CHICAGO BOARD OF EDUCATION
FY 22 PROPOSED BUDGET HEARING
(Zoom)
held on
July 20, 2021

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled matter held via Zoom, Chicago, Illinois, commencing at 6:04 p.m. and concluding at 7:28 p.m.

BOARD MEMBERS PRESENT:
MR. MIGUEL del VALLE, President
MR. SENDHIL REVULURI, Vice President
MS. LUISIANA MELENDEZ
MS. AMY ROME
MR. LUCINO SOTELO (Arrived at 6:15 p.m.)
MS. ELIZABETH TODD-BRELAND
MR. DWAYNE TRUSS

Reported By: Karen Fatigato, CSR
APPEARANCES:

MR. JOSEPH MORIARTY, General Counsel

DR. JOSE TORRES, Interim Chief Executive Officer (Arrived at 6:15 p.m.)

MS. LINDY McGUIRE, Interim Chief Operating Officer

MS. ESTELA BELTRAN, Secretary to the Board
Whereupon, the following proceedings commenced at 6:04 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 Fiscal Year 22 Budget Hearing. Today is July 20th, 2021. We are holding the first Fiscal Year 22 Budget Hearing electronically via Zoom. The purpose of this first hearing is to comply with the School Code provisions regarding the Fiscal Year 22 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 the Principal Office and 42 West Madison Street Lobby on July 15th, 2021. Notice was also posted on the CPSBOE.ORG and CPS.EDU websites on July 15, 2021. I will now read into the record the public notice as published.
NOTICE: Public Hearings FY 22 Budget for the 2021-2022 Fiscal Year. Chicago Board of Education, commonly known as Chicago Public Schools.

To Whom It May Concern: Public notice is hereby given by the Chicago Board of Education that it has prepared an FY 22 Budget for the FY -- for the 2021-2022 Fiscal Year in tentative form, and that five copies thereof, available for public inspection, have been filed and are now on file in the Office of the Board of Education of the City of Chicago, commonly known as Chicago Public Schools, One North Dearborn Street, Suite 950, Chicago, Illinois, 60602, and available at WWW.CPS.EDU/BUDGET. And that said Board of Education will hold two public hearings upon said budget.

Date: Tuesday, July 20th, 2021,
Hearing Time: 6:00 p.m. to 8:00 p.m.

Date: Wednesday, July 21st, 2021,
Hearing Time: 4:00 p.m. to 6:00 p.m.

Pursuant to the Gubernatorial Disaster Proclamation dated June 25th, 2021 and to protect the public's health in response to the
COVID pandemic, the public will have access to the meeting via livestream at CPSBOE.ORG and the public participation will be held via an electronic platform.

For these two public hearings advance registration to speak will begin on July 15th, 2021 at 10:30 a.m. and will close on Monday, July 19th, 2021 at 5:00 or until all -- 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 segment of the public hearing will conclude after the last person who has registered to speak has spoken or at 8:00 p.m. on July 20th and 6 p.m. on July 21st, whichever occurs first.

Members of the public may submit written comments related to the FY 22 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mailed to One North Dearborn, Suite 950, by 5:00 p.m., July 22nd, 2021.

Mr. President, I would like to also note for the record the members that are present at this first Budget Hearing.

Member Rome?

MEMBER ROME: Here.

SECRETARY BELTRAN: Member Melendez?

MEMBER MELENDEZ: Here.

SECRETARY BELTRAN: Vice President Revuluri?

VICE PRESIDENT REVULURI: Here.

SECRETARY BELTRAN: Member Todd-Breland?

MEMBER TODD-BRELAND: Here.

SECRETARY BELTRAN: Member Truss?

MEMBER TRUSS: Here.

SECRETARY BELTRAN: And President del Valle?

PRESIDENT del VALLE: Here.

SECRETARY BELTRAN: We have six members present. There is a quorum.
I would also like to recognize Joseph Moriarty, our General Counsel. We also have Lindy McGuire, our Interim Chief Operating Officer. And I don't know if Dr. Swinney is on, but I know for sure we have Lindy McGuire on.

Thank you, Mr. President.

PRESIDENT del VALLE: Okay. Thank you, Madam Secretary.

We will now proceed with a presentation on the Fiscal Year 22 Budget. The presentation will be done by Heather Wendell, who is the CPS Budget Director. Heather, please proceed.

MS. WENDELL: Thank you, President del Valle.

Good evening, Members of the Board. So we're here to present the FY 22 proposed budget. CPS's FY 22 proposed budget totals $9.3 billion. This proposed budget includes over $1 billion in Federal relief funding and is a record-high investment in CPS students that promotes equity, prioritizes resources for schools and students who need them most.

If we can advance the presentation to slide two please. Thank you.
Key investments reflected in the '22 proposed budget include $225 million in additional funding for school budgets, which includes flexible spending for schools, equity grants, enrollment-based funding, special education teachers and paraprofessionals, case managers, early childhood investments, funding for charter schools and additional supplemental aid and title funds, $672 million in guaranteed capital funding to address equitable facility investments throughout the city and 267 million to support year one of the Moving Forward Together initiative, which is the district's two-year $525 million plan to address students' social and emotional needs, accelerate student learning and prepare students for success beyond the pandemic through a holistic equity-based approach.

The proposed budget of $9.3 billion includes three primary components: Operating, Capital and Debt Service Funds. The Operating Budget totals $7.8 billion. This includes CPS's day-to-day expenses, staff costs and benefits, contractual services, including transportation,
supplies and equipment. The Operating Budget is funded by a variety of Local, State and Federal resources, with roughly half of the operating expenses coming from property tax revenue.

The second component of the budget is the Capital Budget. As proposed it is $7.7 million. The Capital Budget provides funding for building repairs, technology investments and other long-term investments in district infrastructure. The Capital Budget is funded primarily through the issuance of long-term bonds.

The third component of the proposed budget is the Debt Service Budget, which totals 736 million. The Debt Service Budget covers payments on long-term bonds issued by the district to fund capital projects. And the Debt Service Budget is primarily funded through State revenues.

The FY 22 Budget as proposed and the investments reflected within it were informed by public feedback. For the second year in a row CPS engaged in city-wide public forums to solicit feedback on our approach to school
funding. Feedback from the public included the following that informed some of our major investments:

First, an increase -- increase equity in school funding. To this point the budget as proposed reflects a 50 percent increase to the school equity grants, which now total 66 million and the use of the district's Opportunity Index to identify schools most in need of additional funding.

A second component informed by the feedback was the emphasis on accounting for the impact of COVID-19 on enrollment. To that end, the budget reflects $32 million in new funding to mitigate the impact of COVID-19 on enrollment-based school allocations.

And the third piece of stakeholder engagement and feedback that's reflected here is the provision of additional resources to help school communities make the best possible use of all of their available resources. So both within the original school budget rollout in the spring as well as budgets have advanced post July 1, we are working with principals and LSCs
to ensure that they're making best use of all
available dollars aligned to their individual
needs and continuous improvement plans.

