FY2021 CPS BUDGET OVERVIEW
PUBLIC HEARING
(Zoom)
held on
August 18, 2020

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled cause held virtually
via Zoom, commencing at 6:02 p.m.
MR. MIGUEL del VALLE, presiding

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

Reported By: Karen Fatigato, CSR
License No.: 084-004072
ALSO PRESENT:

DR. JANICE JACKSON, Chief Executive Officer

MR. JOSEPH MORIARTY, General Counsel

MS. LaTANYA McDADE, Chief Education Officer

MR. ARNIE RIVERA, Chief Operating Officer

MS. ESTELA BELTRAN, Secretary to the Board
(Whereupon, the following proceedings commenced at 6:02 p.m.)

PRESIDENT del VALLE: Good evening, ladies and gentlemen. I am Miguel del Valle, on behalf of my fellow Board members, welcome to the first Budget Hearing. Today is August 18th, 2020. We are holding the first Budget Hearing electronically via Zoom. The purpose of this first hearing is to comply with the School Code provisions regarding the FY21 Budget.

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

SECRETARY BELTRAN: Thank you, Mr. President.

Notice of this public hearing was published in the Chicago Sun-Times, a newspaper of general circulation in the City of Chicago, and posted at Board Room, Principal Office and 42 West Madison Street lobby on August 11, 2020. Notice was also posted on the CPSBOE.ORG and CPS.EDU websites on August 11, 2020.

I will now read into the record the public notice as published:
Notice: Public hearings FY21 Budget for the 2020-21 Fiscal Year, Chicago Board of Education, commonly known as Chicago Public Schools.

To Whom It May Concern: Public notice is hereby given by the Chicago Board of Education that it has prepared an FY21 Budget for the 2020-21 Fiscal Year in tentative form, and that five copies thereof, available for public inspection, have been filed and are now on file in the Office of the Board of Education of the City of Chicago, commonly known as Chicago Public Schools, 1 North Dearborn Street, Suite 950, Chicago, Illinois, 60602, and available at www.cps.edu/budget and that said Board of Education will hold two public hearings upon said Budget:

Date: Tuesday August 18th, 2020.
Hearing time: 6:00 p.m. to 8:00 p.m.

Date: Wednesday, August 19, 2020.
Hearing time: 4:00 p.m. to 6:00 p.m.

Pursuant to the Gubernatorial Disaster Proclamation dated July 24, 2020 and to protect the public's health in response to the COVID-19
pandemic, the public will have access to the meeting via livestream at cpsboe.org. And the public participation segment will be held via an electronic format -- platform, I'm sorry.

For these two public hearings advance registration to speak will begin on Tuesday, August 11, 2020 at 10:30 a.m. and will close on Friday, August 14th, 2020 at 5:00 p.m. or until all 30 slots have been filled for each hearing, whichever occurs first. Advance registration during this period is available by the following methods: Online at www.cpsboe.org or by phone at (312) 989-7313.

The public participation segments of the public hearings will conclude after the last person who has signed in to register to speak has spoken or at 8:00 p.m. on August 18th or 6:00 p.m. on August 19th, whichever occurs first. Members of the public may submit public comments related to the FY 21 Budget via written comments form, on the Board's website at www.cpsboe.org or mailed to 1 North Dearborn, Suite 950, by 5:00 p.m., Thursday, August 20th, 2020.

Mr. President, I would now like to note the members that are present here today.

We have member Rome? Member Rome?
MEMBER ROME: Yes.
SECRETARY BELTRAN: Member Melendez?
MEMBER MELENDEZ: Here.
SECRETARY BELTRAN: Vice President Revuluri?
VICE PRESIDENT REVULURI: Present.
SECRETARY BELTRAN: Member Todd-Breland?
MEMBER TODD-BRELAND: Here.
SECRETARY BELTRAN: Member Truss?
MEMBER TRUSS: Here.
SECRETARY BELTRAN: Member Sotelo.
MEMBER SOTELO: Here.
SECRETARY BELTRAN: And President del Valle?
PRESIDENT del VALLE: Here.
SECRETARY BELTRAN: Thank you. We have
seven members present, there is a quorum.

Mr. President, I would also like to acknowledge Dr. Janice Jackson, our CEO; Joseph Moriarty, our General Counsel, who is physically present in the Board room; LaTanya McDade, our Chief Education Officer; and Arnie Rivera, our Chief Operating Officer. Thank you.

PRESIDENT del VALLE: Thank you.

Let's begin with the FY21 Budget presentation. Heather Wendell, please proceed.

MS. WENDELL: Thank you. Give me a moment, I'm trying to find my screen here.

There we go.

Thank you for that, Mr. President, and good evening to members of the Board. I am pleased to provide an overview of the proposed FY21 Budget for you this evening.

So the FY21 Budget reflects a first of its kind community engagement process that was issued under the leadership of Mayor Lori Lightfoot and CEO Jackson. We engaged this winter in a really robust community engagement dialogue around school funding and other elements. We engaged with over 500 community
members across six school funding workshops in January and February and also engaged a working
group that was comprised of parents, principals, school funding experts, budget members -- or,
I'm sorry, Board members, members of the Budget Office and other District leadership to solicit feedback and turn that into actionable recommendations that really helped inform and drive some of the key investments and decisions that this budget reflects. Those include:

$100,000 for all neighborhood schools and economic hardship areas through an FY2021 equity grant. So there was additional funding that was put in this year informed specifically by the community engagement.

