

**Monday, April 18, 2022 4:00PM via Google Meet:**

<b>LSC Members Present</b>	<b>LSC Members Absent</b>
Jenise Celestin	
Yalil Nieves	

Carmen Rodriguez (Join @5:45pm)	
Sarah Colella	
Erik Juhl	
Kyla Klein	
Reggie Newton	
Kathleen Hurley	
Eric Staswick	
Maleeha Mubashiruddin	
Jennifer Barnes	
John Sullivan-Knoff	
Jeremy Elston	

**LSC Members:** Jenise Celestin, Carmen Rodriguez, John Sullivan-Knoff, Yalil Nieves, Jeremy Elston, Maleeha Mubashiruddin, Erik Juhl, Reggie Newton, Sarah Colella, Kyla Klein, Eric Staswick, Jennifer Barnes


First name	Last name	Email	Duration	Time joined	Time exited
fairmegan		fair*****@***.com	2 hr 31 min	5:00 PM	7:31 PM
Nathan		nath*****@***.com	1 hr 15 min	7:37 PM	8:52 PM

Jordan	A.	jord*****@***.com	2 min	5:24 PM	5:26 PM
Jordan	Angelle	<a href="mailto:jbangelle@cps.edu">jbangelle@cps.edu</a>	1 hr 44 min	4:59 PM	6:46 PM
Jennifer	Barnes	<a href="mailto:jdbarnes2@cps.edu">jdbarnes2@cps.edu</a>	3 hr 37 min	4:59 PM	8:52 PM
De'Andrea	Bell	<a href="mailto:dkbell@cps.edu">dkbell@cps.edu</a>	1 hr 59 min	5:01 PM	7:00 PM
Rachel	Bramley	rach*****@***.com	3 hr 52 min	5:00 PM	8:52 PM
Jenna	Brandon	<a href="mailto:jlbrandon@cps.edu">jlbrandon@cps.edu</a>	1 hr 11 min	6:16 PM	7:27 PM
Jenise	C	jeni*****@***.com	3 hr 51 min	5:01 PM	8:52 PM
Sarah	Colella	scol*****@***.com	2 hr 14 min	5:00 PM	7:14 PM
Sarah	Colella	cole*****@***.com	1 hr 13 min	7:14 PM	8:52 PM
Abigail	Crino	<a href="mailto:alcrino@cps.edu">alcrino@cps.edu</a>	3 hr 1 min	5:01 PM	8:01 PM
Renee	Cunningham	rene*****@***.com	27 min	7:21 PM	8:10 PM
Jeremy	Elston	jere*****@***.com	1 hr 36 min	5:00 PM	8:52 PM
Megan	Fair	<a href="mailto:mefair1@cps.edu">mefair1@cps.edu</a>	1 hr 20 min	7:31 PM	8:52 PM
Nicole	Flores	<a href="mailto:nflores46@cps.edu">nflores46@cps.edu</a>	1 hr 49 min	5:08 PM	6:57 PM
Heather	Hesiak	hjhe*****@***.com	3 hr 37 min	5:14 PM	8:52 PM
Kathleen	Hurley	<a href="mailto:khurley1@cps.edu">khurley1@cps.edu</a>	3 hr 55 min	4:57 PM	8:52 PM
Erik	Juhl	<a href="mailto:ejuhl@cps.edu">ejuhl@cps.edu</a>	3 hr 52 min	5:00 PM	8:52 PM
Kyla	Klein	kyla*****@***.com	3 hr 46 min	5:06 PM	8:52 PM
Catherine	Korda	ckor**@***.edu	3 hr 51 min	5:01 PM	8:52 PM
Sarah	Lammie	<a href="mailto:sllammie@cps.edu">sllammie@cps.edu</a>	1 hr 15 min	5:06 PM	6:21 PM
Sarah	Lammie	sara*****@***.com	2 hr 18 min	6:21 PM	8:43 PM
Maleeha	Mubashiruddin	male*****@** **.com	3 hr 59 min	4:59 PM	9:00 PM
Reggie	Newton	regg*****@***.com	41 min	8:11 PM	8:52 PM
Yalil	Nieves	<a href="mailto:ynieves4@cps.edu">ynieves4@cps.edu</a>	4 hr 7 min	4:53 PM	9:00 PM
Barbara	Nordlund	barb*****@***.com	1 hr 29 min	7:23 PM	8:52 PM
Jeffrey	Oliveira	<a href="mailto:jsoliveira@cps.edu">jsoliveira@cps.edu</a>	3 hr 20 min	4:59 PM	8:19 PM