The FY 22 Budget includes a record $4.4
billion in direct school funding. The budget
here reflects funding in the FY 22 Budget of an
increase of by -- of 225 million with new
investments including 85 million in flexible
funding to address the needs caused by the
pandemic.

$66 million, which is an increase of 22
million from the FY 21 allocation in equity
grants to support high-needs schools and ensure
all students are able to access a high-quality
education.

30 million in additional special
education funding to advance equity and meet
student needs.

$32 million invested to mitigate the
impact of COVID-19 on school enrollments.

16 million to expand access to full
universal pre-K.

And 17 million to increase -- of
additional funding to increase the nurse, social
worker and case manager staffing levels to an all-time high within the district.

Next slide, please.

As mentioned, the district's Moving Forward Together plan makes an unprecedented investment to address the impact of COVID-19. The plan was informed by feedback from school leaders, teachers, students, parents, community partners and is part of a two-year $525 million overarching multi-year initiative. This funding will address the pandemic's impact on student learning and social/emotional needs. This initiative includes 150 million in flexible school funds that schools will be encouraged and supported to tailor the use of those dollars to the specific needs of their student and school population with a focus on providing additional resources for those communities hardest hit by the pandemic.

The initiative also includes 165 million in priority resources for all, supporting evidence-based academic and social/emotional resources that are district-organized district-wide initiatives.
that all schools and students would have access to.

And another 201 million in targeted student supports which our resources focus toward particular student priority groups.

In all there's 267 million of the total investment under the Moving Forward Together plan is included in this FY 22 Budget.

Next slide.

Federal funding provides vital resources to address student needs and that's reflected in our proposed FY 22 Budget. Like all school districts throughout the country, COVID-19 impacted student learning and social/emotional needs which drove the need for new investments in an environment that has limited revenue growth. So to meet the needs of our students in this time, the FY 22 Budget includes 1.06 billion of ESSER II and ESSER III funding to address student needs aligned to the three ESSER priority areas.

Number one, emerging stronger post-pandemic with a focus on a safe return to in-person instruction.
Number two, maintaining continuity of service, including maintaining staffing and adding additional resources to schools.

And the third priority is on resource equity, continuing to address the disproportionate impact of COVID-19 on communities of color and communities experiencing poverty.

Next slide.

The 1.06 billion of ESSER funding that's included in the FY 22 Budget reflects investments in the following:

As mentioned, 600 -- I'm sorry, 267 million of the funding is for the first year of the two-year 525 million Moving Forward Together plan.

Another 132 million in ESSER funding is included in this budget to support student reengagement and school reopening costs in the fall, covering one-time costs related to technology, PPE, cleaning and maintenance, vaccination efforts and other transition costs as we work towards a return to school in fall.

$100 million has been allocated of the
ESSER funding to support air quality projects. Another 288 million is included to support school-based programmatic investments for the increases in the equity grants, special education positions, early childhood programming and new academic programs.

There's $178 million that supports school-based instructional positions.

And finally, 95 million for the proportionate share of the ESSER funding for the charter and contract schools.

I'd like to introduce Deputy Chief of Budget and Grants Management Mike Sitkowski who will go over the next section of the presentation, including highlighting additional facets of the Operating Budget.

Mike.

CHIEF SITKOWSKI: Thank you, Heather. Good evening, Board Members. As Heather mentioned, my name is Mike Sitkowski, I'm the Deputy Chief Officer of Grants for CPS, and what I'm going to do is walk down the high-level components of the Operating and Capital Budget for FY 22.
Next slide, please.

So starting with the revenue sources that support CPS's Operating Budget, we have total operating revenues of $7.8 billion in FY 22, 50 percent of which comes from local sources. These are primarily property taxes, personal property replacement tax and TIF surplus funds that come from Chicago taxpayers.

The second component of the Operating Budget are State funds, which comprise 23 percent of our overall budget or $1.8 billion. The primary source of funding from the State is evidence-based funding or EBF, in addition to teacher pension normal costs and categorical grants.

The third component of our Operating Budget is funded by Federal resources, and this comprises 27 percent or $2.1 billion of our overall budget. In the FY 22 Budget we have both recurring Federal revenue sources, including title funding and lunchroom funding, which primarily support low-income students, and as Heather outlined on previous slides, we also have additional Federal relief funding in this
budget, over $1 billion of ESSER II and ESSER III dollars that's supporting some of our return-to-school efforts, our Moving Forward Together initiatives and other onetime costs.

Next slide, please.

When we look at the expense side of this FY 22 Budget or what we're actually spending this money on, we see here that salaries and benefits comprise 77 percent of our total expenses. Looking at the pie chart on the left, you see teacher salaries, benefits and charter tuition as well, which primarily funds salaries and staff benefits. And this is over three quarters of our total budget.

The remaining 23 percent of our Operating Budget is used to pay non-personnel expenses, including commodities like food and utilities, instructional supplies, equipment and software, student transportation and building repair along with contractual services, such as, Facilities Management and Safe Passage.

Next slide, please.

Of the 77 percent of our budget that's supporting salaries and benefits, we have over
41,000 employees that are a part of the FY 22 Budget. I want to highlight here that over 96 percent of CPS employees in the FY 22 Budget directly support schools. This includes our teachers, school support staff and our school administrators who make up 81 percent of CPS employees and another 15 percent providing city-wide support services to schools, which are employees that are managed centrally like custodians and are working in our schools on a daily basis. Less than 4 percent of CPS's employees are Central Office administrative positions as denoted in the yellow and the gray slices of the pie chart.

Next slide, please.

One item that we wanted to highlight as well as part of the FY 22 Budget are our teacher pension costs, our liabilities of which remain a source of funding in equity between CPS and districts throughout the State. The State has come a long way in recent years to improve funding for teacher pensions, including the funding of what we refer to as normal costs that I mentioned before, but CPS remains the only
district in the State required to fund its own
teacher pensions. The normal costs that I
mentioned from the State totals $277 million of
the district's required $945 million FY 22
pension payment. So what this means is that the
district has $668 million remaining to pay into
the Chicago Teachers Pension Fund that's funded
by Chicago taxpayers. These are dollars that
could otherwise be invested in classrooms. The
pie chart on the right shows the breakdown of
the various sources of funding with the State
funding highlighted in yellow and the small gray
slice, and the remaining portions funded by
Chicago taxpayers in the orange and blue slices
of the pie chart.

Next, I want to give an overview of the
sources and uses of funding in the FY 22 Capital
Budget. Next slide, please.

So as Heather mentioned before, this is
the second component of our overall budget. And
the Capital Budget provides $672 million in
guaranteed funding, and these are essentially
investments in CPS infrastructure, so our
buildings, our technology infrastructure and
making sure that our buildings are ready to welcome students back full time and support 21st Century learning environments.

Some highlights from the FY 22 Capital Budget include $100 million of Federal funding to support significant capital mechanical renovations and address air quality at 17 campuses. So this is funding from our Federal ESSER III allocation that's going to make sure that schools have -- are ready for students to return in the fall.

Additionally, we have $328.6 million in funding for critical maintenance and interior improvements, including roof and envelope repairs, modular refurbishments and other repairs to our school buildings. We also have $20.5 million to increase ADA accessibility in 33 schools. And this is part of our five-year commitment to invest $100 million to improve accessibility throughout the district.

