changing, which means 16:24:46
15 the needs of the schools are changing as well. 16:24:49
16 With that being said, our schools need 16:24:53
17 funding that will allow the schools the ability 16:24:55
18 to provide a quality whole child educational 16:24:59
19 experience which consists of mind, body and 16:25:03
20 soul. Besides academic core subjects, our 16:25:08
21 students deserve to have music, dance, 16:25:13
22 social/emotional programs, which are a state 16:25:17
23 mandate, to deal with the traumas that our 16:25:21
24 students are facing within their neighborhoods 16:25:24



1 on a daily basis. 16:25:26

2 Our students deserve to be able to 16:25:28
3 participate in year-round sports programs so 16:25:31
4 they can learn skills like team building and 16:25:35
5 sportsmanship, which allows them opportunities 16:25:38
6 to build character, self-confidence and how to 16:25:41
7 handle self -- I mean, conflict resolution, 16:25:45
8 which is vital -- which is a vital tool in our 16:25:50
9 neighborhood -- 16:25:54

10 SECRETARY NARRAJOS: Speaker number 4, 16:25:54
11 you have 30 seconds remaining. 16:25:55

12 MS. PITTMAN: -- to prevent violence 16:25:57
13 because our students will understand how to use 16:25:59
14 restorative practice to resolve their 16:26:01
15 differences rather than use guns. 16:26:04

16 That is why I stand here today 16:26:07
17 demanding that funding be increased so our 16:26:09
18 schools will have the resources that they need 16:26:12
19 and deserve. 16:26:14

20 Thank you very much. 16:26:15

21 SECRETARY NARRAJOS: Thank you for your 16:26:17
22 comments. 16:26:18

23 Our next speaker is Amaziah Burton, 16:26:22
24 speaker number 5, to be followed by Hal Woods, 16:26:27



1 speaker number 6, who is joining us virtually. 16:26:30

2 Speaker number 5. 16:26:33

3 MS. BURTON: Good afternoon, everyone, 16:26:35
4 my name is Amaziah Burton, I am a proud special 16:26:38
5 education teacher entering my fourth year of 16:26:43
6 service at Phillips High School. During my time 16:26:45
7 teaching, I have witnessed tremendous 16:26:47
8 improvements in special education programming 16:26:50
9 and funding, however, we still lack vital 16:26:52
10 resources to support the education our special 16:26:57
11 education students across the city deserve. 16:27:00

12 Our schools need additional funding 16:27:03
13 primarily to fully staff our special education 16:27:05
14 programs so that educators such as myself can 16:27:08
15 continue to adequately provide special education 16:27:12
16 services to all of my students. Attention to 16:27:14
17 detail in planning is critical to prepare 16:27:18
18 accommodations and modifications for my students 16:27:21
19 who need them in co-taught and separate 16:27:25
20 classrooms. It is a struggle to multitask and 16:27:28
21 backfill and balance when I am legally mandated 16:27:32
22 to provide a certain level of instructional 16:27:35
23 minutes to my students with disabilities. 16:27:37

24 We need additional funding so that 16:27:40



1 schools, educators and administrators can 16:27:42
2 adequately plan for the needs of our special 16:27:46
3 education students. Resources like assistive 16:27:49
4 technology, adequate support staff and 16:27:53
5 appropriate placements often remain unavailable 16:27:55
6 due to lack of funding leaving schools 16:27:59
7 scrambling to meet students' needs. Sometimes 16:28:02
8 those needs just aren't met or they aren't met 16:28:05
9 safely -- 16:28:09

10 SECRETARY NARRAJOS: Speaker number 5, 16:28:10
11 you have 30 seconds remaining. 16:28:11

12 MS. BURTON: -- and our schools don't 16:28:12
13 provide these students with what they need and 16:28:13
14 deserve. 16:28:14

15 We have come so far in supporting and 16:28:15
16 funding special education in Chicago but more 16:28:18
17 still needs to be done in order to give our 16:28:21
18 students the quality education they deserve. 16:28:24

19 Fully fund special education. Fully 16:28:27
20 staff special education so that the dedicated 16:28:29
21 teachers and paraprofessionals our schools can 16:28:33
22 provide our students with what they need in 16:28:37
23 order not just to survive but to thrive. 16:28:40
24 Thank you for your time and 16:28:42



1	consideration.	16:28:43
2	SECRETARY NARRAJOS: Thank you for your	16:28:45
3	comments.	16:28:46
4	Our next speaker Hal Woods, speaker	16:28:49
5	number 6, who is joining us virtually. Please	16:28:52
6	enter star 6 to unmute.	16:28:55
7	MR. WOODS: Can you hear me?	16:28:56
8	SECRETARY NARRAJOS: Please proceed.	16:29:02
9	MR. WOODS: My name is Hal Woods, I'm	16:29:03
10	the Chief of Policy at Kids for Chicago and also	16:29:07
11	the parent of two CPS students. Appreciate the	16:29:10
12	opportunity to speak today regarding the FY 25	16:29:13
13	proposed budget. I want to first start by	16:29:15
14	acknowledging the Board and the staff for your	16:29:18
15	ongoing efforts and dedication to improving our	16:29:20
16	schools.	16:29:22
17	We have been actively collecting	16:29:23
18	feedback from our community, particularly from	16:29:25
19	parents on Local School Councils who have	16:29:27
20	expressed concerns about the new CPS budgeting	16:29:29
21	process. We've compiled these questions and	16:29:32
22	forwarded them both to the Board and the CPS	16:29:35
23	Leadership team, and we're hopeful for a meeting	16:29:36
24	soon to discuss these in detail.	16:29:38



1 At Kids for Chicago we have long 16:29:41
2 advocated for a revamp of CPS' s student-based 16:29:41
3 budgeting system. The goal has always been to 16:29:44
4 ensure that school funds are allocated based on 16:29:46
5 the nuance needs of students and school 16:29:49
6 communities. While we would have preferred more 16:29:51
7 engagement with families and school communities 16:29:54
8 prior to implementing the new approach this 16:29:54
9 spring, we are optimistic about potential 16:29:56
10 opportunities for thorough engagement this fall 16:29:59
11 before next spring. 16:30:01

12 But tonight I would like to address a 16:30:02
13 specific concern related to the assumptions in 16:30:04
14 the proposed FY 25 operating budget particularly 16:30:06
15 around vacancy savings. Last year the District 16:30:09
16 budgeted approximately 150 million due to 16:30:12
17 vacancy savings, these are positions that remain 16:30:15
18 unfilled or face delays in the hiring process. 16:30:17
19 This year that figure has risen to 220 million. 16:30:19

20 Given the ongoing teacher shortage in 16:30:24
21 Chicago, as well as shortages in other 16:30:26
22 educational positions, we face a significant 16:30:29
23 concern. These positions are allocated to 16:30:30
24 schools that will -- if there's going to be a 16:30:32



1 challenge in terms of filling those positions. 16:30:33

2 My question to the Board is what level 16:30:37

3 of flexibility will school principals and Local 16:30:38

4 School Councils have when positions remain 16:30:42

5 vacant for a significant period? 16:30:42

6 SECRETARY NARRAJOS: Speaker number 6, 16:30:42

7 you have 30 seconds remaining. 16:30:44

8 MR. WOODS: If a position is vacant for 16:30:45

9 weeks or months, will a principal and LSC be 16:30:47

10 able to convert that position to dollars to use 16:30:51

11 for other purposes to support students or will 16:30:52

12 the District require the position remain open, 16:30:54

13 potentially leading for it to be vacant for the 16:30:58

14 entire school year? 16:31:01

15 We believe that addressing this 16:31:01

16 question is crucial for ensuring that our 16:31:03

17 schools can effectively utilize their resources 16:31:05

18 to support student success. 16:31:08

19 Thank you for your attention, and I 16:31:09

20 look forward to your response and to working 16:31:11

21 together to address these concerns. 16:31:13

22 PRESIDENT SHI: Thank you. 16:31:14

23 SECRETARY NARRAJOS: Thank you for your 16:31:15

24 comments. 16:31:16



1 Our next speaker is Natasha Erskine, 16:31:16
2 speaker number 3, who is joining us virtually. 16:31:20
3 Please enter star 6 to unmute. 16:31:22
4 MS. ERSKINE: Good afternoon. Are you 16:31:25
5 able to hear me? 16:31:36
6 SECRETARY NARRAJOS: Yes please 16:31:41
7 proceed. 16:31:42
8 MS. ERSKINE: All right. Good 16:31:43
9 afternoon, Board Members and CEO Martinez, I'm 16:31:43
10 Natasha, the Executive Director of Raise Your 16:31:46
11 Hand Illinois. Our organization was formed over 16:31:49
12 14 years ago specifically around CPS budget 16:31:51
13 crisis, you know, fiscal, you know, crises in 16:31:54
14 the past, right, and here I am today really 16:32:00
15 concerned. As you know, we have been, you know, 16:32:03
16 also serving the community, talking directly 16:32:07
17 with Local School Council members. We've been 16:32:10
18 hosting LSC solidarity calls specifically out of 16:32:14
19 the -- you know, really feeling compelled out of 16:32:18
20 the need that has come out of this current 16:32:21
21 budget approval process. 16:32:23
22 Raise Your Hand -- you know, this isn't 16:32:26
23 the first year either, I know we made some 16:32:28
24 recommendations in a letter that was cosigned by 16:32:30



1 almost 200 Local School Council members, elected 16:32:33
2 parents and communities and teachers and 16:32:38
3 students across the city who had said, listen, 16:32:39
4 under the budget constraint and approval process 16:32:41
5 there needs to be more time that LSCs have with 16:32:46
6 their budget. I know that this was again 16:32:50
7 codified in a letter last year to the District. 16:32:53
8 This is now the climate where LSCs are held to 16:32:56
9 the District's timeline and the District's 16:33:01
10 deadline versus being able to satisfy their 16:33:03
11 fiduciary duty and ensuring that they hold their 16:33:07
12 public meetings as required in the Illinois 16:33:11
13 School Code. 16:33:14
14 SECRETARY NARRAJOS: Speaker number 3, 16:33:14
15 you have 30 seconds remaining. 16:33:16
16 MS. ERSKINE: That they have adequate 16:33:17
17 time to hold, you know, the public meetings that 16:33:18
18 are required codified in the school code and 16:33:24
19 principal's contract. We need to see more 16:33:26
20 sufficient time given to LSCs at a minimum a 16:33:29
21 month. 16:33:32
22 And so I also shared the invitation for 16:33:33
23 the Board to work and listen to the community, 16:33:38
24 to the Local School Councils. There is a 16:33:40



1 concern around the lack of time -- or, excuse 16:33:43
2 me, the lack of support that they're receiving 16:33:46
3 from the Office of Local School Counsel 16:33:47
4 Relations. 16:33:50

5 As a follow-up and as I conclude my 16:33:51
6 comments -- 16:33:53

7 SECRETARY NARRAJOS: Speaker number 3, 16:33:53
8 can you please conclude your remarks? 16:33:54

9 MS. ERSKINE: Yes, I will. 16:33:56

10 So I'll share with the Board some of 16:33:57
11 the feedback that we've been receiving from the 16:33:58
12 LSCs. Thanks for the opportunity to speak. 16:34:00

13 SECRETARY NARRAJOS: Thank you for your 16:34:04
14 comments. 16:34:05

15 Our next speaker is Yesica Rufino, 16:34:06
16 speaker number 7, to be followed by Isaac 16:34:09
17 Palmer, speaker number 8. 16:34:12

18 MS. RUFINO: Good afternoon, my name is 16:34:14
19 Yesica Rufino, I'm a parent, a Pilsen community 16:34:18
20 member and the director of charter school growth 16:34:21
21 and support at the Illinois Network of Charter 16:34:23
22 Schools. Thank you so much for the opportunity 16:34:25
23 to advocate for equitable funding. Today I am 16:34:27
24 here to advocate specifically for increased 16:34:30



1 funding for multilingual learners and 16:34:32
2 facilities. 16:34:35

3 Chicago's charter students are Chicago 16:34:35
4 Public School students and deserve the same 16:34:38
5 level of funding as students attending 16:34:41
6 District-operated schools. I am pleased to 16:34:43
7 acknowledge the strides that CPS has made 16:34:44
8 towards meeting the equitable funding amount 16:34:47
9 required by state law. Approved in 2017, this 16:34:49
10 law requires that every charter school in 16:34:52
11 Illinois be funded between 97 percent and a 16:34:54
12 hundred percent -- 150 percent of the host 16:34:57
13 district's per capita tuition charge. However, 16:35:00
14 this progress is not enough. 16:35:02

15 Charter schools, like their District 16:35:04
16 counterparts, are experiencing changing 16:35:06
17 demographics. We are welcoming an increasing 16:35:07
18 number of multilingual learners from many 16:35:10
19 different countries who bring a rich cultural 16:35:13
20 diversity to our classrooms. These students 16:35:14
21 greatly enhance the learning environment and 16:35:15
22 contribute to the vibrant community spirit that 16:35:18
23 defines our schools. 16:35:19

24 To truly support multilingual learners 16:35:21



1 and ensure that they receive education they 16:35:24
2 deserve, charter schools need equal funding to 16:35:27
3 provide essential services. Despite the 16:35:27
4 progress current resources still fall short of 16:35:29
5 what is necessary to support our multilingual 16:35:32
6 learners, and it is imperative that we advocate 16:35:34
7 for more comprehensive funding to ensure that 16:35:36
8 these learners receive the support they need to 16:35:39
9 thrive. 16:35:42