Additional supports for principals and LSCs in relation to funding and allocation decisions.

And an ongoing District commitment to stakeholder engagement around school funding.

The presentation materials, as well as the full report outlining all of the recommendations, can be found on the CPS website. And I'd like to take some time to
start by walking through some of those key investments as reflected in the '21 proposal.

So the FY21 Budget reflects a District allocation of $75 million in resources specifically to address challenges created by COVID. This includes supports for models of varying types, including both the remote learning model and in preparation for a return to in-person learning via hybrid model.

Allocations include support for computing devices, cleaning supplies, PPE and additional items that will allow us to provide these instructional models successfully.

Also included in the budget is an investment of $653 million for building improvements at more than 250 schools.

Several of the priority projects include over $306 million to address facility needs and strengthen high-quality neighborhood schools throughout the city.

202 million in building improvements to support modern science labs, pre-K classrooms and spaces that are necessary to support our continued investment in new high-quality
academic programs.

And an additional commitment around the launch of a five-year multi-million dollar investment to improve ADA accessibility.

Additional investments this year reflect what we provided to school leaders in their budgets in April. And so continuing for the third straight year that our school leaders and school communities receive their annual allocations in spring with funding levels that are guaranteed against whatever fall enrollment changes they had. The school budgets as provided to school communities in April and as reflected in this combined budget proposal reflect over $125 million in new investments. This includes growing the investment in the District's equity grant to 44 million this year, including the component that highlights -- specifically provides additional support for students in economic hardship zones increasing special education funding by 97 million, which is the District's single largest increase in investment in that area.

An additional $18 million to continue
the expansion of our full-day pre-K programming. Investments in specific targeted FTE and other human resource investments. So we're providing an additional position for 30 high-need schools that will fund restorative justice coordinators, librarians, additional counselors or other positions that are aligned to specific school needs.

We're continuing the District's multi-year investments in case managers by adding an additional 40 FTE. Similarly the commitment that was made to continue to grow nurse and social work positions, we're adding an additional 55 nurses and 44 social workers, which will allow us to reach an all-time high in FTE count for each of those positions.

Additional investments reflected in the proposed budget include funding for the School Resource Officers, which will be reduced in FY21 by 18 million, which is a cut of over 50 percent compared to last year's budget.

The FY21 Budget also includes $353 million of anticipated Federal funding to close the short-term budget gap that's been created by
the COVID-19 crises.

The anticipated Federal revenue represents a conservative estimate of the potential fundings. Proposals continue to be worked out both on the K-12 funding packages, understanding that the funding would well exceed the amount that we've included in our budget here.

And the Stabilization Funding provides the necessary support to cover emergency expenses, including those related to remote learning and the eventual school opening, and as well as stabilizing and short-term losses in anticipated revenue that's driven by the State's financial position augmented by the ongoing pandemic.

Moving on now to slide 6, we're going to talk a little bit more about the various components of the budget. Slide 6 provides -- the chart on the side there provides an overall view of the three major components of our budget, the majority of the funding within the budget proposals for our operating dollars, which represent 6.9 billion or 83 percent of the
The Operating Budget includes $3.7 billion in salary and benefits, as well as $886 million in teacher pension contributions.

The next largest piece of the budget is the Capital Investment at $758 million or 9 percent of the budget. And the Capital Budget pays for both renovations and expansions of existing schools, as well as other associated capital facilities costs. Eighty-five percent of the funds within the Capital Funding are generated from the issuance of bonds.

And finally, the third component of the proposed budget is the Debt Service Funding, and this is $711 million in FY21, representing 8 percent of the overall budget. The Debt Service Funding is necessary to pay interest in principals on bonds. And these--this cost is primarily funded through State revenues and personal property replacement taxes.

Moving on now to slide 7 to focus a little bit more specifically on the Operating
Budget, slide 7 provides the breakdown of our sources of revenue. State revenues comprise 27 percent of the overall operating revenues that we as a District receive. The State revenues come in at about 1.85 billion, and this includes the funding under the evidence-based funding formula, teacher pension normal costs and some categorical grants.

The State revenue in Illinois, and CPS in particular, represents a lower portion of overall operating revenues in other districts, which increases the reliance on local revenues which represent the largest portion of our funding. Local revenues represent 54 percent of our overall operating costs at about $3.75 billion. And this is comprised of local sources, primarily property taxes, personal property replacement tax and TIF surplus.

The third component of our revenue on the Operating Budget is the Federal dollars, which represents an increase this year in a higher proportion inclusive of the Federal Stabilization Fund Assumptions. We're anticipating $1.3 billion in Federal funding.
this year, representing about 19 percent of the budget. This includes both the ongoing title and categorical funding under Lunchroom and Individuals with Disabilities Education Act funding and as well as, as I mentioned, anticipated Federal revenues under the CARES Act and the secondary funding for Stabilization.

Looking now at the Operating Budget by location, the chart on here illustrates where the funds in the Operating Budget are directly -- what area of the work they are directly impacting. You can see that the District schools receive 48 percent of the overall Operating Budget directly allocated out to schools, with another 36 percent of funding coming through the city-wide budget for services that are budgeted centrally but directly impact school's operations.

