

August 18, 2020 and August 19, 2020 Budget Public Hearings
Written Comments Received Monday, August 10th through Thursday, August 20th
Submitted via Written Comments Form

1.

I hope everyone is well. I am sending information about a program called ReadyRosie. I have been an Early Childhood Educator for over 15 years, and since remote learning started in April, I have been searching for programs that would enhance students and parents experiences.

I was very fortunate to attend several Virtual Webinars with NAEYC. After attending over 50 webinars, I came across a program that I believe would help teachers give vital information to parents. The program is part of the Creative Curriculum program that is used in Chicago Public Schools Early Childhood Education Program. When I tried to use the program, I was informed that the Program ReadyRosie had not been purchased by Chicago Public Schools.

While communicating with many parents, many asked for help or examples on how to teach their child a skill or how correct a certain behavior. ReadyRosie is a program that allows teachers to send short videos to parents on how to teach a certain skill.

I am asking that this program is purchased by CPS to be included in the Creative Curriculum Program or Teaching Strategies Gold. This program could help support the transition to remote learning due to the COVID-19 pandemic by creating guidance for parents. Also, it can be used beyond the remote learning experience to enhance communication skills between teachers and parents.

2.

Please consider removing CPD from schools. They are overpaid for a job that teachers and security guards are doing. Put that money back into CPS, stop the school to prison pipeline. Stop cronyism in "cop community schools" where heavy police influence from the community intimidates BIPOC students and emboldens CPD to either shirk responsibilities or disproportionately target BIPOC students for arrests or "random" searches. I have witnessed SROs doing NOTHING while on the clock. I have witnessed them sitting on the phone while cars sped by in restricted areas as children were being let out of school. I have witnessed SROs literally watching a movie on their phone while children are entering the building, they do this especially during the winter months. I have witnessed SROs sit and chit chat with receptionist while a car AND a van were parked in the fire lane in front of the school for well over 30 min with no driver inside on MULTIPLE occasions. These cops are eating up payroll and we have noticed that schools in cop communities will not vote them out, we need parents And students and teachers make the decisions NOT those that have a stake in keeping a quid pro quo relationship with these police officers.

3.

Good afternoon members of the board.

My name is Pavlyn Jankov, policy analyst with the Chicago Teachers Union.

A budget relying on \$343 million in nonexistent federal funding is not a stable budget. This is not the first time CPS has closed a budget gap in the hundreds of millions by relying on potential legislation. The district did the same in 2016 and in 2017.

In FY16 CPS passed a budget relying on \$480 million in relief from the state. What happened in the spring when that funding didn't materialize? Furloughs, \$120 million in school cuts, 5% cuts to student based budgeting. In FY17 CPS relied on \$215 million, on legislation that was ultimately vetoed by the governor - again leading to mid-year cuts, furloughs, a freeze on discretionary school funds, cuts to school programs. These cuts were inequitable - on racial and class lines. Latinx schools were cut at twice the rate as white schools.

So we've seen how this type of budget play out before. This year students and staff are starting remotely with minimal planning time. Throughout this semester there is the uncertainty of whether schools will reopen physically at all. And if they do, will they be resourced and safe? This budget allocates \$75 million for remote learning and covid safety on reopening, but earlier this year this board approved \$75 million to cover covid related costs for just 4 months.

Now with this budget there is further uncertainty of looming mid-year cuts.

To be clear, this is not an either or situation. We DO need the federal government to step up and provide school districts and local governments with relief, likely for multiple years. AND the district must push to have every local resource available. That means this board must pressure the city to step up, with real revenue options during this crisis to shore up this budget. Mid-year cuts at CPS should not be an acceptable solution.



August 15, 2020

Dear Dr. Jackson, Dr. Carmona, CPS Board of Education members, the Kellogg school community, and Alderman Matt O'Shea,

We were excited to see the press release about long overdue investment in Kellogg School. There has not been any meaningful investment in the building since 1949. We have long been pushing for Kellogg's capital needs to be acknowledged and addressed, and we were thrilled to see the \$3 million investment announced by the 19th ward alderman. Notably his press release indicates that there will be a much-needed overhaul of our bathrooms and that the ADA needs of the school are being taken into consideration.