10 Charter schools often do not receive 16:35:42
11 sufficient support for infrastructure needs, 16:35:44
12 which forces them to allocate limited resources 16:35:45
13 to cover essential building and maintenance 16:35:47
14 costs. This diversion -- 16:35:50

15 SECRETARY NARRAJOS: Speaker number 7, 16:35:51
16 you have 30 seconds remaining. 16:35:52

17 MS. RUFINO: This diversion of funds 16:35:54
18 away from educational programming negatively 16:35:55
19 impacts students. 16:35:58

20 I urge the Board to recognize the 16:35:59
21 critical need for increased funding for charter 16:36:00
22 schools both for educational services and 16:36:01
23 facilities. 16:36:03

24 Thank you so much. 16:36:03



1 SECRETARY NARRAJOS: Thank you for your 16:36:04
2 comments. 16:36:05

3 The next speaker is Isaac Palmer, 16:36:06
4 speaker number 8, to be followed by Edward Ward, 16:36:08
5 speaker number 9. 16:36:13

6 MR. PALMER: Good evening, my name is 16:36:15
7 Isaac Palmer, I'm the COO of LEARN Charter 16:36:18
8 Network, we operate seven K through 8 schools in 16:36:21
9 Chicago. Here advocating for more funding. 16:36:25
10 Thank you for the recent budget increases, we 16:36:28
11 need more. 16:36:31

12 We spend a lot of our time fundraising 16:36:32
13 to meet our budget gaps and spending those 16:36:34
14 dollars particularly on facilities, particularly 16:36:37
15 our south Chicago location in the Thorp Building 16:36:39
16 that is very old, and we spend a lot of time 16:36:44
17 just Band-Aiding and fixing the facilities to 16:36:46
18 get it to the condition that we can educate 16:36:48
19 students in. 16:36:51

20 The second place that we spend a lot of 16:36:52
21 our effort and dollars are on bilingual and ESP 16:36:54
22 teachers because of the changing demographics in 16:36:58
23 all of our markets. 16:37:01

24 Thank you for allowing me to speak. We 16:37:02



1 consider you all partners in educating our young 16:37:06

2 minds in Chicago. Thank you. 16:37:09

3 SECRETARY NARRAJOS: Thank you for your 16:37:10

4 comments. 16:37:12

5 The next speaker is Edward Ward, 16:37:12

6 speaker number 9, to be followed by Michelle 16:37:15

7 Ludwig, speaker number 10. 16:37:18

8 MR. WARD: Good afternoon, my name is 16:37:20

9 Edward Ward, former restorative justice 16:37:24

10 coordinator with CPS before the layoffs. And I 16:37:28

11 believe that CPS needs to make the mental health 16:37:31

12 and the physical health of our students a 16:37:34

13 priority. Students have year after year dealt 16:37:36

14 with the ritualistic practices of cutting 16:37:40

15 resources, as a result excavating deeply rooted 16:37:43

16 relationships. 16:37:46

17 While our students have had to deal 16:37:47

18 with the constant dismantling of school 16:37:49

19 structures, they can't afford a piecemeal 16:37:51

20 approach to school recovery. Our students not 16:37:54

21 only deserve mental health resources in our 16:37:56

22 schools, they also deserve cleaner schools. We 16:37:58

23 need fully funded schools to modernize our 16:38:00

24 infrastructure. Clean water is a right. 16:38:04



1 Asbestos free schools are a right. Crumbling 16:38:06
2 infrastructure and lead pipes are criminal. 16:38:09
3 Our students have had their mental and 16:38:12
4 physical health sacrificed long enough. There 16:38:14
5 are some people who don't think our students 16:38:17
6 have the complexion for protection. They 16:38:19
7 deserve to be protected both physically and 16:38:21
8 mentally. Budgets are a decision. Do the right 16:38:25
9 thing. Do the responsible thing, work with us 16:38:27
10 and not against us and fully fund our schools. 16:38:27
11 President Shi, you talked about how 16:38:31
12 there were racist practices that existed in the 16:38:33
13 past, this is all the more reason for us to work 16:38:36
14 together to fight for our schools, to fight for 16:38:39
15 the equitable approach to school funding. 16:38:41
16 Thank you. 16:38:43
17 SECRETARY NARRAJOS: Thank you for your 16:38:45
18 comments. 16:38:46
19 Our next speaker Michelle Ludwig, 16:38:49
20 speaker number 10, to be followed by Christopher 16:38:52
21 Zbasnik, speaker number 11. 16:38:55
22 MS. LUDWIG: Good afternoon, my name is 16:38:57
23 Michelle Ludwig, I am a CPS elementary school 16:38:59
24 teacher and a proud Chicago Teachers Union 16:39:03



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member.

I want you to imagine sitting at a desk in a classroom, you and many of your classmates are English Language Learners. You are all in need of social/emotional supports.

Unfortunately, you are less than 3 feet away from your classmates sitting behind you, in front of you and on both sides of you. There are also two students in wheelchairs in your room. You can barely move in this classroom because there are 32 students, one teacher and one special education assistant in the space less than this stage you are sitting on today. This was my classroom two years ago. This group of students is now 8th graders and they are still at 32 students.

CPS students deserve a budget that reflects the need for smaller class sizes. CPS students deserve a budget that accounts for reduced class size limits in bilingual, ESL and dual language classes. CPS students deserve a budget that accounts for class size adjustment in cluster and blended classrooms, as well as general education pre-K through 2nd grade

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16:39:48
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16:40:15



1 classrooms. CPS students deserve a budget that 16:40:19
2 realizes smaller class sizes permit educators to 16:40:24
3 provide more direct instruction. And CPS 16:40:27
4 students deserve a budget that reflects -- 16:40:30
5 SECRETARY NARRAJOS: Speaker 10, you 16:40:32
6 have 30 seconds remaining. 16:40:34
7 MS. LUDWIG: -- class size triggers 16:40:34
8 needed in high school classrooms. 16:40:35
9 Smaller class sizes allow for more 16:40:37
10 individualized group instruction. Smaller class 16:40:40
11 sizes provide better learning environments not 16:40:42
12 only for our English Language Learners and 16:40:44
13 students with IEPs but all students. And 16:40:47
14 smaller class sizes strengthen relationships 16:40:51
15 between students and staff. Class size matters. 16:40:54
16 Thank you. 16:40:58
17 SECRETARY NARRAJOS: Thank you for your 16:40:59
18 comments. 16:41:00
19 Our next speaker is Christopher 16:41:03
20 Zbasnik, speaker number 11, to be followed by 16:41:05
21 Kobi Zawdie, speaker number 13. 16:41:08
22 MR. ZBASNIK: Hello, CPS Board of 16:41:11
23 Education, my name is Chris Zbasnik, a national 16:41:19
24 board certified science teacher at Kennedy High 16:41:21



1 School with over a decade teaching experience in 16:41:24
2 Chicago Public Schools. 16:41:26

3 From the latest CPS building 16:41:27
4 utilization report, my school has a 161 percent 16:41:29
5 student space utilization rate, marking the 16:41:33
6 school as the most overcrowded in CPS. My 16:41:36
7 building is in need of updates and expansion. 16:41:39

8 From my professional educating 16:41:43
9 experiences at my school, it's difficult to meet 16:41:46
10 the individualized academic needs for my 16:41:48
11 students within the current working conditions. 16:41:51
12 First, I educate co-taught CTT regular and 16:41:53
13 honors physics classes. All classes are nearing 16:41:56
14 30 students per class. This is too high of a 16:41:59
15 number to effectively personalize my students. 16:42:02

16 Second, as one of the original writers 16:42:05
17 of CPS physics Skyline curriculum, we as 16:42:07
18 professional educators need the autonomy in our 16:42:11
19 schools to select and implement quality 16:42:12
20 curriculum. This is why this Board should agree 16:42:14
21 to our contract demands around professional 16:42:17
22 leadership -- let me say that again, 16:42:20
23 Professional Personnel Leadership Committees, 16:42:22
24 PPLCs. 16:42:23



1 Third, my classroom materials are dated 16:42:25
2 going back 10, 20 and 50 plus years old. These 16:42:29
3 materials serve little more than fancy 16:42:33
4 paperweights and need to be modernized to meet 16:42:36
5 the demands of a competitive global educational 16:42:39
6 space. An empowered PPLC at my school can 16:42:39
7 remedy the situation. 16:42:44

8 These concerns not only impact my 16:42:45
9 professional work but also my colleagues, staff 16:42:47
10 and students who utilize the building -- 16:42:49

11 SECRETARY NARRAJOS: Speaker 11, you 16:42:50
12 have 30 seconds remaining. 16:42:51

13 MR. ZBASNIK: I challenge you all to 16:42:52
14 expand the CPS budget so the CTU contract 16:42:55
15 proposals can have a longstanding lasting impact 16:42:58
16 on reducing class sizes, securing curriculum 16:43:00
17 materials and programs outside Skyline through 16:43:03
18 empowering a PPLC in every school. Give 16:43:07
19 students of Chicago the schools they deserve. 16:43:11

20 SECRETARY NARRAJOS: Thank you for your 16:43:15
21 comments. 16:43:16

22 Our next speaker is Kobi Zawdie, 16:43:18
23 speaker number 13, to be followed by Edergil 16:43:22
24 Figueroa, speaker number 14. 16:43:26



1 MR. GUILLORY: Hello. Good afternoon, 16:43:29
2 everybody, my name is Kobi Guillory, I'm a 16:43:33
3 middle school science teacher, and I was here a 16:43:36
4 few weeks ago talking about how myself and more 16:43:38
5 than 300 other school staff were laid off. 16:43:42
6 These layoffs are part of a larger problem with 16:43:44
7 the priorities of this public school system. 16:43:47
8 We all know that there's a lot wrong 16:43:49
9 with the city schools. We know that there are 16:43:51
10 broken down buildings, inadequate or lacking 16:43:53
11 equipment, staff shortages and many other 16:43:56
12 problems. We need to be honest about where 16:43:58
13 these problems come from if we're going to find 16:44:01
14 solutions. 16:44:03
15 And, President Shi, I appreciate your 16:44:04
16 honesty when you said that the problems are 16:44:05
17 about structural inequalities. The thing about 16:44:08
18 structural inequalities is that they point out 16:44:11
19 the biggest problem that we had is not really a 16:44:14
20 lack of money, it's an issue of priorities. You 16:44:18
21 can't tell me that we don't have money when for 16:44:18
22 decades we've been making horrible financial 16:44:21
23 decisions that waste millions of dollars. 16:44:22
24 We're not living under Daley or Rahm or 16:44:26



1 Lightfoot, with Mayor Johnson you have an 16:44:29
2 opportunity to transform the school system into 16:44:31
3 one that prioritizes the needs of our students 16:44:34
4 by holding schools harmless from budget cuts, by 16:44:37
5 protecting the job security of staff, by making 16:44:40
6 green improvements to our facilities so kids 16:44:43
7 don't have to go to school with lead water and 16:44:46
8 asbestos in the walls. 16:44:48

9 We have a series of contract proposals 16:44:51
10 that address these needs, and we need you all to 16:44:54
11 agree to them. And I want to emphasize one 16:44:56
12 word, need. To the extent that we're lacking in 16:45:00
13 funds, we need to prioritize getting those 16:45:02
14 funds. 16:45:05

15 SECRETARY NARRAJOS: Speaker 13, you 16:45:05
16 have 30 seconds remaining. 16:45:07

17 MR. GUILLORY: We need to go down to 16:45:07
18 Springfield, Washington DC or the bankers whose 16:45:08
19 financial decisions have created the structural 16:45:12
20 deficit and we need to get that money because 16:45:14
21 our students need fully staffed, fully funded 16:45:16
22 schools. I'm tired of black and brown 16:45:19
23 communities being referred to as underserved, so 16:45:22
24 we need to serve them. Let's prioritize their 16:45:25



1 futures. Let's prioritize our students by 16:45:28
2 giving them the budget they need and deserve. 16:45:30
3 Thank you. 16:45:32
4 SECRETARY NARRAJOS: Thank you for your 16:45:33
5 comments. 16:45:34
6 Our next speaker is Edergil Figueroa, 16:45:36
7 speaker number 14, to be followed by Duwuana 16:45:39
8 Brice, speaker number 15. 16:45:44
9 MR. FIGUEROA: Good afternoon, CPS 16:45:46
10 Leadership team, my name is Edergil Figueroa, 16:45:48
11 I'm a certified core contract guest teacher at 16:45:53
12 Kelly Thomas High School. I want to start by 16:45:56
13 thanking CPS Leadership by recognizing guest 16:45:59
14 teachers' contributions in the classroom and in 16:46:03
15 our school communities by incentivizing the 16:46:05
16 guest teacher position with monthly compensation 16:46:08
17 for those guest teachers -- those guest teacher 16:46:11
18 positions who work more than 20 days a month. 16:46:15
19 However, I want to remind the Board 16:46:17
20 that guest teachers and PSRPs are an integral 16:46:19
21 part of a well functioning school. Yet, schools 16:46:23
22 are across the District are chronically under 16:46:26
23 staffed due to issues of pay, benefits and 16:46:29
24 general respect causing harm to members and 16:46:32