Robert	Reynolds	<a href="mailto:rlreynolds@cps.edu">rlreynolds@cps.edu</a>	2 hr 11 min	5:12 PM	8:52 PM
Ashley	Riggio	ashl*****@***.com	1 hr 46 min	7:06 PM	8:52 PM
Yasmin	Rihani	<a href="mailto:ynrihani@cps.edu">ynrihani@cps.edu</a>	3 hr 49 min	5:03 PM	8:52 PM
Carmen	Rodriguez	carr*****@***.com	3 hr 6 min	5:46 PM	8:52 PM
Barbara	Salatin	<a href="mailto:bsalatin@cps.edu">bsalatin@cps.edu</a>	3 hr 51 min	5:01 PM	8:52 PM
Sara	Seitz	scho*****@***.com	2 hr 55 min	5:03 PM	7:59 PM
Sara	Skaggs	<a href="mailto:skskaggs@cps.edu">skskaggs@cps.edu</a>	3 hr 22 min	5:30 PM	8:52 PM
Sarah	Smith	<a href="mailto:snsmith15@cps.edu">snsmith15@cps.edu</a>	3 hr 53 min	4:59 PM	8:52 PM
Eric	Staswick	<a href="mailto:estaswick@cps.edu">estaswick@cps.edu</a>	3 hr 54 min	4:58 PM	8:52 PM
John	Sullivan-Knoff	john*****@***.com	3 hr 53 min	4:59 PM	8:52 PM

**PETERSON ELEMENTARY SCHOOL  
LOCAL SCHOOL COUNCIL MEETING AGENDA  
Monday, April 18, 2022 5:00 PM via Google Meet**

**Call to Order:** 5:04 PM      **Adjournment:** 8:52 pm  
**Next Meeting:** Thursday, April 21, 2022 5:30 pm via Google Meet

1. Call to Order
2. Vote to Approve Meeting Agenda
  - a. Unanimously passes w/amendment
3. Explanation of Local School Council Meetings
4. Public Comment
5. Presentation and discussion of 2022-2023 Budget
  - a.  Fiscal Year 23 Peterson Budget Presentation
  - b. CIWP Highlights
    - i. Seek partnerships and opportunities focused on math instruction
    - ii. Supporting EL population
    - iii. Seeking authentic parent engagement
  - c. Background
    - i. Budget tied to K-8 enrollment in September SY 21-22 (831 students)
    - ii. LY CPS gave funding for 11 additional students (based on FY 201– 867 students).
    - iii. Monthly meetings show enrollment for Pre-k through 8th grade. Pre-k funded centrally and so not included in enrollment for budget.

- iv. Down 36 students from last funds allocation, approximate \$180K reduction
  - v. 20th day SY 22-23, can appeal if we have more students than budgeted. Historically, we have not had higher enrollment on 20th day. If enrollment lower, funds do not need to be returned.
  - vi. Overview of funding; SBB (student based), supplemental state aid, some federal funds. Expect \$20K plus two full time positions from STEAM school designation. Centrally funded positions out of local school control (admin, clerk, DL positions, pre-K and more)
- d. Funding details
- i. Funds increased by about 3.5% (does not keep pace with cost of living increase)

**Table 4** shows how SBB funding allocations are calculated. The FY2023 SBB base rates are detailed by grade and LRE categories. For FY2023, the SBB base rate reflects a 3.5% increase over FY2022 rates.