However, we have serious concerns. Some of the proposed changes would be wasteful short-term fixes to long-term problems and would end up costing taxpayers more in the long run.

From the start of our advocacy, we have pushed for responsible, equitable, long-term investment that is good for our current and future students and for taxpayers. We saw in the press release that Phase 2 plans include an elevator, which would be placed on the north side of the building. Classroom doors and walls would need to be removed and replaced with larger setbacks to accommodate the elevator, which would reduce classroom size in a building that we have already outgrown.

Additionally, we have communicated to CPS and the Board that we have a "temporary" modular that will be 20 years old next year, beyond its useful life. Panels are falling off, and the structure is crumbling. We don't know what the issues are with respect to air quality (especially in the time of COVID), and we do not want to reach the point where walls are falling down around our students. However, the concern is great that the structure, which received makeshift repairs less than a year ago, will become more and more structurally unsound. We believe that the best course of action would be to tear down the modular and replace it with a permanent addition to our main building. Adding an elevator to the north side of our building would either prevent such an addition in the future or would need to be torn down or moved.

Additionally, we were surprised to see that Phase I plans include renovating the playlot but did not include any mention of addressing the boiler, which is a greater priority. The boiler impacts the school environment and has been a great source of concern. As the LSC, we want to work in partnership with CPS to ensure that key environmental concerns are prioritized and addressed in support of our children's safe return to school.

We were elected to represent the Kellogg community, and we would like to be included in conversations about these significant capital investments. Mayor Lightfoot has been adamant about making sure that LSCs are empowered to play a larger role in the representation of their schools. We are respectfully seeking the ability to review the proposed plan, to advocate for the most pressing needs, and to ensure that these scarce capital dollars are spent in the most efficient way. There are millions of dollars at stake, and we do not take this investment lightly. Please do not waste money on short-term solutions and restrict future options with a plan that fails to meet our prioritized needs.

Students and their families have presented at board meetings, set office hours with board members, and attended many other CPS and neighborhood meetings to raise awareness of our needs. We thank them for their advocacy, and we thank CPS for being receptive to the concerns that they have raised and that we raise here. While we appreciate the alderman's press release announcing this event, we believe parents should be at the forefront in supporting the planning, as our Mayor has repeatedly said that LSCs represent parent voice and understand the needs of their schools.

Sincerely,

The Kellogg LSC

Research

ReadyRosie is an *evidence-informed* and *research-based* family engagement and early learning resource. Learn more below about the evidence base, the expected outcomes, and ongoing academic research on the impact of ReadyRosie with families and children.

Research Base and Outcomes

All ReadyRosie content is based on a foundation of research that has proven to have a positive impact on family behaviors and child outcomes.

READYROSIE EVALUATIONS AND STUDIES

Third-party evaluators and researchers have studied the impact and outcomes on children and families when ReadyRosie is implemented with fidelity.

RESEARCH BASE SUMMARY

ReadyRosie's Family Curriculum is based on the latest research in child development, foundational parenting practices, family engagement, and appropriate state and national standards.

COMPREHENSIVE RESEARCH BASE

ReadyRosie's content team is continually innovating and using the most recent research and standards to create our family workshops, video curriculum, and professional development opportunities.

OBSERVABLE OUTCOMES

ReadyRosie's Theory of Change uses three outcomes-based strategies to empower families and schools to work together resulting in ready families, ready children, and ready educators.