Finally, charter school allocations at 11 percent also support their day-to-day operations very similar to the District schools and city-wide services. Those are dollars that are provided to them to operate under their budgeting structure.
All told, 95 percent of the Operating Budget directly supports schools across the District allocations, the city-wide allocations and the charter school funding. The remaining less than 5 percent supports the Central Office and Network costs associated with this work.

While the previous slide shows the Operating Budget by location, slide 9 provides an illustration of how the dollars are allocated by account. The gray portion as well as the brown portion of this graph represent the teacher salaries and teacher pension with the blue benefits piece as well showing those are the largest proportions of our Operating Budget. And across teacher salaries and benefits, as well as ESP salaries and benefits, salaries and benefits total comprise about 77 percent of the overall Operating Budget. This also includes the charter tuition, which primarily funds their salary and benefits for their staff.

The remaining 23 percent of the budget is a combination of non-personnel expenses that include things like instructional supplies, equipment, software, transportation, minor
building repair, as well as contractual services that provide additional head count and resources directly into schools, like the Facilities Management and the Safe Passage contracts.

Slide 10 provides another view of the Operating Budget investments, this time by FTEs. The yellow portion of this represents the largest portion of our investment, teachers. Over 20,000 FTE positions where the teachers are funded through the Operating Budget, followed closely by school support staff at just over 11,000.

Additionally, city-wide student support is the third blue piece of this graph, which represents about 5,000 positions.

All told, the CPS FY21 Budget includes over 39,000 FTEs, and 97 percent of these directly support schools. The teacher, school support staff and school administrators make up 84 percent of the employees, while another 13 percent provide the city-wide services that are staff budgeted centrally but sent to schools on a daily basis. Less than 3 percent of the positions overall are Central Office
administrative positions.

Moving on to slide 11, the chart in front of you highlights the District's net cash position. And despite an improved overall financial position, the District still continues to need to borrow to meet cash obligations. The gray line in the center represents zero, and as you can see since 2014 the District has consistently ended the year with a negative cash position, including June 30th, FY2020, the last ending fiscal year. We're also projecting a net negative cash position during the majority of FY21.

Now looking specifically at the debt service component of the proposed budget, the bar chart on slide 12 illustrates the District's long-term debt. To date we have $8.1 billion in outstanding debt that supports the capital projects. In FY2021, the proposed $711 million to service that longstanding debt.

Moving on to slide 13 and looking into pension costs, the pension costs as illustrated on slide 13 show the State contributions there in the green bars, as well as the comparison to
the Chicago pensions in the blue bars. While funding in both cases has increased over the recent years, the allocations are represented here as per student costs. And you can see that there continues to be an inequity between Chicago and other school districts in Illinois and how pensions are funded and at what level. Outside of Chicago districts receive the equivalent of about $3200 per student for their pension costs. And within the City of Chicago we expect to receive in FY21 the equivalent of about $742 per student for our pension.

Continuing with pension costs, this chart shows that the teacher pension obligation will continue to grow for the next 40 years through FY2059. And even though the State only provides a portion of the funding, we will have a dedicated property tax revenue -- we now have a dedicated property tax levy that will grow over the next 10 to 15 years to meet that obligation without diverting operating dollars to the costs. So while the costs on the CPS side will continue to escalate, we have a
dedicated revenue strain which will allow us to meet those obligations.

Understanding that the Operating Budget as proposed includes Federal Stabilization Funding, we are providing some -- we have looked at options for balancing the budget in the absence of the Federal support coming in at the levels that we fully anticipate. Utilizing financial strategies, including debt service, stabilization funds and grant contingencies, would allow us access to onetime funding options to cover costs in FY2021. However, this will have a significant impact on the District's financial position in FY22 and would likely require us to revisit funding decisions as the budget as proposed utilizes stabilization funding to fully fund schools and department functions. It is essential for the Federal government to protect schools across the country, and we have every reason to believe that the Stabilization dollars will allow us to do just that.

Finally, looking into the Capital Budget component of the proposed budget, we are
including in our proposed plan an overall investment of $758 million in FY21 for capital. This includes two primary areas that are our largest areas of investment around facility needs at 314 million and educational programming at 202.

The educational programming allows us to continue to provide the capital investments necessary for the continued expansion of pre-K, the ADA accessibility, other upgrades around science labs and other facility needs that allow us to continue to engage in increasing our programmatic offerings under the RFP and align to other academic priorities.

Finally, the Capital Plan Funding Strategy reflects $653 million in guaranteed resources. These are backed by our anticipated bond offerings and other committed funding sources. The plan also includes 50 million in State funding for the construction of a new school, as well as 55 million in other potential external funding for the total of 758 as reflected in the budget proposal.

Mr. President, that concludes the
presentation.

PRESIDENT del VALLE: Thank you, Heather.

Board members, any comments or questions?

If there aren't any, at this time let's now proceed with today's public comment segment.

SECRETARY BELTRAN: Thank you, Mr. President.

For the record I would like to note that registration for the public hearing began on Tuesday, August 11, 2020 at 10:30 a.m. and closed on Friday, August 14th, at 5:00 p.m. or until all 30 slots filled or whichever occurred first.