**Table 4. SBB Funding Details**

Category	FY22 Allocation			FY23 Allocation		
	Enrollment Count for FY22 Budget	Per-Pupil Rate	Allocation	FY22 20th Day Enrollment	Per-Pupil Rate	Allocation
K-3 Gen Ed/LRE1/LRE2	391	\$ 5,141.68	\$ 2,010,397	374	\$ 5,321.65	\$ 1,990,297
K-3 LRE3	1	\$ 2,056.67	\$ 2,057	1	\$ 2,128.66	\$ 2,129
4-8 Gen Ed/LRE1/LRE2	464	\$ 4,805.31	\$ 2,229,664	454	\$ 4,973.50	\$ 2,257,969
4-8 LRE3	-	\$ 1,922.12	\$ -	2	\$ 1,989.40	\$ 3,979
<b>Subtotal</b>	<b>856</b>		<b>\$ 4,242,118</b>	<b>831</b>		<b>\$ 4,254,374</b>
<b>One-Time Enrollment Adjustment</b>	<b>11</b>		<b>\$ 52,858</b>			
Teacher Salary Adjustment			\$ 133,539			\$ 33,539
<b>Total SBB Allocation</b>			<b>\$ 4,428,515</b>			<b>\$ 4,287,912</b>

- ii.
- iii. Tied to poverty data. # of qualifying students decreased while rate increases.

**Table 5** shows the Supplemental Aid (SA) funding allocation. SA uses poverty data to determine eligibility; the per pupil rate for SA for FY2023 is \$1,025. This funding follows the same rules as local funds and expires at the end of the fiscal year. You will also continue to receive a per-pupil allotment for your eligible pre-K students as part of your overall allocation, encourage you to spend on pre-K related programming.

**Table 5. Supplemental Aid Funding Details**

	FY22 Allocation	FY23 Allocation
Calculated Percentage Eligible for Free/Reduced Meals	66.94%	64.47%
K-12 Enrollment	856	831
Adjusted Enrollment	11.0	-
Weighted Pre-K Enrollment	14.0	17.0
Total PreK-12 Enrollment	881.0	848.0
Calculated Number of Qualifying Students	589.7	546.7
Per-Pupil Amount	\$ 990	\$ 1,025
<b>Supplemental Aid Allocation</b>	<b>\$ 583,844</b>	<b>\$ 560,368</b>

- iv. Title I
  - 1. Work with PAC, discretionary

**Table 6. Title I Discretionary Funding Details**

	FY22 Allocation	FY23 Allocation
Title I Poverty Index	50	
Calculated Number of Qualifying Title I Students	410	
Per-Pupil Amount for Each Qualifying Student	\$ 826.67	\$
<b>Title I Discretionary Allocation</b> (Qualifying students x per-pupil amount)	<b>\$ 338,935</b>	<b>\$</b>

- v. English Language Learners support
  - 1. Taken in January 2022 so school has additional time to screen

2. We need two or more teachers at each grade level to adequately support ELL students. Three 8th grade teachers are pursuing ELL certification. Teachers may shift to ensure min 2 ELL endorsed per grade level.
3. Will receive afterschool tutoring funds not currently reflected in the budget.

**Table 8. English Learner Enrollment and Teachers Required\***

EL Enrollment By Grade Band		Endorsed Teachers Required by Grade Band	
Grades K-3 EL Enrollment	141	Required ESL or Bilingual endorsed teachers	
Grades 4-8 EL Enrollment	157	Required ESL or Bilingual endorsed teachers	

4.

**Table 9. Bilingual Position and Allocation Funding Details**

EL Position and Funding Allocations	
EL Supplemental ELPT Positions	1.
<b>Total EL Positions</b>	1.
EL After School Tutoring (Grades K-8) (Not loaded in original budget; principals will receive communication in the fall and will need to submit an application)	\$ 5,500
ELPT Annual Stipend (not loaded in original budget; once a principal nominates an ELPT, the ELPT will receive half of the stipend at the end of each semester)	\$ 3,000
Bilingual Advisory Committee	\$ 1,250
<b>Total EL Funding Allocations*</b>	<b>\$ 9,750</b>

5.

vi. Special Education allocations:

1. Centrally funded, numbers exclude pre-k and students with speech only IEPs
2. Lose one SpEd teacher position and 3 Paraprofessionals. Have appealed 2 of the para positions.
3. District does not account for incoming kindergarteners who need SpEd supports? No, but included this point in appeal
4. CPS make distinction between SECA and TA? Not yet but they will. We don't know if it's 3 SECAs or teacher assistants. Determined by HR after they have done their analysis.
5. Will SpEd teacher loss be appealed? Did appeal but data doesn't necessarily support full position based on schedules, don't think they will give a half position.