1 increasing the burden and stress on others in 16:46:34
2 the building. 16:46:37
3 In our good faith negotiations we have 16:46:39
4 proposals for the following critical changes for 16:46:41
5 guest teachers throughout the District. 16:46:44
6 Compensation should be based on experience, 16:46:46
7 endorsements, education and other factors as 16:46:50
8 well as codifying the current incentive 16:46:53
9 structure. 16:46:57
10 Clarify on compensation surrounding 16:46:57
11 summer school and assignments longer than 20 16:47:00
12 days. 16:47:03
13 Benefits accrued based on time worked, 16:47:03
14 including holidays, leaves, sick pay and 16:47:06
15 insurance. 16:47:10
16 Training available for guest teachers 16:47:11
17 who wanted in a pipeline to become a classroom 16:47:13
18 teacher. 16:47:16
19 Respect given to guest teachers and 16:47:18
20 PSRPs in the building. 16:47:18
21 SECRETARY NARRAJOS: Speaker 14, you 16:47:20
22 have 30 seconds remaining. 16:47:21
23 MR. FIGUEROA: Thank you. 16:47:22
24 Also, not changing assignments after 16:47:23



1 being accepted on front line. 16:47:26
2 Following preps of teachers being 16:47:28
3 covered. 16:47:32
4 Access to keys for classroom and staff 16:47:32
5 washroom. 16:47:35
6 Access to safety information and needed 16:47:35
7 student or school information. 16:47:41
8 Thank you for listening and for your 16:47:43
9 service on this Board. I yield my time. Thank 16:47:45
10 you. 16:47:49
11 SECRETARY NARRAJOS: Thank you for your 16:47:50
12 comments. 16:47:51
13 Our next speaker Duwuana Brice, speaker 16:47:52
14 number 15, to be followed by Nabil Jaffar, 16:47:55
15 speaker number 16. 16:47:59
16 MS. BRICE: Hi, my name is Duwuana 16:48:00
17 Brice, I'm a proud pre-K passionate teacher. In 16:48:06
18 2013, Rahm closed 50 schools. This single 16:48:10
19 action was detrimental to many black and brown 16:48:15
20 individuals. This morning Chicago Tribune 16:48:19
21 stated that our current mayor should close more 16:48:21
22 schools. My feelings, how dare they. I 16:48:24
23 disagree with this notion. As a scholar N 16:48:28
24 teacher, I understand and witness the challenges 16:48:32



1 that disadvantaged school communities 16:48:35
2 experience. 16:48:39

3 For instance, the school I attended as 16:48:40
4 a child no longer exists. I also wonder why 16:48:41
5 Albert Einstein Elementary School was 16:48:48
6 demolished. Einstein was an institutional home 16:48:52
7 for many children and families. Generations of 16:48:55
8 low income families are continually suffering to 16:48:59
9 this day from Rahm Emmanuel's decision to close 16:49:02
10 schools. Black communities were disrupted, 16:49:06
11 pushed out, violence increased, students were 16:49:10
12 lost. 16:49:14

13 The Chicago Tribune has got it all 16:49:16
14 wrong. Closing schools is a failed policy. 16:49:20
15 Closing schools sends a message that black 16:49:24
16 students are not valued. We need a different 16:49:26
17 approach. Let's prioritize black students, have 16:49:31
18 smaller class sizes -- 16:49:36

19 SECRETARY NARRAJOS: Speaker 15, you 16:49:37
20 have 30 seconds remaining. 16:49:38

21 MS. BRICE: -- but fully staff schools, 16:49:39
22 provide funding for up-to-date resources, invest 16:49:41
23 in communities. 16:49:46
24 Thank you for your time. 16:49:47



1 SECRETARY NARRAJOS: Thank you for your 16:49:48
2 comments. 16:49:49

3 Our next speaker, Nabil Jaffar, speaker 16:49:52
4 number 16, to be followed by Pavlyn Jankov, 16:49:55
5 speaker number 17. 16:49:59

6 MR. JAFFAR: Esteemed Board Members, my 16:50:01
7 name is Nabil Jaffar, and I just finished my 16:50:04
8 fourth year teaching chemistry at Englewood 16:50:07
9 STEM. 16:50:10

10 I'm compelled to speak today because 16:50:10
11 CPS seems poised to bridge it's funding gap by 16:50:12
12 reducing staff and leaving crucial positions 16:50:14
13 unfilled. Even if the strategy balances the 16:50:18
14 budget, I implore the Board to evaluate the 16:50:21
15 consequences of these vacancies. 16:50:23

16 At my school this past year, multiple 16:50:25
17 SPED instructor vacancies resulted in no 16:50:27
18 co-taught science classes for the sophomore and 16:50:31
19 junior grade levels. Besides the obvious legal 16:50:33
20 violations for students' science minutes not 16:50:36
21 being met, these unfilled positions had tangible 16:50:38
22 effects for students in the classroom and 16:50:42
23 beyond. 16:50:44

24 I watched our students on-track rate 16:50:44



1 drop, and the failure rate for students in my 16:50:47
2 own chemistry class increased substantially this 16:50:49
3 past school year in comparison to the 22-23 16:50:52
4 school year when I had two co-taught sessions 16:50:55
5 with a certified special education teacher in 16:50:57
6 the room with me. 16:50:59

7 I pride myself on my ability to meet 16:51:01
8 students where they are and adjust my content 16:51:03
9 delivery methods. But with 26 students in the 16:51:06
10 class and a third of them having IEPs, students 16:51:10
11 were not able to demonstrate mastery on even the 16:51:13
12 most fundamental tasks in the chemistry Skyline 16:51:15
13 curriculum. This disruption to learning 16:51:19
14 compounds the scientific literacy gap and lowers 16:51:21
15 graduation rates, which impacts the quality of 16:51:24
16 life for our students, families and communities 16:51:26
17 beyond one school year. 16:51:29

18 This moment is urgent. We can't afford 16:51:32
19 partially staffed schools that reproduce -- 16:51:35

20 SECRETARY NARRAJOS: Speaker 16, you 16:51:36
21 have 30 seconds remaining. 16:51:38

22 MR. JAFFAR: -- that reproduce the 16:51:38
23 structural inequities CPS has lauded itself for 16:51:40
24 bridging. 16:51:44



1 I understand that there are real fiscal 16:51:44
2 gaps that need to be addressed, but the decision 16:51:46
3 to understaff our schools has consequences. I 16:51:48
4 implore CPS and the Board to agree to our 16:51:52
5 special education staffing demands in the CTU 16:51:54
6 contract. 16:51:57

7 Thank you for your time. 16:51:57

8 SECRETARY NARRAJOS: Thank you for your 16:51:59
9 comments. 16:52:00

10 The next speaker, Pavlyn Jankov, 16:52:02
11 speaker number 17, to be followed by Tara 16:52:05
12 Donnelly, speaker number 18. 16:52:09

13 MR. JANKOV: Good afternoon, Board 16:52:10
14 Members, thank you all for coming, it's great to 16:52:12
15 see you all here. 16:52:14

16 So I want to talk about the expiration 16:52:15
17 of federal pandemic relief funds. It's clear 16:52:17
18 that with the expiration of roughly \$600 million 16:52:21
19 in spending that was made possible with the 16:52:24
20 federal relief funds that there is a serious 16:52:27
21 revenue cliff. And that funding was a 16:52:30
22 considerable fraction of \$1 billion funding gap 16:52:33
23 that we know we have from the state. 16:52:36

24 So with the looming deficit, we have 16:52:38



1 seen comparisons of the situation today to the 16:52:41
2 last fiscal crisis CPS was in, but I want to 16:52:43
3 draw a distinction of why this moment is 16:52:48
4 different from that last crisis. 16:52:50

5 In 2016 our schools were dealing with 16:52:51
6 the twin threats of both a hostile governor and 16:52:53
7 an austerity-minded mayor controlling our 16:52:57
8 schools. Republican Governor Bruce Rauner was 16:52:57
9 hell bent on destroying CTU, threatening a 16:53:00
10 hostile takeover of CPS and holding the state 16:53:04
11 budget hostage. He used his power and leverage 16:53:06
12 to further undermine CPS's fiscal condition. 16:53:08
13 And we had a mayor back then who had imposed 16:53:10
14 drastic cuts to special education, saddled CPS 16:53:13
15 with dirty schools and a school funding formula 16:53:15
16 that destabilized our neighborhoods. 16:53:17

17 We do not have those twin threats 16:53:20
18 today. Our mayor has unequivocally stated he 16:53:23
19 does not support a budget with cuts to the 16:53:25
20 classroom. And our Governor today is not 16:53:26
21 allergic to revenue. And there are other 16:53:28
22 options, other states taking the lead on 16:53:30
23 progressive revenues, taxing corporations and 16:53:33
24 high income earners. We have to push now. 16:53:36



1 We've heard CEO Martinez talk about a 16:53:38
2 property tax referendum and fiscal 16:53:41
3 responsibility publicly, but we haven't heard 16:53:42
4 him talk about progressive revenue. 16:53:45
5 SECRETARY NARRAJOS: Speaker 17, you 16:53:46
6 have 30 seconds remaining. 16:53:47
7 MR. JANKOV: We can't saddle the future 16:53:48
8 elected school board with only a choice between 16:53:49
9 drastic cuts or raising property taxes in a city 16:53:51
10 where that is a political (connection 16:53:54
11 disruption) in our schools to show Springfield 16:54:10
12 we have held up our end of the bargain by 16:54:12
13 putting resources where they matter, defunding 16:54:14
14 maintaining investments in special education, 16:54:17
15 bilingual supports and lower class sizes called 16:54:19
16 on by the evidence-based funding model. So 16:54:22
17 we're asking you to work with CTU stakeholders 16:54:25
18 and the city to push for sustainable progressive 16:54:27
19 revenue of passing an educationally responsible 16:54:32
20 budget. 16:54:33
21 Thank you. 16:54:33
22 SECRETARY NARRAJOS: Thank you for your 16:54:33
23 comments. 16:54:35
24 Our next speaker, Tara Donnelly, 16:54:36



1 speaker number 18, to be followed by Joanne 16:54:38

2 Tanner, speaker number 19. 16:54:41

3 MS. DONNELLY: Good afternoon, my name 16:54:44

4 is Tara Donnelly, and I am the school librarian 16:54:46

5 at Foreman High School. I am here to advocate 16:54:49

6 for fully funding certified school librarians 16:54:52

7 for all CPS students. 16:54:54

8 Decades of research show that school 16:54:56

9 librarians improve educational outcomes, student 16:54:59

10 literacy increases and reading test scores go 16:55:02

11 up. Conversely, when schools cut librarians, 16:55:06

12 test scores decrease. The declines affect 16:55:08

13 marginalized students the most, causing the 16:55:12

14 greatest losses among ELL students. Librarians 16:55:14

15 increase social/emotional skills by curating and 16:55:18

16 maintaining a welcoming space for all students. 16:55:22

17 Librarians improve equity. A simple way to 16:55:27

18 reverse the legacy of systemic racism is to 16:55:28

19 centrally fund a certified school librarian for 16:55:31

20 every school. 16:55:34

21 And most importantly for this budget 16:55:35

22 hearing, librarians save districts money. They 16:55:37

23 have an outsize impact on educational outcomes 16:55:40

24 in school culture, as technology coaches, 16:55:43



1 professional learning facilitators, information 16:55:45
2 resource specialists, co-teachers and more. 16:55:49
3 They're the best return on investment a school 16:55:51
4 can make. 16:55:54
5 Recently libraries have been under 16:55:55
6 attack. In Houston extremists cut librarians as 16:55:58
7 a way to undermine public education. The intent 16:56:01
8 of the librarian cuts in Chicago may be 16:56:04
9 different but the outcome is the same. Houston 16:56:06
10 has about 18 percent of campuses staffed with a 16:56:10
11 librarian, CPS about 16 percent. CPS -- 16:56:13
12 SECRETARY NARRAJOS: Speaker 18, you 16:56:18
13 have 30 seconds remaining. 16:56:19
14 MS. DONNELLY: -- the work of the 16:56:20
15 enemies of democracy for them. 16:56:21
16 CPS used to have almost 500 librarians, 16:56:23
17 but after student-based budgeting we have about 16:56:26
18 80. 273,000 students do not have a certified 16:56:29
19 librarian. Every child deserves to have a 16:56:35
20 cost-effective, proven educational advantage of 16:56:39
21 a school librarian throughout their school 16:56:42
22 career. For more information and links to 16:56:44
23 research, you can visit our Instagram page at 16:56:47
24 CTU Librarians. 16:56:50



1 Thank you. 16:56:51

2 SECRETARY NARRAJOS: Thank you for your 16:56:52

3 comments. 16:56:55

4 Our next speaker is Joanne Tanner, 16:56:56

5 speaker number 19, to be followed by Jude 16:56:59

6 Abangan, speaker number 22. 16:57:03

7 MS. TANNER: Good afternoon, my name is 16:57:09

8 Dr. Joanne Tanner, I'm the CEO of Civitas 16:57:14

9 Schools where we operate three public schools in 16:57:17

10 the CICS Network. I am also the parent to three 16:57:20

11 CPS students. Our schools are on the north and 16:57:24

12 far south side of the city, and I am proud to 16:57:27

13 say that our students are also taught by CTU 16:57:30

14 teachers. 16:57:33

15 I appreciate your time this afternoon, 16:57:35

16 and I acknowledge how difficult your role must 16:57:37

17 be when determining a budget for such a diverse 16:57:40

18 and complex district. And I'm here to share my 16:57:42

19 concerns about the CPS budgeting process, 16:57:46

20 specifically the instability that public charter 16:57:49

21 schools have faced over the last few months. 16:57:52

22 I want to start by acknowledging that 16:57:55

23 our public charter schools are serving CPS 16:57:58

24 students. Charter school students are CPS 16:58:03



1 students. Just like gifted centers, selective 16:58:08
2 enrollment high schools and magnet schools, 16:58:11
3 charter schools are part of the CPS portfolio 16:58:14
4 and deserve to be funded equitably. It is 16:58:17
5 nearly impossible to adequately prepare for 16:58:21
6 children and teachers in just a few weeks when 16:58:25
7 we have been forced to deal with a moving target 16:58:28
8 when it comes to budgeting. The impact of this 16:58:31
9 disruption has been felt through significant 16:58:35
10 reductions in staffing, a postponement of 16:58:37
11 crucial purchases in curriculum and an inability 16:58:41
12 to maintain our after school programming. 16:58:45