Individuals who registered to speak will have two minutes to comment. In order to facilitate and expedite the public comment segment, I will be calling speakers out of order and grouping them. Members of the public may submit written comments related to the FY21 tentative budget via the written comments form on the Board’s website at www.cpsboe.org or mail to 1 North Dearborn, Suite 950, by 5:00 p.m.,
Thursday, August 20th, 2020.

This hearing will conclude after the last person who has registered to speak has spoken or at 8:00 p.m., whichever occurs first.

When called, please state your name for the record.

And, Mr. President, I will start by calling the first speaker on the speakers' list.

We have Anna Ihana please. Anna Ihana.

We'll continue with the second speaker, Mr. President, and then come back to Ms. Ihana.

Do we have speaker 16, Deepak Bapu, on the line?

We'll move on to the next speaker then, speaker number 3, Karla Altmayer.

I see Mr. Bapu on the line. Mr. Bapu, can you hear me?

MR. BAPU: Yes.

SECRETARY BELTRAN: Thank you. Can you proceed with your comments. You have two minutes to address the Board.

MR. BAPU: Yes. Thank you.

Thank you for your time, consideration in allowing me to speak in front of the Board.

I'm speaking on behalf of Sauganash Elementary
for a capital expansion.

Our school is currently overcrowded, and the number of students is increasing every year. My primary concern is safety. We are repurposing rooms that are not meant for instruction and having significant numbers of students in the hallways, and this is inconsistent with best safety practices. These concerns become worse every year if the number of students gets larger.

I'd also like to highlight some aspects of our school. Sauganash families represent over 40 languages spoken, and 45 percent of our students are dual language. Additionally, 29 percent of the school is low income.

On a personal note, my family chose Sauganash because of the neighborhood, the school and that we remain close to our cultural spirits of family and community. I grew up in Chicago, and like many Sauganash parents, living in Sauganash allows us to remain close to the various communities from which we come. I believe this is reflected in our school's tremendous diversity.
I hope you approve our school's capital expansion. Thank you again for your time and consideration.

SECRETARY BELTRAN: Thank you, Mr. Bapu for your comments.

Mr. President, we'll proceed with the third speaker please, we have Karla Altmayer please.

MS. ALTMAYER: Yes, can you hear me.

SECRETARY BELTRAN: Yes, we can hear you, Ms. Altmayer. You have two minutes to address the Board, you can proceed.

MS. ALTMAYER: Thank you.

Good evening, Board members, my name is Karla Altmayer, and I'm a co-director and co-founder of Healing to Action, a Chicago-based nonprofit that works to end gender-based violence by building the leadership and collective power of the communities most impacted.

My question is around funding for comprehensive sexual education. This year Healing to Action in collaboration with over 200 caregivers, youths and educators across Chicago
launched a practice campaign to ensure that comprehensive sexual education is accessible to every student in every zip code. That caregivers receive meaningful support to reinforce these critical lessons at home and that community members have a say in ensuring equitable implementation.

Right now 70 percent of the District is not in compliance with the current policy, which in parts of many of its requirements requires at a very minimum two educators trained at each school. And data from a recent FOIA request shows that the majority of those schools are located in black and brown communities on the south and west sides of the city. We've actually been in touch with the Office of Student Health and Wellness and aware that a new policy is being developed but that policy continues to miss key resources to address implementation gaps.

In calculating the costs of implementing comprehensive sex ed, I looked at the cost of ensuring that the educators -- that means ensuring the educators can take a day or a
day off -- a half day off to receive the
District's training. If there are two educators
in each of the 462 schools of the District and
the cost of the substitute teacher in each
school is approximately $126 a day, it should
not require more than $175,000 -- $175,000 to
implement comprehensive sexual education in all
of the schools.

Funding is just one of many barriers,
it's not the only one, but it is a key barrier
to ensuring that any education is available to
all the students from K through 12. And in a
$4 billion budget, investing $175,000, the
equivalent of the cost of one police officer's
salary, could be the difference between
experiencing gender-based violence or having the
communication skills and tools that consent to
prevent and end gender-based violence for a
whole generation.

So as the District considers where
redirected funds are allocated, I would
encourage the District to allocate the salary of
one of those officers to preventing violence in
our community by funding to ensure comprehensive
sex ed for all CPS students regardless of their zip code. Thank you.

SECRETARY BELTRAN: Mr. President,
we'll continue with the next speaker, speaker number 4, Aurelia Aguilar please. Ms. Aguilar?
We'll continue with the next speaker and go back to Ms. Aguilar.
Do we have speaker number 5, Maria Serrano?
Aidan, can you please unmute Ms. Aguilar?
Ms. Aguilar, can you hear me?
Ms. Aguilar, can you please unmute yourself?

(Whereupon, the following comments were spoken in Spanish and translated to English.)

SECRETARY BELTRAN: Mr. President, the translator will now state her comments in English please.

THE INTERPRETER: Hi, my name is Aurelia Aguilar, I am a member of Healing to Action and a mother of a CPS student that attends Roosevelt High School. My question is
about the funding for the Office of Student Health and Wellness when it comes to implementation of comprehensive sexual health education.

Right now the Office of Student Health and Wellness is working to change the policy of sexual health education to make sure that the students have a better service to establish these policies and the curriculum regarding LGBTQ should be accessible to all students, but in my community a lot of the parents are disappointed with the training that educators are receiving. Sometimes a teacher don't know how to address these issues and they don't educate our students well. Thank you.