We also have $80 million to complete the remaining pre-K expansions and conversions for the 21-22 and 22-23 school years as part of our universal pre-K expansion effort.
We have $30.5 million in building modernization to make sure that all schools are able to support 21st Century learning environments.

$37.6 million to design and build new playgrounds, play lots and school yards at over 30 schools across the city.

And over $48 million to upgrade school network infrastructure addressing equitable connectivity, replacing aging technology and providing new security equipment to our schools.

Next slide, please.

So that's how we're investing the money in our FY 22 Capital Budget. Now I want to talk about where the funds are coming from.

So Heather mentioned previously that our Capital Budget is funded primarily through bonds, long-term bonds that CPS issues. And the anticipated bond offerings and other capital funds that are supporting our FY 22 Capital expenses total just over $554 million.

We also have the previously referenced $100 million of our ESSER III funding that's supporting the investments and mechanical
systems and air quality at schools. And then we have an additional 17.4 million in confirmed external funding for Space to Grow, which are school-site improvement projects and other ITS projects, primarily the Federal E-Rate funding that CPS receives.

As part of our FY 22 Capital Budget, we also have $35 million for other potential external funding that may materialize throughout the year that will allow CPS to undertake projects funded by the City, the State or other sources. And so this totals our $706.6 million Capital Budget.

And with that, I'm going to turn it over to our treasury -- our Treasurer and Deputy CFO Wally Stock.

MR. STOCK: Thank you, Mike.

Good evening, everybody. Could we turn to the next slide on liquidity?

So our financial condition has been improving in recent years, and we've maintained stability despite COVID-19. Our FY 22 proposed budget is also very solid. That said, there's still more improvement that CPS desires to
achieve on the financial front. This is not going to be something that can be complete in a single year, it's a work-in-progress and something that's going to happen over time.

One of the major financial considerations in particular that we need to improve upon is our operating fund balance at year end. We currently have an operating fund balance that is approximately 7-and-a-half percent of our annual expenses, and we have been increasing it slowly. However, our goal is to take this up to 15 percent, and we really are only halfway there. What this will achieve is greater financial stability and less reliance on short-term borrowing within each fiscal year that is depicted on this slide.

In recent fiscal years and within the upcoming FY 22 fiscal budget, short-term borrowing structured as Tax Anticipation Notes, which we refer to as TANs, will be used to support all operations across the district because the receipt and the timing of budgeted revenues lags behind the pace of budgeted expenses, and our fund balance is still not
large enough to bridge this timing gap.

Specifically what the chart shows is a ground zero cash position in green for the last five years versus the actual liquidity position in orange that ranges from lows of negative $1.5 billion and highs of approximately $600 million in gradual improvements.

Whenever the liquidity position is less than zero we use TANs, depicted by the blue line, to bridge the gap. For FY 21 our maximum TANs outstanding was at $950 million. And we ended the fiscal year with $244 million in TANs outstanding. And this, with the year-end position, was an improvement versus FY 20.

In FY 22 TANs will still be required. Our budget contemplates $12 million for interest expense in their use again. If we could hold onto that slide for one more minute here. So TANs will still be used, and this is despite the receipt of additional Federal stimulus revenues. The receipt of Federal revenue is, of course, an unprecedented benefit to CPS, but the Federal revenue is temporary and non-reoccurring sources of revenue. In addition, all the Federal
Revenue is structured as reimbursements, therefore, we need to spend on expenses before we receive the moneys. And so, therefore, this will be another financial issue in the expense versus revenue timing that we need to manage from a liquidity standpoint, and it will require the use of TANs to bridge the gap because that fund balance is still lower than optimal.

So can you turn to the next slide and then I'll touch base on long-term debt?

So long-term debt is another aspect of the FY 22 Budget that you've heard a little bit about tonight. CPS uses the debt in the form of municipal bonds to fund capital improvement projects. A majority of the funding for capital improvements comes from the sale of bonds. CPS currently has $8.4 billion of long-term bond debt outstanding, and it's being repaid out to the year 2046. This chart illustrates the repayment. The colors represent types of revenue pledged and the largest source of pledged revenue towards the repayment is general State aid showed in green. Above the green is a blue line which is personal property replacement.
tax revenues. Those two sources together come
to a total shown by the black line. The black
line represents moneys that could flow into the
operating account had they not been needed for
debt service. Said another way, while CPS
long-term debt funds capital plans and building
improvements throughout the district, the debt
is primarily paid by operating revenues and a
balance exists between funding classroom bricks
and mortar items and versus funding for
classroom instructional needs.

Overall the FY 22 Budget includes
appropriations of approximately $763 million for
debt service payments on our long-term debt.
519 million of the 763 million or 68 percent is
paid by State aid and personal property
replacement tax revenues, which could be
considered operating revenues had they not been
budgeted for debt service.

And with this, I'm going to turn the
presentation over on the next slide to our Chief
Financial Officer Miroslava Mejia Krug for a
conclusion.

CHIEF KRUG: Thank you so much, Wally,
and good evening to everybody.

So in summary, across the three rounds of Federal ESSER relief funding, CPS will receive 2.8 billion in short-term stabilization dollars over five years that will allow CPS to:

1. Meet new needs of students and schools resulting from the pandemic.

And 2: Fulfill existing commitments to district priorities and contract all obligations and continue to invest in areas that have driven student growth.

Despite Federal relief, CPS remains greatly underfunded. CPS State revenue provide only 66 percent of what the district needs to be adequately funded, a funding gap that translates to $2 billion per year.

I want to highlight that Federal ESSER funds are a onetime resource that can be critically used to support students' needs for the next three years but the challenges identified necessitate structural funding. CPS will continue to advocate for meaningful long-term revenue solutions.

President del Valle, this is the end of
our presentation. I will turn it over to you now for questions from Board Members.

PRESIDENT del VALLE: Thank you.

I want to thank everyone, beginning with, of course, Heather and Miroslava and Walter and others who presented. I know that you've put in countless hours in working on this budget over the last several months, and I really appreciate and the Board appreciates all the work that you've done, and I really appreciate the clarity of this presentation. I appreciate the fact that you've laid out how it is exactly that we're using the Federal dollars, the ESSER I, II and III dollars.

What we're going to do now, rather than keep the public waiting online, waiting on the phone, what we'll do is we'll proceed to public comment, and then after public comment then we'll open it up for Board Member questions and comments. So staff, please stay with us because there will be questions, okay.

So, Madam Secretary, let's now proceed with the public comment segment.

SECRETARY BELTRAN: Thank you,
Mr. President.

And before I proceed with the public comment directions, I would just like to note for the record that Board Member Lucino Sotelo and Interim CEO Dr. Torres joined the panel at approximately 6:15. Thank you, Mr. President.