13 SECRETARY NARRAJOS: Speaker 19, you 16:58:46
14 have 30 seconds remaining. 16:58:47

15 MS. TANNER: At this time with record 16:58:48
16 levels of violence in Chicago, we should be 16:58:50
17 expanding programming, increasing staff and 16:58:53
18 student support, and instead we have been 16:58:56
19 chasing this moving target. 16:58:58

20 While CPS is getting closer to an 16:59:01
21 equitable funding formula required by state law 16:59:03
22 for charters, we are not there yet. Charter 16:59:07
23 school students are not 97 percent of a CPS 16:59:10
24 student. Our students and our schools deserve 16:59:15



1	to be fund equi tably.	16:59:20
2	Thank you for your time.	16:59:23
3	SECRETARY NARRAJOS: Thank you for your	16:59:25
4	comments.	16:59:26
5	Our next speaker Jude Abangan, speaker	16:59:26
6	22, to be followed by Vi val di Charles, speaker	16:59:29
7	number 23.	16:59:32
8	MR. ABANGAN: Thank you for allowi ng me	16:59:33
9	to speak today. I am Jude Abangan, an in comi ng	16:59:37
10	second-year bi lingual special education teacher	16:59:40
11	deeply affected by recent deci sions i mpacti ng	16:59:43
12	educators and our students at Roosevel t High	16:59:49
13	School. These cuts, which i nclude my own	16:59:52
14	posi ti on, are concerni ng because over hal f of	16:59:55
15	our students are Engl ish Language Learners and	16:59:58
16	newcomers.	17:00:01
17	Despi te bei ng recogni zed as a uni corn	17:00:02
18	upon compl eti ng the Teacher Resi dency Program,	17:00:05
19	I, along wi th six others, received noti ce that	17:00:08
20	our posi ti ons at Roosevel t were cut for the	17:00:12
21	upcomi ng school year. Thi s deci sion not only	17:00:14
22	affects our abi lity to support students i n the	17:00:18
23	classroom but also di mi ni shes our broader school	17:00:20
24	communi ty I like my i nvolvement i n the LSC.	17:00:25



1 Roosevelt High School has faced 17:00:29
2 significant staffing cuts, losing seven SPED 17:00:31
3 positions -- seven SPED teaching positions along 17:00:36
4 with a teacher assistant and reducing a case 17:00:40
5 manager position from one to one-half. 17:00:42
6 Currently there are 17 classes without coverage, 17:00:45
7 making -- risking compliance unless at least 17:00:48
8 five are restored. This reduction means fewer 17:00:53
9 elective options for our special education 17:00:58
10 students compared to their peers without 17:01:02
11 disabilities, complicating -- and when 17:01:03
12 complicating their educational programming. 17:01:06
13 SECRETARY NARRAJOS: Speaker 22, you 17:01:09
14 have 30 seconds remaining. 17:01:10
15 MR. ABANGAN: Roosevelt's robust 17:01:10
16 cluster program includes two classes. We 17:01:12
17 service 165 IEPs and 64 504 Plans, which means 17:01:14
18 we need at least two full-time case managers, 17:01:19
19 which is essential to actually supporting our 17:01:22
20 students needs and accommodations, including 17:01:23
21 newcomers. 17:01:25
22 It is crucial for the Board to expedite 17:01:26
23 the appeal process to further mitigate for the 17:01:28
24 disruptions and uncertainty in our schools. Let 17:01:31



1 us affirm our commitment to inclusive education 17:01:33
2 and the belief that every child deserves the 17:01:36
3 chance to succeed. We need a fair budget for 17:01:39
4 all. This is why education -- special education 17:01:45
5 staffing must be addressed in congregation with 17:01:52
6 my union, the CTU, and for neighborhood high 17:01:55
7 schools like Roosevelt -- 17:01:58
8 SECRETARY NARRAJOS: Speaker number 22, 17:01:58
9 please conclude your remarks. 17:01:59
10 MR. ABANGAN: -- who enroll students 17:02:02
11 regardless of where they come from or what 17:02:02
12 language they speak every day from the first to 17:02:04
13 the last. 17:02:06
14 Thank you. 17:02:07
15 SECRETARY NARRAJOS: Thank you for your 17:02:07
16 comments. 17:02:08
17 Our next speaker, Vivaldi Charles, 17:02:11
18 speaker number 23, to be followed by J.B. Mantz, 17:02:15
19 speaker number 24. 17:02:19
20 MR. CHARLES: Hello, my name is Vivaldi 17:02:21
21 Charles, and I'm a science teacher and union 17:02:22
22 delegate at Michele Clark High School. I am 17:02:25
23 appearing before you to discuss the implications 17:02:29
24 of the 2024-2025 budget has had on Michele Clark 17:02:30



1 while conveyed to us as a measure to ensure 17:02:34
2 equity across the school district has had the 17:02:37
3 opposite effect. We have lost approximately ten 17:02:41
4 positions at Clark, teachers, paraprofessionals, 17:02:44
5 restorative justice practitioners, security and 17:02:48
6 teacher assistants. These losses will have a 17:02:50
7 profound effect on our school for the upcoming 17:02:54
8 school year. 17:02:57

9 The loss of paraprofessionals and 17:02:57
10 teacher assistants will stymie gains made by our 17:03:00
11 students post COVID. Security and restorative 17:03:06
12 practitioners provided social/emotional guidance 17:03:08
13 and support our students needed to deal with 17:03:10
14 trauma, experiences they experienced on a 17:03:13
15 regular basis. 17:03:17

16 I want to emphasize the trauma that our 17:03:19
17 students go through as we have lost four 17:03:21
18 students to gun violence in the last two years. 17:03:23
19 Our students would have had an even harder time 17:03:28
20 coping with these tragedies if not for the 17:03:31
21 emotional support provided by our staff, many of 17:03:31
22 which have been laid off. 17:03:36

23 Our students still deserve so much 17:03:38
24 more, not less. That's why I am proud that my 17:03:40



1 union is fighting for more resources for them in 17:03:43
2 our contract negotiations with CPS, especially 17:03:47
3 our demands for more restorative justice 17:03:49
4 coordinators -- 17:03:52

5 SECRETARY NARRAJOS: Speaker 23, you 17:03:53
6 have 30 seconds remaining. 17:03:55

7 MR. CHARLES: -- and better limitations 17:03:56
8 of restorative practices in our schools. 17:03:56

9 With this in mind, I want to implore 17:03:59
10 the School Board to consider the ramifications 17:04:01
11 of this proposed budget to provide our school 17:04:05
12 with the funds need to properly service our 17:04:07
13 students. I appreciate your dedication and 17:04:08
14 time. I hope you all will act to provide devout 17:04:11
15 staff and services that my students and Michele 17:04:16
16 Clark need. 17:04:19

17 Thank you. 17:04:20

18 SECRETARY NARRAJOS: Thank you for your 17:04:20
19 comments. 17:04:20

20 Our next speaker J.B. Mantz, speaker 17:04:25
21 number 24, followed by Christopher Nieves, 17:04:26
22 speaker number 25, who is joining us virtually. 17:04:28

23 MR. MANTZ: Chicago Teachers Union's 17:04:30
24 member Kobi Zawdie just said accurately that you 17:04:34



1 waste millions of dollars. He was I think the 17:04:38
2 tenth speaker today. And then we just heard, 17:04:41
3 forgive me, I've forgotten his name, a gentleman 17:04:43
4 who is a special education teacher, bilingual, 17:04:47
5 whose position was cut. 17:04:49

6 In the budget CPS says that the 2024 17:04:54
7 ending budget for student transportation, I'm 17:04:58
8 shifting topics a little bit here, for student 17:05:01
9 transportation was \$162 million after an initial 17:05:03
10 budget of \$146 million. I'll give you copies 17:05:08
11 afterwards. I have copies for the reporters 17:05:11
12 here as well. So despite cutting budget, 17:05:13
13 cutting bussing for 5500 students, you managed 17:05:16
14 to spend \$16 million. And my guess is that it's 17:05:21
15 a surprise to every one of the members of the 17:05:25
16 Board who haven't done anything about this all 17:05:27
17 year. So that 16 extra million dollars, that's 17:05:29
18 exactly the money, the waste, that Mr. Zawdie 17:05:32
19 was talking about and the waste that results in 17:05:35
20 foolish decisions. 17:05:37

21 We don't know where the \$16 million 17:05:40
22 goes. We hope you do a detailed audit of it. 17:05:42
23 We hope you share it transparently. Given the 17:05:46
24 history of this School Board, advertised and 17:05:49



1 believed to be the most transparent and 17:05:51
2 progressive group the city has had in a long, 17:05:54
3 long time but has disappointed us all, I don't 17:05:56
4 know that that will happen, but I really hope 17:05:59
5 that you consider auditing this. Is it just 17:06:01
6 being paid to consultants or where? Because you 17:06:04
7 ought to be able to find some savings that could 17:06:04
8 both bus the students in need -- 17:06:07
9 SECRETARY NARRAJOS: Speaker 24, you 17:06:08
10 have 30 seconds remaining. 17:06:10
11 MR. MANTZ: -- and keep bilingual 17:06:10
12 special education employees employed. 17:06:12
13 With my last 20 seconds the only thing 17:06:15
14 I'll note is that as if to illustrate your lack 17:06:18
15 of accountability, there are over 40 people 17:06:22
16 running for elected school board, and of the 17:06:24
17 seven members can anyone guess how many of them 17:06:26
18 are running? Absolutely zero. I can only hope 17:06:29
19 that our progressive Mayor Brandon Johnson goes 17:06:33
20 a different way on the appointed front next 17:06:37
21 time. 17:06:40
22 Thank you. 17:06:40
23 SECRETARY NARRAJOS: Thank you for your 17:06:40
24 comments. 17:06:42



1 Our next speaker, Christopher Nieves, 17:06:42
2 speaker number 25, who is joining us virtually, 17:06:44
3 please enter star 6. To be followed by Nicole 17:06:48
4 Crocker, speaker 26, also joining us virtually. 17:06:51
5 MR. NIEVES: Good afternoon, my name is 17:06:54
6 Christopher Nieves. Thank you, President Shi 17:06:56
7 and the Board for listening today. I am 17:07:00
8 advocating for technology coordinator positions 17:07:02
9 to not be cut within CPS. Technology 17:07:05
10 coordinators are the backbone of all things 17:07:07
11 technology within schools. Technology 17:07:10
12 coordinators are never thought of by CPS yet 17:07:12
13 tirelessly work behind the scenes with all 17:07:15
14 technologies for students, teachers, admins, 17:07:18
15 staff and parents. 17:07:23
16 Technology coordinators are also the 17:07:24
17 direct partner with ITS in the implementation of 17:07:24
18 all technology integration within schools. 17:07:27
19 Technology coordinators are valuable to CPS, so 17:07:30
20 valuable, in fact, that in its latest report the 17:07:34
21 City Inspector General's Office recommend CPS 17:07:37
22 adding a technology coordinator to each school, 17:07:40
23 and CPS has instead cut 30 techcos from the 17:07:43
24 latest budget for school year 2025. 17:07:48



1 There are over 300 CPS schools, there 17:07:51
2 are less than 150 technology coordinators, and 17:07:54
3 CPS has just cut 30 more school budgets which 17:07:58
4 leaves 150 schools with no on-site tech support 17:08:03
5 for students and staff, which is a huge 17:08:06
6 disservice to students. Instead of using 17:08:08
7 vendors, CPS needs to make an investment in the 17:08:11
8 technology coordinators you already have who are 17:08:14
9 vetted to be safe for students who have 17:08:17
10 experience with CPS implications and testing 17:08:19
11 systems and who have an investment in their 17:08:22
12 students school communities. 17:08:23

13 In addition to that, technology 17:08:24
14 coordinators are black and brown CPS parents. 17:08:25
15 Technology coordinators have the support -- 17:08:30

16 SECRETARY NARRAJOS: Speaker 25, you 17:08:31
17 have 30 seconds remaining. 17:08:33

18 MR. NIEVES: -- and backing of 17:08:34
19 principals. Technology coordinators have the 17:08:35
20 support of principals, teachers, students, 17:08:37
21 parents and LSCs, but there are no funds 17:08:38
22 provided by CPS to school budgets for technology 17:08:40
23 coordinators. CPS needs to invest in one 17:08:44
24 centrally-funded technology coordinator for 17:08:47



1 every school so that schools won't lose devices 17:08:49
2 or be in turmoil every year when principals have 17:08:51
3 to cut their staff and so that principals staff 17:08:55
4 and teachers have functional buildings every 17:08:57
5 September. 17:08:59