SECRETARY BELTRAN: Thank you for the translation.

Mr. President, we'll continue with the next speaker, number 5, Maria Serrano please.

Ms. Serrano?

(Whereupon, the following comments were spoken in Spanish and translated to English.)

SECRETARY BELTRAN: Mr. President, we
will now have the translator proceed.

THE INTERPRETER: My name is Maria Serrano, I am a member of Healing to Action, and I'm a mother of two CPS students. They attended Maria Saucedo, a school with almost a thousand students in the neighborhood of Little Village. My question is about funding for the Office of Student Health and Wellness when it comes to the implementation of comprehensive sexual health education.

This year my daughter graduated 8th grade, and when I asked here if she had any special health education during this time, her answer was no. And through this information I learned that my daughter is part of the 70 percent of students in the District who are not receiving comprehensive sexual education. And most of these students live on the west and south sides of the city, such as, Little Village.

I recently spoke with members of the Office of Student Health and Wellness, and they said that they are now supporting ten schools so that they can implement sexual health education.
These schools are Englewood, Lindblom, Juarez, Clemente, Payton, Lane Tech and Wells. But the Office of Student Health and Wellness told us that they are using funds to ensure that comprehensive education is implemented in these schools, but it is important that almost half of these schools already have several resources invested in them.

So my question was of which half already have multiple resources implemented to apply policy, this should be District-wide. How are we going to make sure that the sexual education policy is implemented throughout the District, including all elementary schools?

As a mother, an activist, I see that this budget has to include funds to ensure that all CPS students have access to sexual health education, especially now when there are students living in homes where they do not feel safe and there are incidents of online harassment. Thank you.

SECRETARY BELTRAN: Thank you.

Mr. President, we'll proceed with the speakers' list, and our next speaker will be
speaker number 6, Melissa Ramirez please.

Ms. Ramirez?

MS. RAMIREZ: Hello.

SECRETARY BELTRAN: Yes, Ms. Ramirez, can you hear me?

MS. RAMIREZ: Yes, I can.

SECRETARY BELTRAN: Thank you. You have two minutes to address the Board, and you can proceed.

MS. RAMIREZ: Good afternoon, my name is Melissa Ramirez, and I'm calling on behalf of Grissom Elementary. I want to bring my school to your attention once more and hope that you will reconsider investing in our school. The numbers don't quite look right when you look at our utilization report, it looks like we are 110 capacity, maybe a little bit higher, but that capacity rate is not taking into consideration of the space needed for our diverse learners and our EL students. After giving every teacher a homeroom, there's no space for our diverse learners to learn or for our EL student services. Our ELs are currently receiving services in a little multi-purpose office kind
of a room, so they're getting services and then they need to leave and maybe go to the hallway so that an IEP meeting can occur. And then also while an IEP meeting is occurring, the parents do not have any privacy because clinicians are coming in and out to get to their job. And we're not doing this on purpose, but we have no other option.

Our pre-K was relocated to Saint Columbus Church. We heard that Saint Columbus Church, the building owned by the Archdiocese is being remodeled to house our pre-K, and we would like to see that money reinvested into Grissom Elementary for a long-term solution. Bring our pre-K home, let's have them on site so that they can be part of our school community school too and not have to walk that 1.3 miles, which is a 27-minute walk to the church.

And then we look at our diverse learners, we don't have enough classrooms for them. So this year we are expecting to have three diverse learner teachers sharing a standard size classroom and hope to have three classes at once. I understand the pandemic is
going on, when the pandemic is over school will
return to normal. While the general ed students
have their own dedicated classroom, diverse
learners have to share a classroom, that's not
equitable.

It seems that you might be making some
improvements at Sauganash, that's great. I would
like to see that done at my school as well. I
am seriously hoping that you'll reconsider our
school, we want our kids to be college and
career ready. At the same time we have to get
rid of our library in order to make a homeroom
so we're not able to teach them how to use a
library as they would do in college.

We are also a magnet arts, magnet
performing school, however, our art is on a
cart. We obviously don't have a classroom for
the art teacher.

SECRETARY BELTRAN: Ms. Ramirez?

MS. RAMIREZ: Yes.

SECRETARY BELTRAN: Thank you for your
comments.

MS. RAMIREZ: Okay.

SECRETARY BELTRAN: Mr. President,
we'll proceed with the next speaker from Grissom, we have speaker number 8, Paulina Torrejon please. Do we have Paulina on?

MS. TORREJON: Hello.

SECRETARY BELTRAN: Yes, Paulina, you can proceed. You have two minutes.

MS. TORREJON: Okay. Thank you.

Hi, my name is Paulina Torrejon, I'm going to be a 7th grader at Virgil I. Grissom Elementary School. For years I have had to experience firsthand overcrowding, and I am here for the third time to once again to ask CPS to quickly address these issues about my overcrowded school because splitting the classes will not be enough for this issue to be solved.

Recently my language arts class and my math class had to be split. However, my science class is still one big classroom. In my school the middle school classes far exceed the CPS guidelines that there should be no classroom with more than 31 students from 4th through 8th grade. This is simply unacceptable.