LRE Category	FY22 20th Day	FY22 as of 3/1/22
LRE 1	69	70
LRE 2	25	27
LRE 3	3	1
<b>Total</b>	<b>97</b>	<b>98</b>

6.

vii. Early Childhood

1. Centrally funded, \$975 also included to be used for supplies

Table 12. Early Childhood Classroom Allocation

Classroom Type	FY22 Final Allocation	FY23 Budget Allocation	Change from FY22 Final
Blended Half Day Classrooms	1	1	0
<b>Total Early Childhood Classrooms</b>	<b>1</b>	<b>1</b>	<b>0</b>

Table 13. Early Childhood Staffing Allocation

Position Description	FY22 Final Allocation	FY23 Budget Allocation	Change from FY22 Final
Teacher	1.0	1.0	0.0
Special Education Teacher	1.0	1.0	0.0
Aide (TA I, TA II, IA I, IA II, SECA I, SECA II)	1.0	1.0	0.0
<b>Total Early Childhood Staffing Allocation</b>	<b>3.0</b>	<b>3.0</b>	<b>0.0</b>

2.

viii. Other centrally funded positions

1. School assistant position will continue to be funded

2. Do not yet know if 2 miscellaneous positions will be funded

e. Positions

i. 22-23 8th grade enrollment low enough to reduce to 3 homeroom classes, may need to consider closing an additional middle school position

ii. No impact on Encore

DESCRIPTION	NUMBER OF FTE (FULL TIME EMPLOYEES)
PRE-K	2 TEACHERS, 1 PARAPROFESSIONAL (ALL BOARD FUNDED)
GRADES K TO 2	10 TEACHERS (3 CLASSES KINDER, 3 CLASSES 1ST GRADE, 4 CLASSES 2ND GRADE)
GRADES 3 TO 5	12 TEACHERS (4 CLASSES 3 <sup>RD</sup> GRADE, 4 CLASSES 4 <sup>TH</sup> , 4 CLASSES 5 <sup>TH</sup> )

GRADES 6 TO 8	12 TEACHERS (1 ADDED FOR STEAM SCIENCE) (DEPARTMENTALIZED—4 HOMEROOMS EACH GRADE)
SPECIAL EDUCATION	13 TEACHERS (W/PK—ALL BOARD FUNDED) 12 SECAS (W/PK) 1 CASE MANAGER

DESCRIPTION	NUMBER OF FTE (FULL TIME EMPLOYEES)
ELPT	1 ENGLISH PROGRAM TEACHER (BOARD FUNDED)
ENCORE	7 TEACHERS; 2 MUSIC TEACHERS, 2 PHYSICAL EDUCATION TEACHERS, 1 DANCE TEACHER, 1 VISUAL ARTS TEACHER; 1 STEM TEACHER
ESPs (EDUCATION SUPPORT PERSONNEL)/ PARAPROFESSIONALS)	2 CLERKS (1 BOARD FUNDED) 1 PARENT WORKER (K SUPPORT) 1 TECH COORDINATOR
COUNSELING & SEL	2 SCHOOL COUNSELORS (1 BOARD FUNDED) 1 CONFLICT RESOLUTION SPECIALIST
ADMINISTRATION	1 AP 1 PRINCIPAL (BOARD FUNDED)
STEAM	1 STEAM COACH (BOARD FUNDED) (1 MS SCIENCE STEAM EDUCATOR INCLUDED W/MS—BOARD FUNDED)
OTHER	1 SCHOOL ASSISTANT (BOARD FUNDED) 2 INTERVENTIONISTS (BOARD FUNDED) Math, ELA or SEL interventionist. Direct support for Tier 3 as well as supporting teachers.

iii. Have not received anything from district about roles and responsibilities of Tech Coordinator. Some discussion about trying to privatize some tech coordination.

iv. 2 interventionists (Board Funded)

1. Dont know if these will be renewed next year
2. Math, ELA or SEL interventionist.
3. Direct support for Tier 3 as well as supporting teachers to work towards stability and sustainability.
4. Must have teaching license or equivalent SEL

f. Non-Personnel

i.