6 Thank you. 17:08:59

7 SECRETARY NARRAJOS: Thank you for your 17:09:00
8 comments. 17:09:01

9 Our next speaker, Nicole Crocker, 17:09:03
10 speaker number 26 is joining us virtually. 17:09:06

11 Please enter star 6 to unmute. 17:09:09

12 MS. CROCKER: Good evening, Chicago 17:09:13
13 Board of Education, my name is Nicole Crocker, 17:09:16
14 and I teach English at George Washington High 17:09:19
15 School on the southeast side of Chicago. Our 17:09:22
16 school, with dedicated staff and diverse 17:09:25
17 students, faces urgent challenges requiring 17:09:29
18 immediate action. Our current building is 17:09:32
19 hazardous with asbestos in the walls, 17:09:35
20 undrinkable lead contaminated water, poor 17:09:39
21 ventilation and overcrowding. Therefore, an 17:09:43
22 unsuitable mobile unit was added demonstrating 17:09:45
23 that a bigger building is needed. 17:09:48

24 These conditions create an unsafe 17:09:50



1 learning environment, making it hard for 17:09:52
2 students to focus. These unacceptable 17:09:54
3 conditions severely risk our students and 17:09:57
4 staff's health and well-being. Washington is 17:10:01
5 just one of many schools in Chicago experiencing 17:10:04
6 these issues. 17:10:08

7 The recent budget cuts will devastate 17:10:12
8 the school community, leaving us without vital 17:10:14
9 student support systems. We lost college and 17:10:17
10 career coaches and a special education teacher, 17:10:20
11 roles that are crucial for our students success. 17:10:24
12 These layoffs have left a void that should not 17:10:27
13 exist in a system that values equity and 17:10:30
14 justice. 17:10:34

15 We must prioritize our students, 17:10:35
16 especially those in polluted neighborhoods, by 17:10:36
17 providing a safe and healthy learning 17:10:39
18 environment. This is not a luxury but a 17:10:42
19 necessity for their education. 17:10:46

20 SECRETARY NARRAJOS: Speaker 26, you 17:10:48
21 have 30 recommends is he make. 17:10:49

22 MS. CROCKER: -- and well-being. 17:10:50

23 A new green school building would set 17:10:51
24 an environmental responsibility standard, 17:10:54



1 including cleaner air, efficient heating and 17:10:56
2 cooling and more green technology CTE programs. 17:11:00
3 Restoring college and career coaches 17:11:05
4 and special education teachers is essential for 17:11:07
5 a comprehensive education. Investing in a green 17:11:10
6 building and reinstating staff is crucial for 17:11:13
7 our students' futures. 17:11:16
8 Thank you very much. 17:11:18
9 SECRETARY NARRAJOS: Thank you for your 17:11:20
10 comments. 17:11:22
11 Our next speaker is Robert Jones, 17:11:23
12 speaker number 27, followed by Michael Brunson, 17:11:25
13 speaker 28. 17:11:28
14 MR. JONES: Good evening to the Board. 17:11:29
15 Robert Jones, I'm pastor at Mt. Carmel Baptist 17:11:36
16 Church, and I'm one of the Dyett hunger 17:11:40
17 strikers. 17:11:42
18 Paraprofessional layoffs are impacting 17:11:47
19 mostly black and brown women who have served at 17:11:50
20 schools for years, some for decades. Teacher 17:11:53
21 assistants are foundational and shouldn't have 17:11:57
22 to fight for scraps of funding to keep their 17:11:59
23 positions. Our students need teacher assistants 17:12:03
24 to continue the progress that they've made since 17:12:06



1 the trauma of the pandemic. Our schools still 17:12:09
2 don't have a better school day with adequate 17:12:15
3 arts, music, CTE and supports. Our librarians, 17:12:19
4 as we heard earlier, have disappeared. They 17:12:25
5 have to be back in. 17:12:28

6 There is some good news that needs to 17:12:30
7 be better. You know, it's important for us to 17:12:33
8 understand that there have been more clinicians 17:12:37
9 and social workers and support staff, but our 17:12:41
10 schools are still far from being fully 17:12:43
11 resourced. These investments have provided a 17:12:46
12 much needier or a much firmer baseline but we 17:12:49
13 still need more. 17:12:53

14 I would like to close by saying these 17:12:55
15 words, we must recognize the critical juncture 17:12:57
16 we are at. The legacy of underfunding has 17:13:00
17 deeply hurt our communities, but with the 17:13:03
18 current leadership and community partnership we 17:13:06
19 have an opportunity to fully resource our 17:13:08
20 schools. 17:13:08

21 SECRETARY NARRAJOS: Speaker 27, you 17:13:10
22 have 30 seconds remaining. 17:13:11

23 MR. JONES: However, the current budget 17:13:12
24 falls short in several key areas. We need to 17:13:14



1 ensure that the investments we've made, 17:13:17
2 especially in support staff and special 17:13:19
3 education, are preserved and expanded. Our 17:13:22
4 children deserve nothing less than a fully 17:13:24
5 funded and equitable education system. 17:13:27
6 Thank you. 17:13:31
7 SECRETARY NARRAJOS: Thank you for your 17:13:31
8 comments. 17:13:32
9 And our last registered speaker is 17:13:36
10 Michael Brunson, speaker number 28. 17:13:38
11 MR. BRUNSON: Come along. I got all my 17:13:40
12 people around me. Can you hear me? 17:13:57
13 SECRETARY NARRAJOS: Yes. 17:14:01
14 MR. BRUNSON: Let me start by saying I 17:14:02
15 was kind of upset, you all put me last, I'm the 17:14:04
16 last speaker, but then you put me right behind 17:14:06
17 one of my heroes Pastor Jones, so I don't mind 17:14:07
18 that. 17:14:11
19 Before I start on the budget, I want to 17:14:11
20 remind you of one thing. I asked at the last 17:14:13
21 meeting I came to would you please consider 17:14:16
22 allowing the people that come from the community 17:14:18
23 and the parents to have 3 minutes when they come 17:14:22
24 to speak before you. I've said before it's hard 17:14:26



1 to get everything together in 2 minutes. And, 17:14:29
2 yeah, I get confused and I'm used to speaking. 17:14:31

3 Anyway, I just wanted to bring up a few 17:14:34
4 points about the budget. I'm more concerned 17:14:36
5 about the timeline that we've been using, it's 17:14:39
6 been kind of rushed. Because it's so important, 17:14:43
7 the Local School Councils, they really need time 17:14:47
8 to discuss it and meet a couple of times. 17:14:50

9 So I'm thinking, number one, the first 17:14:54
10 thing you want to do is when you send the budget 17:14:57
11 out to the principals, notify the Local School 17:14:59
12 Councils because sometimes they'll just sit on 17:15:02
13 them and they won't tell anybody. 17:15:05

14 Number two, please extend the time 17:15:07
15 limit that we have to deliberate on them. We 17:15:09
16 should have at least four weeks, possibly six, I 17:15:14
17 hope for six, before -- between the time that we 17:15:19
18 get them and the time that the vote and 17:15:23
19 everything goes through the whole wrap-up 17:15:25
20 anyway. But we need that time because this is 17:15:28
21 extremely important. That's one of the most 17:15:32
22 important -- 17:15:33

23 SECRETARY NARRAJOS: Speaker 28, you 17:15:33
24 have 30 seconds remaining. 17:15:35



1 MR. BRUNSON: And so I'm just asking 17:15:35
2 you those two things. Give me those 3 minutes 17:15:37
3 for people to talk but also, yeah, extend that 17:15:41
4 time for the budget -- for the budget for the 17:15:43
5 Local School Councils to deliberate on the 17:15:46
6 budget and report. 17:15:49

7 Thank you. 17:15:50

8 SECRETARY NARRAJOS: President Shi , 17:15:54
9 this concludes public participation. 17:15:54

10 PRESIDENT SHI: Thank you. 17:15:56

11 I want to acknowledge all the speakers 17:15:58
12 today. We'll now proceed with the FY 25 Budget 17:16:00
13 presentation. Mike, please proceed when you're 17:16:03
14 ready. 17:16:06

15 CHIEF SITKOWSKI: Good evening, Board 17:16:07
16 Members, my name is Mike Sitkowski, I am the 17:16:21
17 Chief Budget Officer for Chicago Public Schools, 17:16:23
18 and tonight my presentation is going to be an 17:16:26
19 overview of our proposed FY 25 Budget. 17:16:29

20 Next slide, please. 17:16:40

21 Our FY 25 proposed budget totals \$9.9 17:16:52
22 billion. This is an increase of nearly 500 17:16:57
23 million from our FY 24 Budget and driven by an 17:17:00
24 increase to the District's capital budget, which 17:17:03



1 if you remember last year's plan was a slim-down 17:17:06
2 plan, we're back to having a capital budget of 17:17:10
3 normal size this year, which is driving our 17:17:13
4 increase. 17:17:15

5 Our budget is three main components. 17:17:15
6 The first is an \$8.4 billion operating budget, 17:17:17
7 which covers our day-to-day expenses. 17:17:23

8 The second component is our \$611 17:17:24
9 million capital budget, which includes 17:17:27
10 investments in school buildings and 17:17:28
11 infrastructure and is funded primarily by bonds 17:17:30
12 issued by CPS. 17:17:32

13 The third component is our debt service 17:17:33
14 budget, which totals \$817 million and pays the 17:17:36
15 principal in interest on the bonds issued to 17:17:39
16 fund the capital budget. 17:17:42

17 Before we go into further detail, we 17:17:45
18 want to come back to our vision for student 17:17:48
19 experience, which guides our budget strategy in 17:17:51
20 every decision within this budget. 17:17:53

21 Our vision is to provide a quality 17:17:56
22 experience for every student, and I'm going to 17:17:58
23 read this box because it's important and it's 17:18:00
24 the foundation of what we're doing in this 17:18:02



1 year's budget. 17:18:05

2 Every student, especially those 17:18:05
3 furthest from opportunity, will experience a 17:18:07
4 challenging, culturally-responsive curriculum 17:18:09
5 and access enrichment opportunities and feedback 17:18:12
6 that promotes daily growth. The daily student 17:18:15
7 experience will be joyful, affirming and meet 17:18:18
8 students' social/emotional needs, prioritizing 17:18:20
9 historically underserved students. 17:18:24

10 We also want to highlight some of the 17:18:27
11 amazing achievements of our students, 17:18:29
12 achievements that we hope to build upon in this 17:18:31
13 coming school year. 17:18:34

14 First, CPS was number one in reading 17:18:36
15 growth from '22 to '23 of the 40 large urban 17:18:39
16 districts from the Council of Great City Schools 17:18:42
17 in their education of risk recovery score card 17:18:46
18 and also number one in reading gains from 2019 17:18:50
19 to 2023. CPS was also number three in combined 17:18:53
20 reading and math growth from '22 to '23. We're 17:18:59
21 proud of these achievements, and the next 17:19:03
22 question is how we build on these achievements 17:19:05
23 going forward to sustain and accelerate the 17:19:07
24 success of our students. 17:19:10



1 One of our key strategies in our FY 17:19:14
2 2025 Budget is the move to a need-based -- fully 17:19:17
3 need-based funding model. This is to align with 17:19:21
4 our vision for the student experience, we are 17:19:25
5 revamping the way the District allocates 17:19:28
6 resources to schools, shifting away from 17:19:31
7 student-based budgeting to a fully need-based 17:19:33
8 funding model. These changes reflect years of 17:19:36
9 stakeholder feedback, advocacy and organizing to 17:19:39
10 advance resource equity across our city and 17:19:43
11 provide an equitably resourced experience for 17:19:45
12 every student in every school. 17:19:48

13 Our new funding model follows a 17:19:49
14 targeted universalist approach with guaranteed 17:19:51
15 foundational resources for all schools and also 17:19:54
16 additional targeted resources for our schools of 17:19:57
17 higher need. 17:20:01

18 Now, let's talk about how our budget 17:20:04
19 came together and how we addressed some of the 17:20:06
20 funding challenges we face as a District. 17:20:08

21 Heading into FY 25 we knew we were 17:20:13
22 faced with a pending expiration of federal 17:20:16
23 relief funding, which presented a significant 17:20:19
24 initial budget deficit that required difficult 17:20:20



1 decisions to avoid cuts to school funding. This 17:20:23
2 budget protects school funding, and to do that 17:20:26
3 we made significant reductions in spending 17:20:29
4 across centralized budgets to be able to present 17:20:31
5 a balanced budget today. 17:20:34

6 As is our usual practice, we expect to 17:20:37
7 amend the budget to reflect the collective 17:20:39
8 bargaining agreements that are currently 17:20:42
9 underway with the Chicago Teachers Union and the 17:20:44
10 Chicago Principals and Administrators 17:20:46
11 Association once these agreements are final. 17:20:48

12 Even though today we're talking about 17:20:54
13 the FY 25 Budget, it's also important that we 17:20:55
14 keep an eye on the future. This budget relies 17:20:58
15 on significant onetime federal relief funding 17:21:03
16 expiring in September of this year that will not 17:21:06
17 be available in FY 26. Due to the expiration of 17:21:08
18 this federal relief funding plus cost pressures 17:21:13
19 in labor, health care, pensions and other areas, 17:21:16
20 we are projecting our FY 26 budget deficit to be 17:21:20
21 over \$500 million. This is before accounting 17:21:24
22 for important investments in our pending 17:21:28
23 collective bargaining agreements with our key 17:21:31
24 staff. CPS and our partners, we will continue 17:21:33



1 to advocate for state and federal funding to 17:21:36
2 help balance future budgets as this is a revenue 17:21:41
3 issue that we face as a District. 17:21:44