For the record I would like to note that registration for the public hearing began on Thursday, July 15th, 2021 at 10:30 a.m. and closed on Monday, July 19th, 2021 at 5:00 p.m. or until all 30 slots filled, 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. As noted previously, members of the public may submit written comments related to the FY 22 tentative budget via the Written Comments Form on the Board's website at WWW.CPSBOE.ORG or mail to One North Dearborn, Suite 950 by 5:00 p.m., Thursday, July 22nd, 2021.

This hearing will conclude after the last person who has registered to speak has
spoken or 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, speaker number 2,
Sophia Lukatya, followed by speaker number 4,
Stuart Abram.

Please unmute, star 6, speaker number
2. Thank you. Please proceed.

MS. LUKATYA: Hi, my name is Sophia
Lukatya, and I am a bilingual teacher who was
laid off from Carl Von Linne Elementary last
month. My layoff letter, as well as many
others, cited budget cuts for the reason for the
termination of my position. Meanwhile, Chicago
Public Schools is receiving nearly $2 billion in
additional funds to recover from the pandemic
that is still raging on.

When I look at the outline for spending
of these additional funds it does not, as usual,
make much sense. If we are going to move
forward together, CPS has got to make funding
transparent. For example, Skyline and MTSS are
stated over and over again as tools for
recovery. These are both tools and practices that have been in the works for years. How is this a new investment and how do these -- how much of these Federal funds will go into funding previous projects rather than providing additional staff to schools?

Speaking of staffing, why aren't the tutoring corps temporary miscellaneous employees instead of PSRPs or more teachers for smaller classes? Our kids need consistent and qualified adults to join and re-stabilize their school communities, not temporary workers. These funds should be -- should not be a Band-Aid for a few months on the gushing wound of the pandemic. They should be real long-term investments in our school communities --

SECRETARY BELTRAN: You have 30 seconds.

MS. LUKATYA: -- such as, reading specialists, math interventionists and PSRPs and teachers. For 70 million or just 3 percent of the $2 million, CPS could have a nurse, a social worker and a librarian in every single school, yet CPS has chosen to leave hundreds of schools
without them in this budget. When we go back to 30-plus students in a room and no nurse or social worker in a building, how exactly is this promoting the safety and recovery of our students? Thank you.

SECRETARY BELTRAN: Thank you, speaker number 2.

We'll continue, Mr. President, with speaker number 4, Stuart Abram, followed by speaker number 5, Kelly Cirino.

MR. ABRAM: Hello. Can you hear me?

SECRETARY BELTRAN: Yes. Please proceed.

MR. ABRAM: Hi there, my name is Stuart Abram, and I'm lucky to be a teacher at an amazing school on the near west side, Whitney Young. My comment, I'd like to stress that if the Board wants to move forward together, it's essential that CPS make funding transparent. I was sincerely hoping that the Board could use this huge opportunity, this $2 billion in additional recovery funds, for all schools in a way that could help keep them safe and make them a nurturing learning environment similar to my
school. But it's sadly to see such an inadequate response to such huge trauma.

There is not adequate staffing in the vast majority of schools in our city, and they desperately need CPS to listen to parents and families who want caring support for our children. We need a nurse five days per week in a pandemic. We need adequate numbers of counselors and social workers to care for our students and the trauma they've suffered this past year and a half, as well as librarians and extracurricular activities so our children can explore their passions.

CPS is making the choice not to have nurses, counselors and librarians in every school when they could very well do so for a mere $70 million, they choose to spend only 17 million. When the Board -- we should tell the Board how we feel about them choosing to deny our children social/emotional support. It is not Moving Forward Together when under the proposed plan a mere 33 of 400 schools will have their ADA accommodations met. It is not moving forward together when only 17 of 300 schools
will get their needed ventilation repairs. COVID spreads in the air, remember. These half measures will cost many lives. Let's be very real about it.

My school is 40 percent free and reduced lunch, and even we have students without stable housing. The Board is making a choice --

SECRETARY BELTRAN: You have 30 seconds.

MR. ABRAM: -- not to guarantee housing for all of our students when $300 million could give our children that security. Allocating a mere $85 million is unacceptable. How can you learn if you're hungry and do not have a house in which to study? CPS should not allow 20,000 homeless students to remain a fact of life in CPS that we just have to accept.

Spending $135 million on a new curriculum does not help students grow. Addressing its problem helps them grow. Hiring hundreds of miscellaneous staff is not transparent. CPS has a poor record hiring targets and these broken promises hurt families. There are concrete ways to improve the lives of
our students --

PRESIDENT del VALLE: Please conclude.

SECRETARY BELTRAN: Speaker number 4, thank you for your comments. Next speaker, please.

Thank you, Mr. President. Our next speaker is speaker number 5, Kelly Cirino, followed by speaker number 10, Hannah Park.

Please unmute, speaker number 5. Thank you. Please proceed.

MS. CIRINO: Good evening, I'm Kelly Cirino, and I'm a Scammon Elementary alumni, and I have four children, one graduated this year from Scammon, and I have three more grades K, 3rd and 5th.

Reflecting on my own days at Scammon, I remember being able to play double dutch, volleyball, tag and much more on a smooth, ample outside space. Sadly, I can't say the same for my children. Unfortunately, due to Chicago's harsh weather, the outdoor space is literally damaged. There are dangerous holes throughout the deteriorated blacktop, which is a safety hazard for children. Mobiles are not any
better. Mobiles are leaning to one side, exterior wood siding is falling apart and water damage has resulted in leaking ceilings, softened drywall, bubbling wallpaper and, of course, a horrible moldy smell. Unfortunately, the mobiles are approximately 16 to 20 years old and age takes a toll.

At the last LSC special meeting on July 15th, Alderman Reboyras emphasized on how the school's maintenance issues need to be addressed. We are so grateful that he is advocating for the safety of our children, however, during that same meeting parents became disheartened when we were told we did not need to worry about these issues. As a mom with a child with juvenile arthritis, joint damage can be an injury -- caused by an injury would be bad for her. And let's not go into the air quality and modules and how it can impact asthmatics, which I have one.

My husband and I entrust the children to CPS with the expectation that they will be well taken care of. While at school CPS is responsible for providing --
SECRETARY BELTRAN: You have 30 seconds.

MS. CIRINO: -- environment for learning. I hope that CPS considers equitable funding for Scammon Elementary, which is a 92.8 low-income school, tier 1 plus, so that I can tell my kids that CPS truly believes in equitable funding for all.

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

We'll proceed, Mr. President, with speaker number 10 Hannah Park, followed by speaker number 9, Kathryn Rose.

Please unmute, speaker number 10.

Thank you. Please proceed.

MS. PARK: Hi, my name is Dr. Hannah Park, my husband and I grew up in Chicago and our proud products of CPS education. I now have a 4-year-old preschooler that will be starting this fall at our neighborhood CPS elementary school in Irving Park named Jonathan Y. Scammon Elementary. I went in for a tour of the school and found it appalling that an elementary school does not have a playground. Instead of being
disappointed and moving my child to a private school like most of my wealthier neighbors, I decided to take it upon myself and advocate for what my child and all the other children in my neighborhood deserve. I made a Facebook group named Scammon Campus Improvement Project, and I made 125 new friends and in two weeks obtained over 350 petition signatures with my new friends.