<b>115 000575 (SBB—Student Based Budgeting—Local Funds)</b>	<b>FY21</b>	<b>FY22</b>	<b>Non Personnel Allocations</b>	<b>FY23</b>
115 53305 119035 (Instructional Materials Non-Digital):	\$55,585.00	\$8,000.00	Instructional Materials (53305)	\$3,000.00
115 53405 119035 (Commodities/Supplies):	\$50,000.00	\$3,000.00	Commodities-Supplies (53405)	\$7,000.00
115 54505 119035 (Seminar Fees/Subscriptions/Prof Memberships):	\$20,000	\$2,336.00	Seminar Fees/Subscriptions	\$2,496.00 <b>Last Year spent \$40K (confirm)</b>
115 54250 266509 (Copier Contract): Does not include paper, toner, etc	\$14,243	\$22,700.00		\$22,700.00
			Computer Technology Services (53405)	\$1000.00
	\$139,828	\$36,036.00		\$36,196.00
			Total SBB Expenses (including personnel)	<b>\$4,287,913.00</b>

- ii. We have survived this year because Ms. Hurley's position was vacant through January and pulled funds to sustain day to day
  - iii. This year received over \$100,000 for COVID relief funds, not receiving next year
  - iv. Do not automatically receive out of school funds
  - v. Not sufficient to cover need. Must close 2 positions and must consider closing a 3rd position
- g. Supplemental Aid
- i. More restrictive

<b>225 000576 Supplemental Aid (State)</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>
225 53305 (Instructional Materials):	\$5,000.00	\$3,000.00	\$500.00

225 53405 (Commodities/Supplies):	\$4,526.00	\$2,075.00	\$253.00
<b>Total Non-Personnel in Supplemental Aid:</b>	<b>\$9,526.00</b>	<b>\$5,075.00</b>	<b>\$753.00</b>
<b>Total Supplemental Aid Expenses (including personnel)</b>			<b>\$575.538</b>

h. Title I

i. More Restrictive

332—NCLB (Federal)	FY21	FY22	FY23
STLS (Students in Temporary Living Situations)	\$1,000	\$1,000	\$1,000
332 53305 (Instructional Materials)	\$32,922	\$6,330	\$500.00
332 53405 (Commodities/Supplies)	\$20,000	\$5,139	\$299.00
<b>Total Non-Personnel in 332:</b>	<b>\$53,922</b>	<b>\$12,469</b>	<b>\$1,799.00</b>
<b>Total Expenses (including personnel)</b>			<b>\$297,477.00</b>

ii. Parent Involvement

1.

332—Mandated Parent Involvement	FY21	FY22	FY23
332 53205 (Commodities/Food Supplies):	\$1,355.00	\$977.00	\$899.00
332 53405 (Commodities/Supplies):	\$977.50	\$655.00	\$899.00
332 54565 (Parent Reimbursements):	\$977.50	\$384.00	\$178.00
332 54505 (Seminars, Fees, Subscriptions):	\$600.00	\$0.	0
332 54125 (Services-Professional Administrative)	\$0.	\$1,600.00	\$1,600.00
	<b>\$3,910.00</b>	<b>\$3,616.00</b>	<b>\$3,556.00</b>

2.

iii. Personnel

1. Compensation for additional security, school leaders, additional time spent on events, parent engagement opportunities, etc.
2. \$10,000 would cover one semester if we maintain current approach.

Bucket	Bucket Amount FY22	Purpose	
636611	\$3,000 (\$3,043.50 W/Benefits)	Security Services	
636768	\$10,000 (\$10,145 w/Benefits)	Teacher Extended Day (Leadership Stipends)	
641508	\$3,000 (\$3,043.50 W/Benefits)	ESP Extended Day Bucket to compensate non-CTU staff	
641509	\$5000 (\$5072.50 w/Benefits)	ESP Extended Day Bucket to compensate CTU staff	
644097	\$3,000 (\$3,043.50 W/Benefits)	Bucket to compensate teachers covering classes during their prep	
588404	\$3,000 (\$3,588.30 W/Benefits)	Bucket to compensate subs needed to support programming, assessment	
611823	\$5,000 (\$5382.50 W Benefits)	NEW Open bucket to compensate hourly staff to support day to day operations (ie: recess and lunch coverage)	
589206	\$3,000 (\$3,043.50 W/Benefits)	Bucket to compensate teachers working extended hours	
<b>Total Buckets</b>		\$35,000 (\$36,362.30)	

i. Budget Decisions

- i. Must close 2 positions
- ii. Open hourly position
- iii. Consider closing 3rd position (In middle school)
- iv. Without funds for supplies etc, wil be unable to provide same quality of student supports
- v. Align to priorities:
  1. Sub allocations
  2. Conflict resolution
  3. Small Bucket for extended day

4. ELPT position (centrally funded)

j. Friends of Peterson support

i.