4 The main revenue issue that we face is 17:21:49
5 a lack of state funding driving our structural 17:21:51
6 budget issues. This is a lack of adequate and 17:21:53
7 equitable funding from the State of Illinois 17:21:57
8 when we compare CPS to all other districts. The 17:21:59
9 first inadequacy with state funding is the fact 17:22:03
10 that we are \$1.1 billion underfunded in the 17:22:06
11 state's evidence-based funding formula. If the 17:22:10
12 state met its goal of fully funding the 17:22:13
13 evidence-based funding formula, this would give 17:22:16
14 again \$1.1 billion in additional funding to CPS. 17:22:19

15 CPS is also the only District in the 17:22:23
16 state that makes a significant contribution 17:22:26
17 toward its teacher pensions. This year we are 17:22:29
18 paying \$662 million of cost to fund an important 17:22:31
19 investment in our teacher pensions, but this is 17:22:37
20 a burden that Chicago has unlike any other 17:22:39
21 district in the state of Illinois. 17:22:42

22 This year's budget also spends \$540 17:22:45
23 million in unrestricted state and local funding 17:22:49
24 that could otherwise be used in classrooms to 17:22:51



1 make payments on the debt service used to fund 17:22:53
2 our capital bonds as CPS lacks the ability of 17:22:56
3 other districts to raise dedicated funds for 17:22:59
4 capital investments. 17:23:01

5 We also remain significantly 17:23:03
6 underfunded in other key areas, including pre-K, 17:23:04
7 special education and reimbursements for the 17:23:08
8 transportation services we provide for our 17:23:11
9 students with IEPs. 17:23:13

10 Stepping back to look at what our FY 25 17:23:16
11 Budget looks like as a whole. This slide 17:23:19
12 outlines the \$8.4 billion operating budget and 17:23:22
13 highlights the revenue sources that make up this 17:23:26
14 budgets. Local funding makes up the biggest 17:23:28
15 portion of our budget at 59 percent, just over 17:23:31
16 \$5 billion. And this funding comes from Chicago 17:23:35
17 taxpayers and is primarily funded by property 17:23:37
18 taxes with additional funds from our personal 17:23:40
19 property replacement tax and TIF surplus. 17:23:43

20 State funding provides just a quarter 17:23:47
21 of our total budget, 25 percent or \$2.1 billion, 17:23:49
22 and this funding primarily comes through the 17:23:53
23 state's delivery of evidence-based funding plus 17:23:55
24 teacher pension normal costs and categorical 17:23:58



1 grants. The normal costs that come from the 17:24:02
2 state, which we'll talk about later, provide 17:24:04
3 just over a third of our total funding for 17:24:06
4 teacher pensions. 17:24:09

5 Finally, federal funding comprises 16 17:24:10
6 percent of our total FY 25 Budget or \$1.3 17:24:13
7 billion, and this is a total that we expect to 17:24:17
8 shrink in the future if no action is taken at 17:24:19
9 the federal level as our federal relief funding 17:24:21
10 is expiring this year. This funding is not only 17:24:24
11 the federal relief funding through ESSER, 17:24:26
12 funding that we have received through FEMA as a 17:24:29
13 result of the pandemic, but also recurring 17:24:31
14 sources that include title funding and lunchroom 17:24:33
15 funding that primarily support low income 17:24:36
16 students. 17:24:38

17 Looking at the expenses in our \$8.4 17:24:41
18 billion operating budget, we want to highlight 17:24:45
19 here that most of our spending is on people. 17:24:47
20 Salaries, benefits, pension costs and funding 17:24:50
21 for charter schools, which primarily fund 17:24:53
22 charter school salaries and benefits, makes up 17:24:55
23 80 percent of our total spending within this 17:24:59
24 budget. The remaining 20 percent is used to pay 17:25:01



1 for non-personnel expenses, things like 17:25:04
2 commodities, including food and utilities, 17:25:07
3 instructional supplies, equipment and software, 17:25:10
4 student transportation and building repair and 17:25:12
5 contractual services, such as, facilities 17:25:14
6 management and Safe Passage. And even within 17:25:16
7 this non-personnel spending, some of this also 17:25:18
8 turns into people, via vendor staff or our Safe 17:25:22
9 Passage workers or our bus drivers. 17:25:25

10 Within our FY 25 proposed budget, we 17:25:29
11 have just under 46,000 full-time CPS employees. 17:25:32
12 This is a record high and an increase of 805 17:25:36
13 full-time employees from FY 24. So despite some 17:25:40
14 of our budget pressures, we still are investing 17:25:45
15 in people as this is what drives our success as 17:25:47
16 a District. 17:25:49

17 Over 96 percent of our employees 17:25:51
18 directly support schools. This includes our 17:25:53
19 teachers, our school support staff, which 17:25:56
20 include clerks, classroom assistants and other 17:25:58
21 types of positions, school administrators, which 17:26:02
22 make up 82 percent of our overall employee pool, 17:26:04
23 while another 14 percent provides city-wide 17:26:08
24 support services to schools. These are 17:26:11



1 positions that are managed centrally but work in 17:26:13
2 our buildings on a daily basis like custodians, 17:26:15
3 nurses, social workers and the like. Just 4 17:26:18
4 percent of our positions are Central Office 17:26:22
5 administrative positions, which is consistent 17:26:24
6 with other large urban districts throughout the 17:26:26
7 country. 17:26:29

8 We wanted to highlight some of the 17:26:32
9 areas of increase across the 805 new positions 17:26:34
10 within this budget, and the increases are 17:26:38
11 primarily driven by increases to teachers and 17:26:42
12 school support staff. The chart on the right 17:26:44
13 shows our FY 24 FTEs compared to our FY 25 FTEs 17:26:47
14 across our major employee categories. And what 17:26:53
15 we're seeing is that teachers have grown by 513 17:26:55
16 positions overall. Just under half, 243 of 17:26:59
17 these, are due to growth in special education 17:27:03
18 needs across our schools, while the remaining 17:27:05
19 270 are due primarily to increases to the new 17:27:08
20 funding model to make sure that we're leading 17:27:11
21 our commitments around class sizes and 17:27:14
22 programming in all of our schools. 17:27:15

23 We're also seeing an increase of 337 17:27:17
24 positions across our school support staff, and 17:27:20



1 within this increase -- this net increase, we're 17:27:23
2 seeing an increase of 661 special education 17:27:26
3 classroom assistants and 88 restorative justice 17:27:29
4 coordinators with offsetting decreases in other 17:27:33
5 support staff categories. 17:27:38

6 Before we move on, we also wanted to 17:27:42
7 highlight our contribution to teacher pensions. 17:27:43
8 This is a big cost in our budget and an inequity 17:27:47
9 that we'll continue to raise that CPS has to 17:27:50
10 deal with. 17:27:54

11 Our total teacher pension contribution 17:27:55
12 for FY 25 will exceed \$1 billion once again, and 17:27:57
13 this chart shows the different revenue sources 17:28:01
14 that contribute to this one -- over \$1 billion 17:28:04
15 cost. We start on the top and move to the right 17:28:08
16 clockwise here. We see the orange portion of 17:28:11
17 the pie chart plus the small gray portion of the 17:28:14
18 pie chart, this is the states contribution to 17:28:18
19 teacher pensions. So while every other district 17:28:20
20 has virtually the entirety of its teacher 17:28:23
21 pension costs covered by the state, the state 17:28:25
22 covers only 35 percent of CPS costs here, 17:28:29
23 meaning that Chicago taxpayers and CPS is on the 17:28:32
24 hook for \$662 million in FY 25. 17:28:36



1 Moving into our FY 25 budget balancing, 17:28:43
2 we wanted to provide some context around the 17:28:46
3 deficit the District was facing and the actions 17:28:49
4 that we took to balance our budget while 17:28:51
5 protecting our investments in schools. We have 17:28:53
6 been public since last fall talking about our 17:28:58
7 projected \$391 million budget deficit driven 17:29:01
8 primarily by our structural inequities in state 17:29:04
9 funding and the pending expiration of our 17:29:07
10 federal relief funding. In the time since then, 17:29:10
11 while we were putting this budget together, we 17:29:13
12 saw additional cost pressures in health care, 17:29:15
13 which drove an additional \$52 million worth of 17:29:17
14 cost in our 25 budget and additional special 17:29:22
15 education positions needed to meet the needs of 17:29:24
16 our students that added \$62 million worth of 17:29:25
17 cost putting our final budget deficit at \$505 17:29:28
18 million. 17:29:34

19 Through the following actions on this 17:29:35
20 slide, we found \$197 million in department 17:29:37
21 budget reductions inefficiencies, leveraged \$196 17:29:42
22 million worth of budget strategies that relied 17:29:47
23 on our federal grant carryover, new grant 17:29:50
24 funding and increasing our assumption around 17:29:54



1 vacancy savings within our budget. 17:29:56

2 I want to highlight the vacancy savings 17:29:57
3 here because it was discussed tonight. This is 17:30:00
4 not any slow down in staffing, this is just our 17:30:02
5 assumption that accounts for the normal turnover 17:30:05
6 across our schools and the number of positions 17:30:07
7 that typically might go unstaffed at different 17:30:09
8 times throughout the year. 17:30:12

9 We've also reduced supplemental class 17:30:13
10 size funding by \$30 million as our new funding 17:30:16
11 model provides additional teachers and provides 17:30:19
12 more manageable class sizes to every school. 17:30:22

13 We've identified \$20 million that we 17:30:24
14 are saving through reduced Central Office 17:30:26
15 positions in a Central Office hiring freeze, 17:30:28
16 \$52 million in savings from debt restructuring 17:30:31
17 and \$10 million in reduced short-term borrowing 17:30:35
18 costs. So through these actions we've reduced 17:30:39
19 our \$505 million budget gap to be able to 17:30:42
20 present a balanced budget to you all today. 17:30:45

21 The next few slides go into detail 17:30:50
22 around \$197 million worth of reductions and 17:30:52
23 efficiencies that we found across our Central 17:30:56
24 Office budget -- our Central Office departments, 17:31:00



1 excuse me. These highlight the actions that we 17:31:02
2 took in our operations, in our school-based 17:31:06
3 programming and on the next slide our 17:31:10
4 administrative efficiencies. And so I'm not 17:31:12
5 going to go in detail here, but these are on our 17:31:16
6 website in our budget book and provide an 17:31:19
7 overview of the different actions that we took 17:31:22
8 as a District to make reductions and find 17:31:24
9 efficiencies across our Central Office 17:31:28
10 departments and be able to protect funding 17:31:30
11 that's going into schools in FY 25. 17:31:32

12 Now pivoting to our long-term fiscal 17:31:37
13 health. Again, we want to highlight that our 17:31:40
14 long-term fiscal challenges are driven primarily 17:31:43
15 by inequities and inadequacies in state funding. 17:31:46
16 Again, this might sound repetitive, but it bears 17:31:52
17 repeating that we are \$1.1 billion underfunded 17:31:55
18 based on what the state says CPS needs to be 17:31:59
19 adequately funded as a District. We face \$662 17:32:01
20 million in costs that no other district face to 17:32:06
21 fund the important investments in our teacher 17:32:09
22 pensions. And we have to divert \$540 million in 17:32:11
23 unrestricted state and local funding from 17:32:15
24 classrooms to make payments on our debt service 17:32:17



1 that fund our important investments in our 17:32:20
2 buildings. And again in areas like pre-K, 17:32:22
3 special education and in our transportation for 17:32:25
4 our students with IEPs, we are not receiving the 17:32:28
5 funding that we need to be fully funded in these 17:32:31
6 areas. 17:32:33

7 Looking forward this does present 17:32:37
8 significant challenges in FY 26 and beyond. And 17:32:38
9 while we have taken significant steps to 17:32:42
10 identify these budget balancing strategies for 17:32:45
11 FY 25, we do face real budget gaps in future 17:32:48
12 years. Our FY 26 budget projects to be at 17:32:52
13 least -- a deficit projects to be at least 500 17:32:56
14 million with the potential to reach over \$750 17:33:00
15 million if new revenue sources are not 17:33:04
16 identified. Future deficits in FY 29 and FY 30 17:33:06
17 have the potential to reach over \$1 billion if 17:33:12
18 we do not find structural solutions to our 17:33:16
19 budget challenges. So as we move forward, it's 17:33:19
20 critical that we continue to work to identify 17:33:22
21 revenue and to be able to close this gap so 17:33:25
22 we're not faced with the prospect of making cuts 17:33:28
23 in future years. 17:33:31

24 Next, we want to spend some time 17:33:36



1 talking about our new approach to FY -- to 17:33:37
2 school budgets in FY 25. And we want to start 17:33:40
3 by highlighting the public input that was 17:33:43
4 crucial in driving us in this direction. 17:33:46
5 Beginning in 2019, CPS launched a new process to 17:33:48
6 engage community and stakeholders around funding 17:33:51
7 priorities, revenue challenges and school 17:33:54
8 resourcing. For the last four years we have 17:33:56
9 convened public forums, stakeholder input 17:33:59
10 sessions, focus groups and surveys to gather 17:34:02
11 feedback on community and stakeholder 17:34:04
12 priorities. And I want to thank the folks that 17:34:06
13 participated in those and came out and shared 17:34:09
14 their experience, shared their priorities with 17:34:10
15 us because it did have a real impact on our 17:34:13
16 direction of moving forward. These changes are 17:34:16
17 a direct result of this engagement along with 17:34:18
18 the years of advocacy and organizing, and we're 17:34:21
19 proud of the changes that we made in school 17:34:23
20 funding. Hearing directly from our students, 17:34:25
21 parents, teachers, principals and other 17:34:27
22 community members allowed us to better 17:34:30
23 understand what is important to our school 17:34:32
24 communities and develop a resourcing strategy to 17:34:33