First of all, my art class is on a cart. Our school is supposed to be a fun and
performing arts and magnet program, how can it be possible if my art class is on a cart? My art teacher should not have to push around a cart in order to teach her classes and carry her supplies. She should have her own classroom, teach her classes and access her supplies easily. My class would then have more opportunity to create more artwork, such as, sculptures, art dream catchers, instead of just pencil and paper.

Secondly, my school should have an actual cafeteria, and my school should not have to use a gym cafetorium and after school sports in one place. It's a hazard for school sports teams to be in the gym cafetorium since there are chairs and tables in the way of practices. Due to harsh weather it's hard for my school to actually take a break from class if we have to sit still and do nothing.

Thirdly, my class -- my science class is overcrowded for my class to have a real opportunity to experiment and have a laboratory to do them in. My school cannot have -- my class cannot have -- cannot work in these
conditions, this is why I'm fighting for my school. It should not be overcrowded. I am fighting for the students at Grissom to receive the same quality of education that is offered to those students on the north side of Chicago where the students have smaller class sizes. I will continue to fight for these issues until we receive the resources and funding that the students at Grissom deserve. Our education matters.

SECRETARY BELTRAN: Thank you, Ms. Torrejon.

MS. TORREJON: Thank you.

SECRETARY BELTRAN: Thank you.

Mr. President, we'll proceed with the next speaker, speaker number 10 please, Mary Hughes. Ms. Hughes?

MS. HUGHES: Hello.

SECRETARY BELTRAN: Yes, Ms. Hughes, can you hear me?

MS. HUGHES: Yes, I can. Thank you.

SECRETARY BELTRAN: Thank you. You have two minutes to address the Board, you can proceed.
MS. HUGHES: Thank you.

Hello, Board President del Valle and members of the Board, my name is Mary Hughes, I'm with Raise Your Hand, and I'm concerned that 174 special ed classroom assistants, SECAs, positions have been cut in the budget 2021.

When school ended in June the student IEPs reflected X number of SECA minutes per school requiring a certain number of then active SECA positions per school. As there were few IEP meetings held over the summer, there's no reason why there should be 174 fewer SECA positions in the budget.

I believe the ODLSS formula for SECAs is incorrect. Several principals, who requested to remain anonymous, shared with me that the current SECA staffing formula is incorrect. They further shared that they knew that they had scheduled their school staff as efficiently as possible, and that the staffing shortfall could not be resolved by staggering SECA start times as ODLSS administration suggested.

Even when ODLSS network reps agreed with the school administrators that the current
SECA staffing formula led to staffing shortfall in certain schools, ODLSS administration refused to budge on approving appeals for these positions. For brevity, please see the e-mail I sent you for explanation of the formula error.

This kind of carving away services is too familiar and will lead to students being delayed or denied legally mandated SECA services when school begins in November.

Board members, please investigate this issue and talk to principals who have denied their appeals for SECA positions. Remote special education requires so much more preparation time on the part of parents, teachers, SECAs and related service providers. And, if anything, the CPS special ed budget should reflect additional SECA positions to assist teachers who are working with students who need that extra attention and support in order to access special education remotely.

Please consider using some of the COVID-19 funds to shore up staffing in support for students with disabilities during this time of remote special education. CPS needs to
address the students who attempted to engage in remote learning without needed accommodations and learning tools like visual schedules, timers, seat cushions, fidget items, sensory items, et cetera. In addition to devices that provide computer access, students with disabilities who have accommodations in tools set out in their IEPs need those tools made available to them in their homes to honor their learning needs and improve student outcomes.

Thank you.

SECRETARY BELTRAN: Thank you, Ms. Hughes, thank you for your comment.

Mr. President, we'll proceed with the next speaker please, speaker number 11, Chris Yun please. Chris Yun?

MS. YUN: Yes. Can you hear me?

SECRETARY BELTRAN: Yes, we can hear you. You have two minutes to address the Board please.

MS. YUN: Oh, yes. Hi.

SECRETARY BELTRAN: Please proceed.

MS. YUN: Hi. Good evening, President del Valle and members of the Board, my name is
Chris Yun, and I'm the education policy analyst with Access Living, accessibility rights of education in Chicago. Today I'm here to partition the Board to redirect CPS's school accessibility improvement plan and make schools fully accessible for students.

First of all, we welcome CPS's commitment of $20 million for ADA improvement project. However, CPS's plan of spending $20 million next year and a total of $100 million over the next five years to make every school accessible is seriously miscalculated because doing so will not enhance any education and accessibility for students with mobility disabilities. It also excludes any parent or family members with disabilities from parenting by limiting their access to first floors when education is on other floors.

When improving school accessibility, CPS should prioritize students' access to educational spaces, such as, classrooms, cafeteria, gym and library, and making schools fully accessible is the only way to achieve this goal. As of today more than half of CPS schools
are not available for students with mobility disabilities to attend due to a lack of full accessibility.

On the south and west sides of the city, black and brown students need to travel further distance than their peers on north side due to the severe lack of accessible schools and high-quality programs. CPS needs to make more schools fully accessible to bring equity to its students.

Here are our recommendations to include school accessibility:

No. 1: Make a school fully accessible so students with a mobility disability can access and enjoy the same academic programs as her peers without disabilities too.