Item/Personnel Expense	Cost	Source of Funding
Sexual Health Education for Students in Grades 5 to 8	Approximately \$4,000	Will Request From FoP
Funds to Compensate Educators for Additional Hours	Depending of PD Plans co-developed with Teachers	Will Request From FoP
Funds to Compensate Hourly Workers	Approximately \$10,000.00	(New request, not sustainable for sufficient)

ii.

k. Public Comments & Questions

- i. Nothing formal to indicate district will fund ILT or professional development will be centrally funded.
- ii. Last year district said schools would receive COVID funds for two years but that is not happening.
- iii. District has said they will increase funding support for DL students. Not reflected in the budgets
- iv. Losing over \$200,000 K, much greater than has been reported in media
- v. Closed SpEd teacher position is separate from the 2 positions we will be closing.
- vi. Has there been any discussion about additional covid money? There is some discussion that some of COVID funds might be used for capital improvements. EJ: CTU been working to get more of the COVID money released. Can likely expect more attention to this issue. MM: Are there rules with what COVID money can be used for?
- vii. Moving highest paid teachers into interventionist position and then staff. SC: Notes potential challenges with assigning centrally funded positions to teachers not necessarily doing the work intended.
- viii. \$200,00 deficit is from discretionary funds.
  1. Eliminating two positions to cover deficit
  2. For remaining needs leaves choice between closing 3rd position or know we will not be able to cover expenses.
    - a. Insufficient funds remaining
    - b. Could move funds from one bucket to another
      - i. Prioritization of buckets? This strategy will not meet need. Already do not have enough funds allocated to cover expenses (ie: \$5,000 allocated for paper covers less than ½ a year)
    - c. Could ask for additional funds from FOP, but not stable
    - d. If close additional position closed:
      - i. Middle school position, do not know which one yet. Would likely reduce 7th grade homerooms to 3.

- ix. CR: Notes teachers are priority right after students. What energy is there to increase enrollment? CPS lists 32 million to mitigate impact on loss of school enrollment. YN: there was adjustment last year (additional students counted for SBB), no adjustment this year.
  - 1. Fewer than 100 student applied for Kindergarten spots for SY 22-23. In previous years as many as 200 students have applied.
  - 2. Current enrollment is 814, would need to increase over 831.
  - 3. Enrollment strategies:
    - a. Intent to attend next year to current families
    - b. In person open houses
    - c. Orientation
    - d. Open wait list
    - e. After wait list exhausted, can open certain grade levels to families outside of boundaries who did not apply through GoCPS
    - f. Enrollment opens July 1st
    - g. CR: Suggest starting a digital ad campaign (housing shortage has created lack of flow of new young families, strategies to reach new audience). Listings down  $\frac{2}{3}$  to  $\frac{3}{4}$  in certain categories. Could mean around 20 families coming into the neighborhood.
    - h. MM has seen schools put out visuals/signs/stakes with QR code linking to info and marketing materials
    - i. April 2019 enrollment was over 900 students
    - j. MM: do we think expanded preK program will increase enrollment in K? YN: Likely some, but not confirmed that expanded prek will be connected to Peterson.
- x. K is not mandatory, concern parents withheld enrolling their kinders because a COVID vaccination was not yet available for age group. Will we see big increase in 1st grade enrollment. YN: Enrollment has been declining district-wide.
- xi. Closing positions
  - 1. Closing 2 primary positions: Kindergarten and first grade teacher positions
  - 2. Additional position would be a middle school position, likely 7th grade.
    - a. Current numbers: 5th = 94, 6th = 83, 7th = 102
    - b. Historically enrollment has decreased in middle school
  - 3. If we are having an SEL interventionist, could that be Mr. Staswick? It is possible but believe need is greater than what we currently have. His current position is not teaching position, does not include benefits, etc