1 reflect those priorities. 17:34:36

2 This next slide highlights some of the 17:34:41
3 major themes that we heard that informed our FY 17:34:43
4 25 Budget. The first is shifting away from 17:34:46
5 student-based budgeting. We heard this a lot in 17:34:50
6 our public feedback, and we understood the 17:34:53
7 effects of student-based budgeting over recent 17:34:56
8 years, and this model consolidates resources 17:34:59
9 that were previously allocated through 17:35:02
10 student-based budgeting and other funding 17:35:05
11 streams and puts them out to schools through a 17:35:07
12 through a fully need-based formula that provides 17:35:07
13 equitable resourcing to every school. 17:35:10

14 We also heard about having more 17:35:14
15 transparency in school funding. And this 17:35:15
16 funding model provides more clarity on how the 17:35:19
17 resources are getting to schools, what types of 17:35:21
18 resources every school is getting and why we are 17:35:23
19 choosing to resource schools in the way that we 17:35:26
20 are. And so we're hopeful that there will be 17:35:28
21 more transparency and more understanding of our 17:35:31
22 approach to school funding based on this new 17:35:34
23 approach. 17:35:36

24 Third is supporting the whole child. 17:35:37



1 So while some of our key strategies in our new 17:35:40
2 funding model are focused on our instruction and 17:35:43
3 focused on our teachers, we know it's important 17:35:46
4 to be able to resource the whole child and not 17:35:48
5 just what the instruction that they're receiving 17:35:50
6 in classrooms. This budget includes continued 17:35:52
7 investments in tutors and STLS advocates and 17:35:55
8 athletic directors and Out of School Time 17:35:58
9 funding, major investments that were started 17:36:01
10 because CPS had available ESSER funding that we 17:36:03
11 have found a way to continue in this year's 17:36:08
12 budget. 17:36:10

13 Fourth, we've heard about the 17:36:11
14 importance of assistant principals and having 17:36:12
15 strong leadership at the school level. This was 17:36:14
16 the number one issue highlighted by principals 17:36:16
17 as we talked to them over the years, and we're 17:36:19
18 proud to announce that this year's budget does 17:36:21
19 include foundational assistant principals in 17:36:24
20 every school. 17:36:26

21 Lastly, we heard about local autonomy 17:36:27
22 and resourcing decisions. We have over 600 17:36:29
23 schools that are all unique and all have unique 17:36:32
24 needs, and so within our new funding model we 17:36:37



1 still wanted to protect the ability for 17:36:40
2 principals and school communities to make the 17:36:42
3 best choices for the students that they're 17:36:43
4 serving. 17:36:45

5 Now we'll discuss how this feedback has 17:36:47
6 informed our strategy around FY 25 school 17:36:49
7 funding. This strategy is built on a targeted 17:36:53
8 universalist approach that provides universal 17:36:57
9 foundation resources to every school with 17:37:00
10 additional targeted resources for schools with 17:37:04
11 greater need. What we see on this slide on the 17:37:06
12 left are our foundational resources that every 17:37:10
13 school will be receiving this year, a principal 17:37:13
14 and assistant principal, core classrooms and 17:37:15
15 holistic teachers for the first time, 17:37:19
16 counselors, clerks, professional development 17:37:21
17 funding, funding for discretionary needs at the 17:37:24
18 school level, centrally-managed operational 17:37:28
19 positions, including custodians, engineers, 17:37:31
20 security and lunchroom staff and before and 17:37:33
21 after school funding to provide programming 17:37:35
22 around athletics, enrichment and other 17:37:38
23 activities. This is our baseline for every 17:37:40
24 school across the District and a commitment that 17:37:42



1 we have not been able to make in the past. 17:37:45

2 On top of that we've allocated 17:37:48
3 additional resources based on the needs of our 17:37:49
4 students in our schools, including additional 17:37:51
5 resources to support smaller class sizes at our 17:37:54
6 higher needs schools, additional discretionary 17:37:57
7 funding for our higher needs schools, additional 17:38:01
8 counselors for our higher needs and larger 17:38:03
9 schools, instructional coaches, tiered 17:38:05
10 intervention supports, tutoring, advocates for 17:38:08
11 students in temporary living situations, special 17:38:11
12 education positions to support our diverse 17:38:14
13 learners, special education -- sorry, 17:38:17
14 supplemental English learner resources, social 17:38:20
15 and emotional supports and restorative justice 17:38:22
16 coordinators. 17:38:26

17 I've mentioned need and the need-based 17:38:31
18 approach that we've taken to school funding this 17:38:33
19 year, and we want to highlight our metric of 17:38:35
20 need and how we've thought about need as we look 17:38:38
21 at this year's budget and that's through our 17:38:41
22 opportunity index. This is a metric that we've 17:38:43
23 used in prior year budgets to allocate resources 17:38:46
24 like counselors and other types of positions 17:38:49



1 that we've allocated based on need. This year 17:38:51
2 it's part of the foundation of how we're 17:38:54
3 resourcing schools. What the Opportunity Index 17:38:56
4 is, it's a metric that consists of 12 distinct 17:38:58
5 indicators that are used to analyze differences 17:39:01
6 in access to opportunity across our schools. 17:39:03
7 These indicators include community factors, 17:39:07
8 which are indicative of the socioeconomic 17:39:10
9 environment in which attending students live, 17:39:12
10 school demographics which consider the 17:39:15
11 percentage of attending student population that 17:39:17
12 fits a particular demographic category and 17:39:20
13 historical school funding which accounts for 17:39:22
14 resourcing schools experienced in prior years. 17:39:25
15 Again, we've relied on this index to make some 17:39:28
16 operational and some funding decisions in the 17:39:31
17 past, but starting in FY 25 we're using this 17:39:33
18 tool to guide the distribution of resources to a 17:39:36
19 much greater level to ensure that those most 17:39:39
20 impacted by inequity have strong, vibrant and 17:39:42
21 healthy school communities. 17:39:46
22 This is another slide on our 17:39:51
23 Opportunity Index that highlights the actual 17:39:52
24 factors going into each of the categories that I 17:39:55



1 discussed on the previous slide. The community 17:39:57
2 factors include our Chicago Hardship Index, our 17:40:00
3 students residing in invest southwest areas and 17:40:03
4 our Community Life Expectancy Index. 17:40:08
5 Demographic factors include percentage of 17:40:11
6 students with disabilities, percentage of 17:40:12
7 students eligible for free and reduced lunch, 17:40:14
8 percentage of English Learner students, 17:40:17
9 percentage of students eligible but not enrolled 17:40:19
10 in Medicaid, percentage of students in temporary 17:40:22
11 living situations, percentage of teachers 17:40:25
12 retained on a year-over-year basis and whether a 17:40:26
13 school is 90 percent majority single race or 17:40:29
14 ethnicity. 17:40:32
15 Historical funding factors include 17:40:33
16 historical capital and TIF funding and 17:40:35
17 historical school funding levels and changes 17:40:38
18 over time. So across these various metrics, the 17:40:41
19 values are ranked by percentile and divided into 17:40:44
20 quintiles, which allows to create a composite 17:40:48
21 score for every school assess across these 17:40:50
22 metrics of need where schools fall on the 17:40:52
23 spectrum from our lowest needs schools to our 17:40:54
24 highest needs schools. 17:40:56



1 Within our approach to our FY 25 17:41:02
2 Budget, one of the key strategies that we have 17:41:04
3 employed this year that's new is our 17:41:08
4 foundational teacher positions. Our new funding 17:41:10
5 model ensures that every student can attend a 17:41:13
6 school with a requisite number of teachers that 17:41:17
7 provide certified teachers for every core 17:41:20
8 content area, reasonable class sizes in all of 17:41:22
9 our schools and access to no fewer than three 17:41:24
10 holistic courses. These are commitments that we 17:41:28
11 have made as a District, now we have developed a 17:41:32
12 funding model that makes good on these 17:41:34
13 commitments for all of our schools. These 17:41:36
14 positions will be centrally provided and 17:41:38
15 centrally funded regardless of individual 17:41:40
16 teacher costs. And this ensures that every one 17:41:43
17 of our schools, neighborhood, magnet, selective 17:41:45
18 enrollment and all others have the resources to 17:41:48
19 offer rich programming that meets the needs of 17:41:51
20 their students. 17:41:53
21 A bit about the formulas that we have 17:41:57
22 used to allocate teachers in this new funding 17:41:59
23 model. At the elementary level our baseline 17:42:02
24 teacher allocations are one teacher for every 26 17:42:06



1 students for schools with an Opportunity Index 17:42:10
2 score of 30 or less. As schools grow in need as 17:42:13
3 defined by the Opportunity Index, that ratio 17:42:17
4 drops to ensure that across all of our schools 17:42:20
5 we can have reasonable class sizes and also 17:42:23
6 prioritize having smaller class sizes for our 17:42:25
7 highest needs school. Our ratio drops to 24 to 17:42:29
8 1 for our schools with an Opportunity Index 17:42:32
9 score between 31 and 41 and drops to 22 to 1 for 17:42:35
10 our highest needs schools. This ensures that 17:42:40
11 every school will have the ability to have 17:42:42
12 reasonable class sizes based on the funding 17:42:44
13 model that we have developed this year. 17:42:47

14 We've also set a baseline of a minimum 17:42:49
15 of ten teachers in the core classroom at the 17:42:51
16 K through 8 level at our elementary schools to 17:42:54
17 ensure that even our smallest schools are able 17:42:58
18 to have a certified teacher in every classroom 17:43:00
19 and have departmentalized 6 through 8 and to be 17:43:02
20 able to meet our programmatic initiatives with 17:43:05
21 the teachers that they have. 17:43:08

22 Beyond our core classroom teachers, we 17:43:11
23 have allocated holistic teachers to be able to 17:43:13
24 provide arts, physical education and other types 17:43:16



1 of programming to every school. Now, we've 17:43:19
2 allocated holistic teachers at a ratio of one 17:43:23
3 teacher to every five core classroom teachers 17:43:26
4 and a minimum of three teachers for our smallest 17:43:29
5 schools. This means that every school will have 17:43:32
6 the ability again to offer arts -- not only arts 17:43:34
7 and physical education but at least one more 17:43:37
8 course of their choosing that's outside of our 17:43:40
9 normal classroom instruction. 17:43:42

10 At the high school level our teacher 17:43:48
11 allocation formula follows a similar approach, 17:43:50
12 all of our high school teachers are allocated 17:43:52
13 through one formula rather than splitting 17:43:55
14 between core classroom and holistic teachers, 17:43:57
15 which is why we see lower ratios at the high 17:44:00
16 school level. Our baseline at the high school 17:44:02
17 level is one teacher for every 21 students and 17:44:05
18 dropping 19 to 1 and 18 to 1 for our mid-tier 17:44:08
19 and our highest tier of need across our schools. 17:44:11
20 Again at the high schools we have a minimum of 17:44:15
21 ten teachers for our smallest schools to ensure 17:44:17
22 that every one of our schools is able to offer 17:44:19
23 rich programming and a full compliment of 17:44:22
24 required courses for graduation. 17:44:24



1 This next slide shows a map of the 17:44:30
2 different levels of need across our schools 17:44:34
3 within our teacher funding model. And what we 17:44:38
4 see here is that our highest needs school 17:44:41
5 receive additional teacher positions based on 17:44:44
6 this model. Schools serving our higher needs 17:44:46
7 populations, as I mentioned, will receive 17:44:49
8 teachers at a lower student-to-teacher ratio 17:44:52
9 giving our higher needs schools more teachers to 17:44:55
10 support smaller class sizes. The map on the 17:44:58
11 left shows how our teacher allocation formula 17:45:01
12 distributes across the city with our green dots 17:45:04
13 reflecting our lowest needs schools that we are 17:45:08
14 still committing to be able to provide 17:45:11
15 reasonable class sizes for at 26 to 1 ratios at 17:45:14
16 the elementary school, 21 to 1 ratios at the 17:45:16
17 high school. Our yellow dots reflect our medium 17:45:19
18 need level of schools with ratios of 24 to 1 at 17:45:21
19 the elementary level, 19 to 1 at the high school 17:45:24
20 level. And our red dots reflect our highest 17:45:26
21 needs school where the ratios are lowest at 22 17:45:29
22 to 1 for our elementary schools and 18 to 1 for 17:45:32
23 our high schools. 17:45:36
24 In addition to our foundational teacher 17:45:38



1 positions, we've also expanded our commitment to 17:45:40
2 foundational non-teaching positions. In the 17:45:44
3 past schools were provided a principal, a clerk 17:45:47
4 and a counselor. This year we are building on 17:45:50
5 that by adding an assistant principal to every 17:45:52
6 school, expanding our allocation of counselors 17:45:55
7 for our higher needs schools and our larger 17:46:00
8 schools, one for every 500 students at the high 17:46:02
9 school level, one for every 600 students at the 17:46:06
10 elementary level and a minimum of two counselors 17:46:08
11 for our higher needs schools with lower 17:46:11
12 enrollment levels of Opportunity Index scores 17:46:14
13 above 48 and enrollment over 250 or Opportunity 17:46:16
14 Index over 40 and enrollment over 350 students. 17:46:20