No. 2: Prioritize schools in the south and west sides. The severe lack of accessible schools hurt black and brown students and their communities and places an extra burden on the students to travel further distance to attend accessible schools.

No. 3: Devote more ADA capital investment. CPS --
SECRETARY BELTRAN: Ms. Yun?

MS. YUN: -- needs ADA improvement, but 20 million makes up less than 3 percent of the total capital investment. If CPS is willing to spend funds to provide first floor access to community people, CPS can and should put more resources to make schools fully accessible for their students.

Lastly, please create a long-term accessibility plan to make every school fully accessible. CTA has a 20-year-old station accessibility plan by identifying funding to many priorities. We need long-term strategy plan to make every school fully accessible, and CPS should take a leadership role to bring equity to its students and their families.

Thank you.

SECRETARY BELTRAN: Thank you, Ms. Yun, thank you for your comments.

Mr. President, we'll proceed with the next speaker please, speaker number 12, Alicia Martin please. Ms. Martin?

MS. MARTIN: Hi, everyone.

SECRETARY BELTRAN: Thank you,
Ms. Martin. You have two minutes to address the Board.

MS. MARTIN: Thank you.

My name is Alicia Martin, and I am a proud parent of three amazing Alexander Graham students. I'm here today to present to the Board an addition to the budget.

As you are aware, the CPS school system serves predominantly low-income families. The system is made up of 76.4 percent of students who are economically disadvantaged. Online learning has created an unexpected expense for families already devastated from the domino effects of COVID-19. Families need additional funding. They need the educational stipend for CPS students.

The educational stipend for CPS students would provide students with $500 per quarter. The funds would help with reoccurring expenses, the conversion from a home into a classroom during remote learning and possibly assist with child care expenses. The stipend should remain should remain in effect until the children are in school in person 100 percent of
the time.

CPS only scratched the surface of an economic issue faced by the CPS families. The educational stipend for CPS students has the potential to accomplish much more. Thank you.

SECRETARY BELTRAN: Thank you for your comments.

We'll proceed with the next speaker please, speaker number 14, Tim Noonan.

Mr. Noonan?

MR. NOONAN: Okay.

SECRETARY BELTRAN: Yes, Mr. Noonan, can you hear me?

MR. NOONAN: Yes, I can hear you.

SECRETARY BELTRAN: Yes, you can proceed. Thank you.

MR. NOONAN: Hello, my name is Tim Noonan. The $3 million proposal released by CPS and Alderman O'Shea for Kellogg Elementary is both insulting and disheartening. While we were really happy that the needs -- Kellogg's needs are finally receiving the attention, the people who created the plan must have not been paying attention.
Our modular is literally crumbling.  The walls are falling off. This is not conjecture, we have pictures to prove it. We were given a plan that not only does not address the main issue of an addition but would permanently preclude any addition in the future. There's only one logical place to expand and that is on the north end of the building. This plan puts an elevator on the north end of the building. This would mean that Kellogg would never get an addition. And good money after bad will be invested in a modular that is way beyond its useful lifetime. Why would any sane person do this? Especially in a time when we are tightening our belts. We are presented with a plan of wanton waste.

Kellogg's LSC needs to be at the table. We have not been involved with this plan as it was thrust upon us via an e-mail blast. I'm on the LSC, I lead the committee that is pursuing the addition. There's no more capable -- there's no one more capable to advise on Kellogg's Elementary needs than the staff, the parents and most importantly the students who
use this building day in and day out. The LSC has been entrusted by voters and empowered by the mayor to take the right decisions for Kellogg. This plan is wrong for Kellogg. We would be shirking our duties as elected representatives by accepting this plan prima fascia.

I implore the Board of Education, CPS and the Alderman and Kellogg to sit down together in a collaborative manner to develop a plan that makes sense and is prudent. The taxpayers deserve this and so do our children. Again, included in the plan for capital improvements for Kellogg, we all want to see Kellogg to be the shining gem that it has proven to be over the last 80 years.

SECRETARY BELTRAN: Mr. Noonan.

MR. NOONAN: We also want to be fiscally responsible with the money the taxpayers have entrusted us. We look forward to working together and to make Kellogg another -- make Kellogg into another successful 80 years. Thank you for allowing me to speak.

SECRETARY BELTRAN: Thank you,
Mr. Noonan, thank you for your comments.

Mr. President, we'll proceed with the next speaker, speaker 15, Elizabeth Triplett please. Ms. Triplett?

MS. TRIPLETT: Hello. Can you hear me?

SECRETARY BELTRAN: Yes, we can hear you, Ms. Triplett. Can you please proceed?

MS. TRIPLETT: Okay. Thank you, President and members of the Board of Education. As an educator for over 28 years and in early childhood for over 15, I was so excited to discover a developmentally appropriate tool for teachers to use with 3 and 4 year olds during -- especially during remote learning.

The program is called ReadyRosie, and it provides excellent communication tools to use with parents, especially parents of young children. All children need access to opportunities and rich learning experiences that build their cognitive and social skills so they are ready to learn and thrive in today's rigorous schools and ultimately the workforce.

So I am asking that the subscription to ReadyRosie be added to teacher strategies goals.
that is used in the Early Childhood department. While teachers doing remote learning and while using Google Meets, a lot of parents expressed to me that they needed help with helping their young children learn different concepts. And many parents even called me in the evening because they wanted some strategies to use with their young children.