	<b>SBB 115</b>	<b>Supplemental Aid 115</b>	<b>Title 1 School Discretionary</b>	<b>Mandated Parent Involvement 332</b>	<b>Reduced Class Size -- Title II</b>	<b>Total Budget</b>
Fund Cap	\$4,287,912.08	\$575,538.00	\$297,476.00	\$3,556.00	\$40,000.00	\$5,204,482.08
Total Personnel Expenses	\$4,251,716.00	\$574,785.00	\$295,678.00		\$39,948.00	\$5,162,127.00
Total Non Personnel Expenses	\$36,196.00	\$753.00	\$1,799.00	\$3,556.00	\$0.00	\$42,304.00
Contingency Expenses					\$52.00	\$52.00
Total Expenses	\$4,287,913.00	\$575,538.00	\$297,477.00	\$3,556.00	\$40,000.00	\$5,204,484.00
Funds Available	-\$0.92	\$0.00	-\$1.00	\$0.00	\$0.00	
Personnel %	99.16%	99.87%	99.40%	0.00%	99.87%	99.19%
Non Personnel %	0.84%	0.13%	0.60%	100.00%	0.00%	0.81%

- m. If 7th grade position cut, will that allow to better support non personnel needs?
  - i. Yes. Currently very short on funds for subscriptions and supplies. Trying to prioritize but without cutting 3rd position will not be able to meet need, which will negatively impact quality and effectiveness of student experience.
  - ii. Professional Development (wilson and Orton Gillingham), supports for kids and families all possible from COVID relief and Out of school funds (100K, 70K plus some additional)
  - iii. \$80,000+ would be freed up by closing a 7th grade position
  - iv.
    - 1.
- n. Notes: FY22 listings are what was allocated, not what was spent. JSK suggests including column of actual expenditures.
- o. Teacher input:
  - i. Believe teachers can scrape by, but things they have come to expect won't be possible.
  - ii. Not realistic to keep the band program functioning with a budget like this (needs 3-4K per year to maintain)
  - iii. Musical, extra choir would require heavy fundraising,
  - iv. Losing K and 1 positions→ very large class size compared to previous
  - v. Focusing on SEL, trickles down to early education. Young students are most affected.

- p. YN: currently have 73 Kindergarten students, looking at historical enrollment do not expect significant increase. Might use interventionists to help support fewer home rooms.  
Instructional minutes required also impact ability to reduce number of teachers.
- q. YN: we do need to make the decision to approve budget tonight or tomorrow; CR: what happens if board doesn't approve?
- r. Original allocations from last year wouldn't have provided all of our funding. This time next year, we will not have the extra funds available to provide for needs (supplies, etc for the coming year). Not sustainable.
- s. YN: how to proceed? Approve budget as is, or make additional choice to cut additional position.
- t. MM: 2-3 positions to be cut, of course no one wants to do this. Anyone else wish to make comment or share insight/feedback? Do we feel we can work with this budget?
- u. KK: do we want to vote down budget as a means of protesting the insufficient budget?
- v. MM: if we don't approve, it will go forward anyway likely, will not likely seek input from us as an LSC; other LSCs are making statements to CPS, we could do this, (we have done this before, ex. during reopenings)  
CR: some LSCs did this before, largely symbolic
- w. EJ: Another teacher in the building makes a different; smaller class sizes, etc.- would rather have the additional teacher instead of cutting a colleague.
- x. SC: yes nothing replaces people, but subscriptions etc might be affected down the line -
- y. MM: are we adding the reduction of staff in 7th grade? CR: more teachers in building is better for school; MM: if foundation begins to crumble (PD offerings, etc) can be a huge problem down the line
- z. SL: Kids need people more than they need "stuff" - cutting a person vs. cutting other things
- aa. YN: if we run out of money, we have to move from one bucket to another. But there are so many unknowns, we don't know exactly what will happen. (ex. Can't fund additional PD, additional work hours, etc)
- bb. Question from Barbara Salatin: as a parent, she has to provide all supplies for school supplies for her kids (at other school) - is this significant, and would it be a possibility at Peterson? (instructional materials, varies based on grade level needs)
- cc. SC: would like to better understand what we would be potentially losing. (abstract/hypothetical is difficult to make a decision about) YN: do we pass budget cutting 2 people (needed in order to balance budget); or, do we not pass and potentially cut a 3rd position; one impact right away will be larger classroom sizes in primary grades; growth opportunities for teachers is also critical, we'd lose some of this
- dd. MM: before COVID we had a literacy coach, helped build capacity for educators, but we lost that so slowly we needed to adapt and go without certain things; how much more can we go without? F of P funding is not necessarily sustainable either
- ee. YN: what will allow us to support kids to best of our ability? We haven't been forced to function under these redcircumstances before; Network chief is aware of issues-this is not unique to Peterson only, schools are forced to operate with little support; move your two highest paid teachers to district-funded positions (are we adhering to rules this way?-Chief says yes, to free up additional funds); she understands needs, but not necessarily has a solution
- ff. MM: deciding between this budget or further changes; side by side comparison?
- gg. MM: we could re-convene before 4pm tomorrow, at which point budget needs to be approved
- hh. CR: budget presented is a hybrid of staff plus other cuts
- ii. JB: can't afford to lose another teacher, would vote to approve as is