Through this parent organization attending LSC meetings in the last six weeks I was able to learn more about the lack of resources given to Scammon Elementary. What shocked me the most was the condition of the modulars that my 4-year-old son will be entering into daily. These modulars that have been over 20 years old, meant only to be used for ten years, have structural water damage, rusting, molding and inconsistent heating and cooling. How can I trust that my 4-year-old will be safe, warm and dry? Not only that, but the school lot is filled with potholes that are dangerous for small children such as mine and is a liability for the school.
I am saddened to realize that my tax dollars do not actually get equally distributed to even my neighborhood school which my children will attend. I know you are discussing the budget that is equitable for everyone, but why is Scammon Elementary only listed for a playground? You know, Scammon Elementary has over 88 Hispanic/Latino population as well as 92 percent of low-income students. The student enrollment is actually trending downwards, and this is because of a lack of investment of CPS in our school.

SECRETARY BELTRAN: Speaker number 10, thank you for your comments.

Our next speaker, Mr. President, is speaker number 9, Kathryn Rose, followed by speaker number 12, William Choslovsky.

Please unmute, speaker number 9, star 6. Thank you. Please proceed. Please unmute. Speaker number 9, please unmute, star 6. There you go.

MS. ROSE: Hi. Thank you.

A lot of families are eager to get back to normal, but what we call normal was not
working for many students and families and now we have a significant opportunity to address these issues and make vital changes to create a new normal and produce better student outcome.

One of those issues is many CPS children are being taught to read in a way that study after study have found to be wrong. At least 55 elementary schools were identified as not having a phonics program necessary for early literacy development. On national tests only 18 percent of black 4th graders scored proficient or above in reading. The figure for white 4th graders was 45 percent. Those figures should outrage anyone who cares about equity and social justice. The pandemic has only worsened these outcomes. Black and Latino boys saw a sharper increase in falling grades and steeper attendance decline than girls.

I know in the budget you have allocated 27 million to ensure all students are proficient readers. Please do not simply drop a new reading curriculum into teachers' classrooms, that isn't going to be enough. Teachers need more training, more support, more coaching and
more time. American teachers have among the
most highest contact hours with students, but we
need more time to train to be literacy experts
to plan and collaborate so that the hours with
our students really count.

The best investment you can make right
now is in your own people, not hiring more staff
but giving your own employees --

SECRETARY BELTRAN: You have 30
seconds.

MS. ROSE: -- effective science-based
professional learning opportunities so they can
grow their skills and boost student outcome. I
know it's tempting to hire more staff, buy new
programs, those are not long-term investments
and it will only burden the budget in years to
come. Thank you.

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

Mr. President, we'll continue then with
speaker number 12, William Choslovsky, followed
by speaker number 13, Dulce Arroyo.

Please unmute, speaker number 12, star
six. Thank you. Please proceed.
MR. CHOSLOVSKY: Hi. Good evening

Board, my name is Bill Choslovsky and I'm a CPS parent of three kids. I'm also a somewhat long-time LSC member at first their grammar school and now their high school.

I want to take a slightly contrarian approach. Though this is a budget meeting, I frankly do not think it is really about money. To frame it I'll give you a few statistics.

The budget in ten years has gone up approximately 50 percent, 6.6 billion and 9.3 billion, but your student enrollment has dramatically plummeted from ten years ago over 400,000 to this year 340,000. And I bet you whatever you want when your 20-day numbers come in in September that you'll see further plummeting.

Your teachers are about the same number as ten years ago, 21,000, but your other staff has skyrocketed to about 41,000, as was said earlier.

The budget is so big now that Ms. Wendell's bio I think needs to be updated because it says she presides over a $5.7 billion
Operating Budget, but that's obviously very old news.

So what's my point here? My point here, this is not about money. I could give you another $10 billion and guess what? You're going to keep losing students. And why are you losing students? That's what you need to ask yourself. Part of it is --

SECRETARY BELTRAN: You have 30 seconds.

MR. CHOSLOVSKY: My answer is you have a union that's obstructionist and you have too much bureaucracy within your own ranks. What you're missing is rigor, educational rigor, which cannot be solved with money. Your student/staff ratio is way better than it was ten years ago. But is learning up? No. Is education up? No. You can use all the buzz words you want, equity and everything else, and you're about to become the fifth largest school district in the country from third.

SECRETARY BELTRAN: Thank you, speaker number 12.

MR. CHOSLOVSKY: That's how much your
enrollment is plummeting.

SECRETARY BELTRAN: Thank you for your comments.

Mr. President, we'll continue then with the next speaker, speaker number 14, Dulce Arroyo, followed by speaker 14, Laura Koroski. Please unmute. Thank you. Please proceed.

MS. ARROYO: My name is Dulce Arroyo, and I'm a former teacher at Carl Schurz High School. I say former because I was one of the 443 laid off staff members last month. CPS lays off staff every year, and in a pandemic the Board thought it was justifiable to lay off 443 of us in a time of mental, physical, emotional and financial crises. Where is the humanity and logic in that decision?

We need the $2 billion recovery funds from President Biden to address immediate needs for our students and to properly fund staffing in our schools. This could cover having librarians, counselors, social workers and nurses at every school, plus provide at least 300 teachers to reduce class sizes for those
students who need more individual attention and support, yet the Board chooses to hire miscellaneous workers who may not even be certified educators to tutor students.

CPS can also make funding transparent by doing the following:

$300 million would house all homeless CPS students and their families for one year.

Over 400 CPS schools also need ADA accommodations for staff with disabilities, but this year's budget addresses only 33 schools ADA needs. We could make every school ADA compliant for less than a third of CPS's Federal funds.

CPS has $100 million in federal funds for air quality upgrades, but of the nearly 300 schools with students and staff with respiratory issues that need them, only 17 schools will actually get the repairs they need.

Plus, CPS has rolled $100 million on their digital curriculum, Skyline, that thousands of students won't even be able to use because of insufficient in their schools.

SECRETARY BELTRAN: You have 30 seconds.
MS. ARROYO: Although CPS is only two-thirds of what we need to help our communities and schools recover, Mayor Lightfoot continues to shift props to CPS to plug a city budget hole. She continues to like community leaders, like union delegates when we tell her what we need so that she can benefit from the Federal funds.

CPS can be a visionary and lead by example for all other districts in the nation if we use this money to truly listen to our teachers, listen to our students and parents and help our communities recover from traumatic situations created by or worsened by the pandemic. Thank you.

SECRETARY BELTRAN: Thank you, speaker number 13. Thank you for your comments.

We'll continue, Mr. President, then with speaker number 14 please, Laura Koroski.

Please unmute.

MS. KOROSKI: Hi, my name is Laura Koroski, I am a teacher at Spry Community Links High School in Little Village. When students had the opportunity to return to the building in
4th quarter, only ten students in my entire school chose to, ten total. Why? Partly because it was not safe. Their zip code had the most COVID cases of any zip code in the entire state. Would you risk your life and the lives of your family members in those conditions?