15 We're also continuing our commitment to 17:46:24
16 school assistants and part-time operational 17:46:26
17 support so schools can provide recess coverage 17:46:28
18 or meet other operational needs. Schools with 17:46:31
19 enrollment below 600 students will receive a 17:46:33
20 part-time employee, while schools above that 17:46:36
21 will receive either one or two full-time school 17:46:38
22 assistants. 17:46:42

23 We are also continuing to invest in 17:46:42
24 athletic directors at our high schools. For 17:46:44



1 schools with more than 300 students or more than 17:46:47
2 27 sports teams are continuing to receive a 17:46:50
3 full-time athletic director with part-time 17:46:54
4 support provided for our schools with fewer than 17:46:57
5 300 students and fewer than 27 sports teams. 17:46:57

6 On top of this we are continuing to 17:47:04
7 make additional investments to ensure that our 17:47:05
8 resources are available where they are most 17:47:08
9 needed. On top of our core staffing 17:47:10
10 allocations, school budgets will also include 17:47:12
11 additional resources based on student and school 17:47:15
12 needs, including interventionists at our Title I 17:47:18
13 eligible schools with a minimum of one and 17:47:21
14 allocated based on a 450 to 1 ratio at our 17:47:24
15 elementary schools and a 600 to 1 ratio at our 17:47:28
16 high schools. 17:47:31

17 Restorative justice coordinators at 17:47:32
18 schools with an Opportunity Index over 30 and 17:47:35
19 over 500 students. 17:47:36

20 Continuing our investment in 17:47:38
21 distributed leadership support to ensure that 17:47:40
22 every school can provide professional 17:47:42
23 development funding for its teachers, and this 17:47:44
24 includes instructional coaches at over 180 of 17:47:46



1 our school s. 17:47:49

2 Continuing to invest in special 17:47:51

3 education English Learners and our pre-K 17:47:53

4 classrooms. 17:47:56

5 Providing coordinators for our STEM and 17:47:57

6 STEAM, IB, personalized learning, gifted and 17:47:59

7 Montessori programs. 17:48:03

8 Continuing our investment in Out of 17:48:05

9 School Time funding, Tutor Corps and community 17:48:07

10 school funding. 17:48:11

11 And continuing to provide operational 17:48:12

12 support for our lunchroom, security, facility 17:48:14

13 operations. 17:48:16

14 Moving to our FY 25 Capital Budget, I 17:48:22

15 mentioned previously that this year's capital 17:48:25

16 budget totals \$611 million, and this slide 17:48:28

17 highlights the financing sources that make up 17:48:31

18 the projects within our FY 25 Capital Plan. 549 17:48:34

19 million of these projects will be funded by 17:48:39

20 anticipated bond offerings and other capital 17:48:42

21 funds, and the rest will be funded by external 17:48:45

22 sources that include \$29 million for Tax 17:48:48

23 Increment Financing or TIF funding. \$10.6 17:48:50

24 million for external funding for our Space to 17:48:55



1 Grow Projects on our school sites. \$4 million 17:48:58
2 in federal E-Rate funding to help with our 17:49:01
3 school network infrastructure. And then 17:49:04
4 million in other potential external funding to 17:49:08
5 support projects identified down the road. 17:49:10

6 Within our capital plan these next two 17:49:16
7 slides detail what we are spending the \$611 17:49:19
8 million on. 17:49:22

9 311 million of our plan is intended to 17:49:24
10 address priority renovation projects in our most 17:49:27
11 urgent facility needs across our building 17:49:32
12 portfolio. 17:49:34

13 \$83.2 million in capital funding is for 17:49:35
14 interior renovations, 45 million of which will 17:49:38
15 be used to create space efficiencies in our 17:49:41
16 schools throughout the District. 17:49:44

17 \$93.5 million is being allocated for 17:49:46
18 programmatic investments, including CTE 17:49:49
19 upgrades, Office for Students with Disabilities 17:49:51
20 improvements, library renovations and student 17:49:54
21 recreation and athletic resources. This 17:49:57
22 investment also continues the District's stadium 17:50:00
23 and swimming pool refurbishment program. 17:50:03

24 On top of this, we're investing \$54.7 17:50:08



1 million to upgrade our school network 17:50:11
2 infrastructure and to address equitable 17:50:14
3 connectivity, replace aging hardware at our 17:50:18
4 schools and upgrade the data warehouse and data 17:50:19
5 backups. \$5.5 million of our capital budget 17:50:22
6 will be used to fund the insourcing of custodial 17:50:25
7 equipment as we transition away from Aramark's 17:50:28
8 management of our custodians. 17:50:31

9 We're also investing \$40 million in 17:50:32
10 site upgrades, and these investments leverage 17:50:34
11 external funding and help ensure that students 17:50:37
12 benefit from a well-rounded education that 17:50:39
13 promotes healthy and active development while 17:50:41
14 providing a resource for each school's 17:50:43
15 surrounding community. 17:50:45

16 Lastly, this budget includes \$23 17:50:46
17 million in support services to implement the 17:50:49
18 projects inclusion at this point. 17:50:51

19 The last component of our budget is our 17:50:57
20 Debt Service Budget. I mentioned before that we 17:50:59
21 are budgeting \$817 million to make debt service 17:51:03
22 payments on our existing bonds. We currently 17:51:06
23 have 34 series of long-term bonds or 17:51:09
24 approximately \$9.3 billion of debt, all fixed 17:51:12



1 rate, that has primarily been issued to fund 17:51:15
2 capital needs. 17:51:18

3 Our current annual repayment of 17:51:20
4 principal is locked into a relatively slow 17:51:24
5 structure at approximately \$250 million per year 17:51:26
6 and rising slightly. About 20 percent of our 17:51:30
7 state aid and our personal property replacement 17:51:33
8 tax revenues are currently used to pay debt 17:51:36
9 service, and these are dollars that if we had a 17:51:39
10 dedicated revenue source to make payments on our 17:51:42
11 debt it could otherwise be invested in 17:51:45
12 classrooms. 17:51:47

13 The chart on this slide shows our 17:51:48
14 existing commitments -- our commitments on our 17:51:50
15 existing long-term bonds that stretch all the 17:51:53
16 way out to 2049. And I want to highlight on 17:51:55
17 this chart the green bar that sits right around 17:51:58
18 \$500 million all the way through 2046. This is 17:52:01
19 what we anticipate we will have to dedicate of 17:52:05
20 our evidence-based funding resources to make 17:52:08
21 payments on our existing debt and does not 17:52:11
22 account for any additional debt issuances in the 17:52:13
23 future to fund this year's capital plan or 17:52:15
24 future year capital plans. So because we don't 17:52:18



1 have a funding source for our existing debt, 17:52:21
2 we're forced to divert \$500 million in 17:52:23
3 obligation that will continue for the 17:52:26
4 foreseeable future absent an alternative 17:52:28
5 solution. 17:52:31

6 To wrap we wanted to highlight some key 17:52:35
7 takeaways in our FY 25 Budget. Despite a 17:52:38
8 deficit being driven by the upcoming expiration 17:52:42
9 of federal relief funding and a lack of adequate 17:52:44
10 inequitable state funding, our budget is 17:52:47
11 balanced and avoids cuts to schools. Our 17:52:48
12 revamped need-based school funding model sets a 17:52:52
13 resourcing standard for every school while 17:52:55
14 providing resources for schools and students 17:52:58
15 that need the most support. 17:53:00

16 Lastly, our structural funding 17:53:02
17 challenges still exist and will require 17:53:05
18 additional new revenues to continue the growth 17:53:07
19 that our students have seen in the last two 17:53:09
20 years and to avoid us being forced to make cuts 17:53:12
21 down the road. 17:53:14

22 Thank you. And that concludes my 17:53:16
23 presentation on the 25 Budget. 17:53:19

24 PRESIDENT SHI: Thank you. 17:53:21



1 Board Members, any questions or 17:53:22
2 comments? 17:53:25
3 I'll say one thing, you know, I 17:53:26
4 appreciate your -- this budget hearing's 17:53:27
5 approach to recognizing all of the different 17:53:31
6 disparities that we have. What would happen if 17:53:34
7 hi Chicago was treated like a fully elected 17:53:36
8 school board with it's school body, right, and 17:53:39
9 all the different gaps that we have? I want to 17:53:43
10 focus on one just to uplift. 17:53:44
11 I want to focus on special ed and 17:53:46
12 disparities there. This District has made 17:53:48
13 significant changes to address that, but the 17:53:51
14 funding has not followed. Could you identify a 17:53:54
15 little bit about how the gap between the state, 17:53:57
16 the gap between the feds and how much we 17:54:00
17 actually spend compared to what is thought to 17:54:02
18 be -- should be spent? 17:54:06
19 CHIEF SITKOWSKI: Yeah. Thank you for 17:54:07
20 the question. 17:54:09
21 So putting some context around this, 17:54:10
22 our total operating budget is \$8.4 billion, we 17:54:12
23 are planning to spend 1.4 billion of that on 17:54:17
24 special education services for our students. Of 17:54:20



1 the \$1.4 billion, we receive around \$100 million 17:54:24
2 in dedicated federal funding through IDEA 17:54:28
3 funding to support these costs. Beyond that we 17:54:31
4 don't have additional dedicated resources for 17:54:34
5 special ed in a really significant way, but 17:54:37
6 special education needs are taking into account 17:54:39
7 in the state's evidence-based funding formula. 17:54:42
8 Not to get too deep in the weeds here, 17:54:47
9 but when you look at the state's formula, they 17:54:49
10 create what's called an adequacy target, which 17:54:51
11 is a target that we're \$1.1 billion short of. 17:54:54
12 Even within that target, us being funded at a 17:54:58
13 hundred percent would say that we need fewer 17:55:01
14 than 2300 special education teachers and fewer 17:55:02
15 than 2300 special education classroom 17:55:06
16 assistants. We currently have, I don't have 17:55:09
17 those exact numbers in front of me, but over 17:55:11
18 4,000 special education teachers and close to 17:55:14
19 7,000 special education classroom assistants. 17:55:17
20 So even getting to a hundred percent would still 17:55:20
21 leave a gap in funding in terms of what the 17:55:23
22 state would provide and what CPS would need to 17:55:25
23 function at 100 percent versus what we're 17:55:28
24 already doing. So these are needs that we've 17:55:31



1 invested in that we're meeting the needs of our 17:55:33
2 students but the funding is not following it, be 17:55:36
3 it at the state or the federal level. 17:55:38

4 PRESIDENT SHI: Thank you for uplifting 17:55:40
5 that. Given that special ed positions are 17:55:41
6 dictated by minutes, those are actual needs, 17:55:44
7 legally mandated needs. And the state and the 17:55:47
8 feds are about 900 million short just in how we 17:55:50
9 fund special ed alone so I just wanted to call 17:55:55
10 that out. 17:55:57

11 Vice President Todd-Breland. 17:55:58

12 VICE PRESIDENT TODD-BRELAND: Yeah, I 17:56:00
13 think similarly I just also want to lift up, 17:56:00
14 one, to name and acknowledge across our public 17:56:03
15 comment as well as in your presentation the 17:56:06
16 acknowledgment of the inequitable funding that 17:56:08
17 we receive as a District from the state and the 17:56:12
18 federal government, that, you know, what we -- 17:56:16
19 we get what we get and we have to divide it up, 17:56:20
20 but the pie is not big enough and our pie has to 17:56:24
21 be larger, right. And I think that, you know, 17:56:27
22 we talk about this \$1.1 billion figure, but to 17:56:28
23 the point that President Shi just made, that's 17:56:31
24 only relative to the state's adequacy target. 17:56:34



1 And what you just, to just put a point on it, 17:56:36
2 what you just noted is that what the state says 17:56:37
3 is adequate for special education we believe is 17:56:39
4 not enough, right. So the actual figure is 17:56:43
5 probably well above \$1.1 billion in terms of 17:56:46
6 what the gap is between what we have and whatnot 17:56:50
7 just adequate but excellent education that our 17:56:52
8 young people deserve looks like. 17:56:54

9 I also just want to go back to these 17:56:56
10 other numbers, so there's the 1.1 billion that 17:56:59
11 we are short plus EBF, right. Then there's also 17:57:01
12 the 662 million that every other district in the 17:57:05
13 state of Illinois gets paid into by the state 17:57:09
14 for pensions that we have to then pay out of our 17:57:12
15 own operating costs, as well as the 540 million 17:57:15
16 in restricted funds that we have to divert to 17:57:19
17 pay debt service. So if we add even those 17:57:21
18 additional to the side, if we were getting what 17:57:24
19 we were owed and deserved, that would look like 17:57:26
20 another 2.3 at least billion dollars. 17:57:29

21 So I guess I just want to stress that 17:57:32
22 these gaps are large, and I appreciate everyone 17:57:33
23 who lifted up today the need for structural 17:57:36
24 revenue solutions that actually solve these 17:57:38



1 problems and that we want to be partners in 17:57:41
2 advocating for that and advocating for 17:57:45
3 progressive revenue from all the sources 17:57:47
4 necessary to make sure that our young people get 17:57:49
5 what they deserve, so thank you. And thank you 17:57:52
6 to everyone else who has been partners in that 17:57:54
7 work and has organized it for a very long time. 17:57:56

8 PRESIDENT SHI: Board Members, other 17:58:00
9 questions? 17:58:02

10 All right. This concludes the first FY 17:58:03
11 25 Budget Hearing, thank you for coming. 17:58:05

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