- jj. JC: would vote to approve as is
- kk. JS-K: would find it helpful to see actual expenditures
- ll. EJ: doesn't need to see budget w/ 3rd teacher cut. Would vote in favor of this budget as is.
- mm. SC: I don't believe we can meet our epriorities with the presented budget
- nn. CR: I am prepared to vote without the second version.
- oo. MM: called Luis - it's up to LSC to vote and amend, this is just a proposal.

6. Public Comment

7. Vote to approve 2022-2023 Budget - motion to pass existing budget as proposed by Principal Nieves; Carmen 2nd



8.

<b>LSC Members Voting</b>
Jenise Celestin - accept
Yalil Nieves - abstain
Carmen Rodriguez - accept
Sarah Colella - oppose
Erik Juhl - accept
Kyla Klein - accept
Reggie Newton - absent
Eric Staswick - abstain
Maleeha Mubashiruddin - oppose
Jennifer Barnes - accept
John Sullivan-Knoff - accept
Jeremy Elston - absent

Do not have a majority approving, so budget cannot pass.

6 Accept

2 Oppose

2 Abstain

2 Absent

CR: feel strongly that we'll have a harder time recuperating from loss of another teacher; we can do fundraising, etc. for PD and other activities at school vs. fundraising for a person and the dynamic that creates within the building.

KK: mostly trusting teachers to represent what the trade-offs reflect for teachers, dealing with day-to-day adjustments that will need to be made; hopeful that we can get through tough year and work to get enrollment numbers up for future years.

CK: fundraising is not a sustainable option; but FoP can help with some needs; we'll keep fundraising as we have for years

YN: some of teacher leveling cushion is built in, as it is expected, while some is unexpected and sometimes go negative (based on past years' experience)

ES: foundational programs may erode with this budget; based on choices made here tonight.

Many opportunities like after school programming, band, choir, encore nights, literacy night etc. are funded currently; ILT, Climate and Culture teams, aligned to priorities - although we say we can tighten belt, what happens when we need to get staff support for programs but they don't have any extra funding available for them (then we lose traction with these programs, potentially)

Megan Fair: rather have less kids than less supplies/resources; I can do more and it's better for my mental health than meeting the needs of more kids at once. I'd rather write a grant for supplies/resources than too many kids in one room

KK: re: potential for CPS to reduce our budget further, don't think our decision will impact that; it takes people fighting back to get district to give us what we need; teachers are telling us to please not put them in larger classrooms, want to honor that.

JE: impact of morale, is there a way to support teachers who are impacted (homerooms cut) vs. going through an entire year underresourced.

**Another vote for budget: Maleeha move to pass the 2022-23 budget as proposed by Principal Nieves. Jeremy 2nd.**

<b>LSC Members Voting</b>
Jenise Celestin - accept
Yalil Nieves - abstain
Carmen Rodriguez - accept
Sarah Colella - oppose
Erik Juhl - accept
Kyla Klein - accept
Reggie Newton - accept
Eric Staswick - abstain
Maleeha Mubashiruddin - oppose
Jennifer Barnes - accept

John Sullivan-Knoff - oppose
Jeremy Elston - accept

7 accept

3 oppose

2 abstain

Budget passes.

9. Adjournment @ 8:52.