But a larger reason that only ten students returned is that there was nowhere to return to. Spry Community Links High School does not have a school building. All of our classes are held in rented space in the Boys and Girls Club, which does not meet our needs. We had to fight for four months to get the ventilation in the rooms turned on so that they would be COVID safe. The day staff returned in person, we were forced to teach our first period class from the sidewalk because the building was not yet safe to use.

Funding is not the issue here. The district has built multiple new schools and new wings in the last decade with its Capital Budget. The issue is that no one in power cares. Specifically, you do not care. My students know that you, the Members of the
Board, do not consider them worthy enough to learn in a building that belongs to them.

Some people might say that having a rented building is fine, it's normal for some campuses. But I am here to tell you normal was never acceptable. It was never fine.

SECRETARY BELTRAN: You have 30 seconds.

MS. KOROSKI: The district claims to provide an equitable education to all its students, but unless the Members of this Board direct funding in this budget to the capital projects of long forgotten schools, such as, mine, that tag line of equity will continue to be a lie. My students know that budgets and that a failure to build a school for them is a failure to prioritize them, their learning and their community. I demand that this Board reallocate capital spending to the school that has no home, Community Links High School. Thank you.

SECRETARY BELTRAN: Thank you for your comments, speaker number 14.

Mr. President, this concludes the
individuals on the speakers' list. We'll proceed with the elected officials. Alderman Byron Sigcho-Lopez from the 25th Ward, please.

  Please unmute. Thank you, Alderman.

Please proceed.

  ALDERMAN SIGCHO-LOPEZ: Can you hear me now?

  SECRETARY BELTRAN: Yes. Please proceed.

  ALDERMAN SIGCHO-LOPEZ: Thank you so much.

  And I want to thank all the parents, all the educators and the community at large for taking the time to come in this very important discussion. I want to urge the Members of the Board of Education to take these comments that we have heard seriously and to heart. You have heard from parents who feel that the Board of Education does not take into consideration the needs and the urgency of investment in the most deplorable communities.

  We see in the City of Chicago so much violence, so much suffering, so much despair.

  We see the finger pointing. We see all the
things that we see in the media, but nobody has talked about how we got here, the closing of 50 schools in the poorest areas of our city, mainly in black communities, shutting down of the mental health clinics, half of them being shut down. Those are the consequences of bad public policy that I hope that we never repeat again but unfortunately that continue to guide this administration and the liberal policies that continue to govern the City of Chicago with horrible results.

I urge today the Board of Education that has now the responsibility to oversee over $900 million in funding that is coming from the Federal government to alleviate the suffering that we see in our communities.

I do appreciate some of the information that we have received, at least three schools in our district have been fine for investment. However, the many others who need desperate funds, but yet they're still in the waiting line for years. Cinco Elementary where there's no AC. We have schools like Smith Elementary where we don't even have a ramp for people with
disabilities to access the second floor.

There's so many needs in our community, and these are the communities that need it the most.

More importantly and urgently I want to bring up some of the discussions that we have had with the youth in our community. Our young people in our high schools and our elementary schools, middle schools across the board and our families are in urgent need for social/emotional support, social workers, nurses, a plan to prevent the spreading of the Delta variant and so many other urgent needs. We're still waiting for CPS to have our school, Benito Juarez, as a permanent vaccination site for local schools. These are things we need to see.

I urge the Board of Education to change the legacy of segregation, of disinvestment of structural racism to invest in what we need the most, curriculum that is sensitive to the needs and the history and identity of our students. Educators need to be empowered to teach creativity, to teach and inspire students for a better future. We need curriculum that is not guided by testing and corporations with
something they want to sell us or furniture or whatever else to control and continue to invest. We need desperate need in infrastructure, basic infrastructure, social/emotional support and curriculum that our kids more than any other time before need urgently.

And finally, I would like to urge the Board of Education to listen to the cry and the suffering of our kids and our youth who need after-school programs. We need desperately after-school programs, arts, culture, music, sports, the trades, so many options. You have today a decision to listen to the kids or families and educators or continue to lead them to the leads who have created this mess in our public schools and in our City of Chicago. I urge you to listen to the people, to invest in the school community, to invest in our schools, but invest in us, invest in our future and stop the business as usual that continues to fail our communities today more than ever before.

Thank you so much, and we look forward to collaborating and making our city a community for everyone, not only those few who continue to
run it.

SECRETARY BELTRAN: Thank you, Alderman.

Mr. President, this concludes the public comments segment.

PRESIDENT del VALLE: We will now proceed to questions and comments from Board Members.

VICE PRESIDENT REVULURI: President del Valle.

PRESIDENT del VALLE: I'm sorry, please, Vice President Revuluri.

VICE PRESIDENT REVULURI: Thanks to Heather, Mike and the whole team.

As President del Valle said before, it is really helpful when all your efforts to make the budget, which is large and complex, a little more understandable. I had a couple of questions.

First, there were a number of folks who were wondering or concerned about the effects of what they believe are temporary enrollment changes in their school's budget, and so I was wondering if you could say a little more about
how enrollment affected school budgets for the coming year?

MS. WENDELL: Thank you. Sure.

So we, this year, understanding the public feedback and the stakeholder engagement sessions that we did this winter, that was one of the resounding themes that came up in all of the discussions. And so the school budgets that were provided to principals and school communities in April reflected an enrollment approach that provided schools essentially an adjusted enrollment that would honor their natural enrollment trend but for the pandemic. And so there was a $32 million investment to provide and mitigate some of those enrollment impacts to ensure that schools could retain vital programming and staff in a space where the enrollment may have been out of the ordinary.

And so that $32 million additional in schools this spring, you know, worked really to allow some contextualization at the local level to ensure that they could maintain staff and programming in spite of, you know, what the impact of the pandemic may have been on
enrollments for fall this past year. Those dollars will also be retained in schools, regardless of what enrollments may look like at 20th day this year so that established essentially the four for school budgeting this year. And there won't be any disruption to those dollars no matter what the enrollments may look like in fall.

VICE PRESIDENT REVULURI: Thank you.

President del Valle, I have a couple more questions, if that's okay?

PRESIDENT del VALLE: Yes, please.

VICE PRESIDENT REVULURI: The next question is a number of the public commenters referenced the Federal funds that you explained our current plan to use. And I just wanted to clarify, do we expect those funds to keep coming year after year and thus able to support new staff positions and that kind of expansion?

MS. WENDELL: Yes, so thank you for the question and elevating that.

So essentially the Federal dollars that have been allocated under ESSER II and ESSER III follow three sort of elements, and understanding
that these were really provided as stabilization dollars around those three core pieces that the Biden administration has laid out, which is really around emerging stronger post-pandemic, maintaining the continuity of service. And so trying again to ensure that as schools work towards a return to in-person instruction, there is a continuity of the staff and services certainly in that space and then continuing to address resource equity.

The dollars have been allocated really for that point in time, so we're talking about funding that expires in FY 24. And so while we're extremely grateful for the stabilization dollars, the intent here really is to invest in elements that will support school and students returning strongly and allow for continued operations. So things that are point in time sort of investments while we and every district in the country look for some of that revenue return, and as Miroslava gave voice to, some of those longer term structural solutions that we are looking towards in the out years.