This program has been acquired by Teacher Strategy Goals, a curriculum that's already used with our Early Childhood program. And this program provides excellent short videos that have been proven through research to help parents become vital partners in educating their children. I tried to access this program through Teacher Strategy Goals, a curriculum that we use in Early Childhood, and they said Chicago Public Schools hadn't published -- I mean purchased it. So please purchase this program for -- to use with the Early Childhood curriculum.

SECRETARY BELTRAN: Thank you.

MS. TRIPPLETT: Thank you.

SECRETARY BELTRAN: Thank you for your
comments, Ms. Triplett.

Mr. President --

MS. TRIPLETT: You're welcome. Thank you.

SECRETARY BELTRAN: Thank you.

Mr. President, I would just like to note for the record that we did have other registered speakers, but they didn't call in during the time frame, so I would just like to say for the record that they can submit their written comments as noted earlier at www.cpsboe.org.

So that concludes the speakers' list, Mr. President. We'll proceed with the elected officials, and we have Alderman Nugent with us from the 39th Ward.

Alderman Nugent? Alderman Nugent?

ALDERMAN NUGENT: Good evening. Can you hear me?

SECRETARY BELTRAN: Yes, we can hear you. Thank you.

ALDERMAN NUGENT: Perfect. Thank you.

Good evening, President del Valle, members of the Board, Dr. Jackson and CPS
leadership, I am Samantha Nugent, Alderman of the 39th Ward of Chicago. Thank you for this opportunity to speak this evening. While I have spoken to you individually about Sauganash Elementary School, I want to reemphasize that the school community is in dire need of a capital expansion.

As you know, Sauganash is the most overcrowded neighborhood school in the city. It is currently at 124 percent capacity. They're projected to be at 136 percent in four years. Enrollment in Sauganash has consistently grown by 4 percent every year, and last year the enrollment increased by 6 percent. According to the Chicago Teachers Union contract, 16 out of 21 homerooms are overcrowded, that's 76 percent. There is an immediate need for a capital expansion to reduce overcrowding at Sauganash and provide students with a safe learning environment.

Sauganash is 29.5 percent low income with 44 languages spoken. Twenty-four percent of the students are English language learners. Teachers have been forced to use storage
closets, hallway areas and stairwell landings for instruction because of the lack of space. The school has been cited by the fire department for code violations. This poses significant safety concerns, and in the event of an emergency students and faculty would be exposed and potentially be targeted. This keeps me up at night.

As the former chief of staff for the Cook County Department of Homeland Security, part of my responsibility including -- included preparing and assessing school readiness for a natural or manmade disaster to include active scenarios -- active shooter scenarios. Children and faculty congregating in hallways because there is no classroom space is incredibly dangerous. The 664 students, 43 CTU members and 14 SEIU members deserve a safe environment to learn and work.

Sauganash Elementary is a 100 percent neighborhood school, but due to size limitations it cannot possibly serve the current student community nor the consistently growing K through 8 student enrollment without an expansion. The
neighboring schools are also either overcrowded or almost at capacity and they too do not have the space to help relieve Sauganash's overcrowding.

School communities are like children, they each are unique and have unique needs. I recognize this and support schools throughout the 39th Ward. I have allocated a half a million dollars to Volta Elementary School for green space. I have worked with State Representative Jamie Andrade to secure funding for a science lab. Palmer, Peterson, North Side Learning, Von Steuben and Belding are undergoing capital improvements.

I strongly support the expansion of Sauganash Elementary to help relieve the overcrowding. I again kindly request your assistance in approving this expansion. Thank you for your time and consideration. I am grateful for your ongoing commitment to all Chicago students. Of course, as always, if you have questions or concerns, please do not hesitate to reach out to me or my office. Thank you so much for your time.
SECRETARY BELTRAN: Thank you, Alderman.
And, Mr. President, this does conclude the public comment segment of the hearing.
PRESIDENT del VALLE: Thank you.
The first speakers we called, they didn't respond?
SECRETARY BELTRAN: They didn't respond, Mr. President, so they could submit their written comments via the CPSBOE.ORG website.
PRESIDENT del VALLE: Okay. And so we certainly encourage them to do that.
SECRETARY BELTRAN: Correct.
PRESIDENT del VALLE: Board members, any comments or questions? Any comments or questions regarding the budget hearing, what we heard today?
If there are no comments or questions, this concludes the first FY22 (sic) Budget Hearing. We will have a second hearing and -- but this concludes our work for this evening.
SECRETARY BELTRAN: Just to note, Mr. President, FY21.
PRESIDENT del VALLE: FY21. Did I say FY20?

SECRETARY BELTRAN: 22.

PRESIDENT del VALLE: Oh, I'm way ahead. I'm already thinking of what it's going to be like in '22. Okay FY21 Budget Hearing. Thank you.

SECRETARY BELTRAN: Thank you, Mr. President.

(Whereupon, the proceedings adjourned at 7:06 p.m.)
STATE OF ILLINOIS )

) SS:

COUNTY OF COOK )

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
hearing, and that the foregoing is a true and
correct transcript of her shorthand notes so
taken as aforesaid, and contains the proceedings
given at said hearing.

Karen Fatigato, CSR
LIC. NO. 084-004072