So essentially the focus here on our
investments aligns to the Federal investments, which is really around continuity of service as opposed to, you know, an increase of something that would put other sort of pressures on the budget in out years.

VICE PRESIDENT REVULURI: Thank you.

And my third question and my last for now is you mentioned some of the public engagement and highlighted a couple of the ways that -- that influence the budget decisions. Could you say more about how that public engagement informed the budget as both the COVID situation progressed and the landscape of Federal funding kept changing over the last several months?

MS. WENDELL: Sure.

So the public forums that we held around the budget in February were specific to school funding and were really led with an open-ended question for stakeholders and communities to engage around, which was what the district should keep top of mind as it relates to school funding right now. And so within that framework and that feedback, you know, it
informed not only some of the investments that are highlighted at the highest level within this Operating Budget but certainly the individual school strategies that came out in spring. So the equity grants and the use of the Opportunity Index to really differentiate need and get very granular in school, student and community need was a new element this year that was informed by some of that feedback as well. The increase of the equity grants themselves, the use of an Opportunity Index and a waiting -- a need-based waiting that helped guide the distribution of the funding that schools received under the Moving Forward Together framework. So really acknowledging the fact that schools and communities and students were impacted differently, you know, by the pandemic.

I think another portion of this was around the continued support for some of the programming that schools and communities have come to rely on. So in spite of all of the factors and drivers, continuing to invest in the Universal Pre-K Programming, knowing that that is a particular group that not only suffered
from -- you know, we're working on reenrolling, that's an age group where we're really just working to capture those youngest learners. So continuing to expand those programming offerings. The investments in special education were another piece that came up as well.

And then finally, and I know I gave voice to this earlier, and you asked this in your first question, the enrollment piece was what was most top of mind for people that we heard time and time again. And so going into this really understanding with leadership and our options to try and mitigate what that is and allow schools the ability to have access to those resources and contextualize their application to what their local level need is. And so, you know, we endeavor to put dollars, to the extent possible, in the hands of local schools so principals, LSCs and school communities could really make choices that were most beneficial to their students.

VICE PRESIDENT REVULURI: Thank you.
MEMBER MELENDEZ: President del Valle.
PRESIDENT del VALLE: Yes, Member
Melendez.

MEMBER MELENDEZ: Yes, I just have a couple of clarifying questions.

I just want to make sure that I understand correctly. The ESSER funds, which are temporal funds and are allocated earmarked for particular efforts, include ensuring that kids when they return to school in the fall are provided with all the supports and the resources to make a successful transition to what we hope will be a regular school year. So there's been a lot of questions raised in our public comments today regarding the need for social/emotional supports and also you addressed -- you highlighted again in your response to Vice President Revuluri that schools will have a considerable degree of autonomy in, you know, crafting how they're going to use the ESSER funds that they're going to -- so I just want to make sure that I understand, that my understanding is correct, that the schools will have and that there will be opportunities for schools to make the choice of investing funds for social/emotional supports, which I think we
all agree are very much needed at this particular juncture in the pandemic.

MS. WENDELL: Yes. Thank you for asking the clarifying question. And absolutely there's a portion of the dollars under the Moving Forward Together framework, schools received allocations for both some of the core programming as well as additional supports in the out-of-school time. The overall Moving Forward Together framework also includes a variety of healing-centered framework, the SEL supports and other elements that schools have those evidence-based interventions available to them both at the local level to make decisions and then also within the offerings that the district is supporting through the framework, particularly targeting in a data-based approach the students and schools that are most in need of those SEL interventions. So that is absolutely a core element of what the definition at the Federal level and our own definition means for a strong return to school.

MEMBER MELENDEZ: Thank you.

PRESIDENT del VALLE: Any other
questions?

MEMBER TODD-BRELAND: Could I ask a question, President del Valle.

PRESIDENT del VALLE: Yes, Member Todd-Breland.

MEMBER TODD-BRELAND: I was wondering can someone speak a bit more to revenues lost over the course or in relation to COVID?

CHIEF SITKOWSKI: I'm happy to weigh in on that question.

So there's a few key areas where we saw less revenue growth or no revenue growth in some areas where we had previously been expecting and where historical trends have told us that we could expect to see revenues continue to grow.

The first big area I want to highlight is with regard to State funding. And we're certainly grateful that the State increased its allocation of evidence-based funding in their FY 22 budget, but after the onset of the pandemic their prior year budget did not include any increases in State funding. So as you might be familiar those are -- the increases each year are included -- are contemplated in the
legislation that was passed as part of evidence-based funding, but the State's fiscal situation last year prevented them from doing that.

I want to highlight also again what we referenced before and what I think is an important data point. You know, by the State's own assessment we are still only 66 percent funded for what they think that we need based on the students that we serve.

The second major area where we saw an impact on revenue growth is around property taxes. And so those of you that are homeowners or familiar with what's going on with the County and the Assessor's Office, the County did a reassessment of home value and property values due to the pandemic in 2020. And so what this did is it lowered the equalized assessed value of properties throughout the city, which in turn lowered the amount of revenue that we collected through our property tax levies. So while we did see overall growth in that from FY 21 to FY 22, we would have seen a substantial growth but for the off-cycle reassessment done by the
MEMBER TODD-BRELAND: Thanks. I guess one of the things I'm trying to get at is I think for me it's been helpful to think about some portion of the new Federal money that's coming as replacement dollars, right? There were dollars that we either got less than or expected in regular growth that didn't come in at all at all levels of government, local, State and Federal prior to these new ESSER funds, the most recent set of ESSER funds that we have to replace just to like keep lights on and pay bills. And I think that like if we go back, I'm thinking where we were in December and looking at forecasts and such without the ESSER III dollars, we would have been in a very dire circumstance. And so in many ways the ESSER funds have allowed us, to your point, Heather, about the continuation of service, to continue to pay the bills that we already have.

And then there's also a portion, which I think is important to note, that is above and beyond that that we're able to then use for other purposes that has been outlined through
the framework of Moving Forward Together, et cetera, and I think duly noted by others. The various ways that that's been informed by the budget equity forums, which I was happy to attend and saw hundreds of parents and community members attend and give very clear feedback.

And I also want to note, I found it interesting that the feedback we got this year was actually slightly different than the feedback that we got a year before because it really was focused on stabilization, right? And so part of what I think we're seeing here is a response to that and that makes sense but also the other, you know, community and stakeholder feedback that we hear constantly as Board Members. We receive, you know, communications all the time about these various needs that have been put forward. But at the end of the day there is still a structural deficit in our system, and so I think that I agree with many of the people in public comment who are talking about our dire need for long-term structural solutions. $2 billion sounds like a lot of money, and it certainly is a lot of money, but
when parts of that is just replacement funds, right, and they're not going to be long-term and they're going to end two, two-and-a-half, depending on how we're counting, years, the way in which we approach spending that money is very different than if we knew there was going to be a long-term structural solution.

And so I just also want to like drill down on what some of those structural solutions are. I'm happy to have elected officials come here because as a Board we're tapped at what we can raise funds for. This is not a Board of Education that can go out and raise property taxes if we wanted to, that's not the powers we have in the City of Chicago. What we get is what we get from these various other entities. And so at the local, State and Federal level, there is room and a necessity for long-term structural solutions if we want to be able to do many of the things that folks were talking about, right, to have long-term solutions that we know can last beyond the next year, year-and-a-half, two years.

And so I think that -- I just want to
continue to have -- like it's a disconnect though. Like I understand the disconnect of being like you all just got $2 billion but also we have a structural deficit, right? But also we're still taking out TANs to pay our payments, that that is still the situation we're in as a district. And so just trying to figure out that space between the -- how we're going to use this money now and the best ways that we can possible, understanding that is short-term money and balancing that with at the same time.

Please, let's continue, all of us, to advocate to the local, State and Federal level for things that are going to do things, like actually get us our full State funding, for things that are actually going to have the State pay up our pensions the way they do every other district in the State. I know there's a lot of energy at the State level about making Chicago like every other district in the State, and this feels like another space to do that, to make sure our pensions are paid like every other district in the State.

So I just feel there's just a lot of
opportunity here for, you know, again at the Federal level. Thank you all so much for these funds, Biden Administration. And also, supports for mental health are things we needed prior to the pandemic and we need them even more now and we're going to continue to need them. You know, all these other supports are just going to continue to be needed. So I hope that this can also be a moment where we come together as a community to galvanize and push for those structural solutions that are really going to be long-term and allow us to address the needs that we know our students and families and communities have.

PRESIDENT del VALLE: Any other questions or comments from Board Members?

All right. If there are no other Board Members with questions or comments, I have a couple of questions and maybe Lindy could help respond.

The money that's in this budget for the 17 schools, the ventilation work at 17 schools. That's major work that's being done at 17 schools, but there's ventilation work at just
about all our schools. And we're going to make sure, just as we did for -- during our plan for reopening that our schools are -- that the air quality is what it needs to be in all our schools. Can you say something about the spending in addition to what we're doing in these 17 schools to address air quality in the rest of our schools?

MS. McGUIRE: Certainly. Good afternoon, and thank you, Mr. Board President --
good evening, and thank you, Mr. Board President, for that question.

Yes, building on the efforts extended, as you referenced, in the previous school year, our team is already out reviewing the indoor air quality and making the necessary improvements that are needed to make sure that our students and staff are welcomed safely this August. And so that work is ongoing very similar to the indoor air quality reviews that we did previously.

And again, I would remind the Board that you can go to a specific school and search by a specific classroom. And that information
is being updated and will be ready prior to the start of school.

PRESIDENT del VALLE: And Federal funds are being used for that purpose also?

MS. McGUIRE: Certainly. Certainly. We are thrilled, as Heather and Miroslava and the team had referenced earlier in our hearing tonight, that the Federal government had provided us some flexibility to use the capital -- the dollars for capital purposes. And so as you so correctly lift up, we are proposing $100 million of those funds to supplement the HVAC and the necessary facility repairs that we need.

PRESIDENT del VALLE: Okay. It's just the budget presentation indicated 17 schools, and I don't want the public to think that we're only doing this work in 17 -- only in 17 schools. We're doing work at all our schools.

MS. McGUIRE: Yes.

PRESIDENT del VALLE: And all our school buildings will be equipped, properly equipped and will be prepared as they are now for the fall.
MS. McGUIRE: Yes.

PRESIDENT del VALLE: My other question is regarding the money in the budget to deal with modulars, can you say more about that?

MS. McGUIRE: Yes, I’m happy to. Thank you again for that. Good question.

So we in the proposed FY 22 capital plan this year proposed the first year of a multi-year plan to address modular refurb -- what we’re calling a Modular Refurbishment Program.

As we’ve heard this meeting, as I know you have heard in previous Board meetings, as we have heard in our roles as management, we have heard of modulars throughout the district that are beyond their useful life. And we wish we had the resources to address all of those issues in FY 22. That is not possible until we are proposing and hopeful to gain approval of a multi-year plan to address the modulars that are beyond their useful life. And that will be done in close coordination with our Office of Portfolio and with the local network -- with our Office of Network Supports and the local school
communities to address the issues with the modulars.

PRESIDENT del VALLE: Okay. When you say get approval, you're talking about the budget?

MS. McGUIRE: Yes, sir. If.

PRESIDENT del VALLE: Budget approval?

MS. McGUIRE: Yes, sir. Yes, we're seeking that approval in the proposed FY --

PRESIDENT del VALLE: Okay, that is now revealing and we'll be voting on next week?

MS. McGUIRE: Yes.

PRESIDENT del VALLE: Are there any other questions or comments?

I have one last question, and I don't know who to address it to, but it's regarding the layoffs. I heard one speaker say that they were laid off due to budget cuts. Are any schools having their budget cuts -- cut this next school year? Heather?

MS. WENDELL: Apologies, I couldn't find my unmute.

So essentially any layoffs that had occurred at the school level are primarily due
to either a change in programmatic focus or need, so in spaces where we continue to endeavor to make sure that students with IEPs have the allocations of teachers and paras that are necessary based on the composition of those IEPs in that building or a change at a local level in terms of principal and LSC discretion in how they want to take and focus their programming. So, for example, that may be a change in approach for electives and things of that sort. And so the layoffs that resulted with relation to the school budgets, my understanding from my colleagues in Talent is that there are far more positions that are open for that movement across the city. So if staff were impacted at one particular school, there are postings throughout the city of availability for positions for upcoming fall. And so much of that is just sort of the natural process as all of our 500-plus schools reconsider their own individual needs and what the composite needs of their students are for the upcoming year. But there will be more hiring availability than there were impacted staff is my understanding.
PRESIDENT del VALLE: What you just said is very important. And I always say we have to remember that we're talking to the public when we have public meetings. And so we have to make sure that we provide clear explanations in layman's terms so that people understand.

In this case layoffs are primarily due to programmatic changes and decisions that are made at the local school level, the principal working with the LSC and making decisions, especially this year when every school is getting additional resources to work with. Those -- having additional resources doesn't mean that programmatic decisions will not be made that will effect a staff person or two. That's the other point -- the one point.

The second point is that we have vacancies. And I don't know what the number is right now, but we have vacancies that individuals who left the school will be able to apply for. And many have applied for these positions. And in past years a great percentage of those who are laid off at the end of the year...
as a result of programmatic changes or other decisions that are made end up employed in other schools. Is that a fair statement?

MS. WENDELL: Yes, that’s a fair statement in that individuals who have been impacted have the opportunity to apply for and in many cases can be matched to additional roles elsewhere in the district.

This is a phenomenon that happens generally each year as part of that local level decision-making and the continuous, you know, allocation of making sure that we’re meeting special education IEP resource needs.

PRESIDENT del VALLE: All right. Thank you for your response.

Are there any other questions or comments from Board Members?

Okay. If not, then this concludes the first Fiscal Year 22 Budget Hearing. So we are adjourned. Thank you all very much.

(Whereupon, the proceedings adjourned at 7:28 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.

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