Current, Ongoing, and Upcoming Research Studies

- [Ongoing Penn State study](#) on ReadyRosie's impact on quality and quantity of language between parents and children
- [ReadyRosie featured in Tap, Click, Read](#), a synthesis of research on literacy and technology written by Lisa Guernsey (journalist and director of the Early Education

Initiative and the Learning Technologies Project at New America) and Michael Levine (child development and policy expert and founding director of the Joan Ganz Cooney Center)

- *Beginning Spring 2017* – ReadyRosie is partnering with Seattle Children’s Hospital’s [Center for Child Health, Behavior and Development](#) to research the effectiveness of ReadyRosie in building increased language engagement between infants and caregivers when access to ReadyRosie is done in conjunction with well-child care visits. The study’s lead researcher is the Center’s director, [Dr. Dimitri A. Christakis](#).
- *Beginning Spring 2017* – ReadyRosie is partnering with [Dr. Susan B. Neuman](#), Professor and Chair of the Teaching and Learning Department at the Steinhardt School of Culture, Education, and Human Development at New York University, to integrate ReadyRosie with the [World of Words curriculum](#) with schools, families, and children in select public schools in the Bronx.
- A [summary of data](#) collected by the University of Pittsburgh’s Evaluation and Research Team after a series of ReadyRosie family workshops offered by a Head Start program during the 2017/2018 school year.

I have lived in Chicago for over 40 years, and attend a CPS high school at northside when I lived in Chinatown, it took me over hour one way.

Now, I live in the Bridgeport area, I have three children who graduated from Healy elementary school. Two graduated from Jones College Prep, and both graduated from College outside of Chicago area. My youngest child is still at Jones as a Junior.

We should use Healy as a central point, all my children needed to take two busses or one bus and a train to get to and from school. Even if the CTA is on time, it could take 45 minutes to an hour one way.

Within a mile from Healy I found four elementary schools. However, the nearest high school is over three miles away. Why is this the case? Does it not make sense for Bridgeport to have a closer Neighborhood High School? Students can spend more than 15 to 20 hours a week waiting for and riding public transportation. If we have a nearby high school, students can spend more time doing school related activities or have more time to hang out with friends.

Thanks for making remote learning possible. We need to keep the School Resource Officer (SRO) program in order to keep the children safe.

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To: Chicago Board of Education
From: Access Living
Date: August 18, 2020
Re: FY21 Budget Hearing: Chicago Public Schools FY21 Budget and School Accessibility

Good evening President Del Valle and members of the board,

My name is Chris Yun and I am the Education Policy Analyst with Access Living, a disability rights organization in Chicago. Our education policy work aims to ensure that students with disabilities achieve meaningful education outcomes on an equal and inclusive basis. Today, I am here to petition the Board to change the focus of CPS's school accessibility improvement plan.

First of all, we welcome CPS's commitment of \$20 million for ADA improvement projects. However, for the second time, CPS is not prioritizing students' need for fully accessible schools. Instead, the district is planning to spend a significant amount of resources (\$20 million for FY21 and a total of \$100 over the next five years) to make schools first-floor accessible. Improving school accessibility should prioritize students' access to educational spaces, such as classrooms, cafeteria, gym, and library, and making schools fully accessible is the only way to achieve this goal.

CPS's first-floor accessibility plan will not improve any educational accessibility for students with mobility disabilities.

As of today, more than half of CPS schools are not available for students with mobility disabilities due to a lack of full accessibility.¹ In the South and West sides of the City, Black and Brown students and their communities suffer from the severe lack of accessible schools and high quality programs. For example, in Chatham/South Shore, only 9 schools are usable (generally accessible) out of the 32 schools in total.² With this level of school accessibility, CPS should prioritize making inaccessible or first-floor accessible schools fully accessible for students.

CPS's plan of spending \$100 million over the next five years to make every school first-floor accessible is seriously misdirected because the majority of CPS schools will still be inaccessible after the investment. This plan may offer some accessibility to community and family members

¹ 642 schools in total: Usable schools (295); First-floor Usable schools (52); Not Accessible schools (199); Not rated schools (96), CPS FOIA Request N007006-062419 and school accessibility information from individual school websites.

² *Id.* CPS accessibility terminology is distinct from the Americans with Disabilities Act (ADA) terminology and definitions: Under the ADA, buildings are referred to as "accessible," "first-floor accessible," and "inaccessible" or "not accessible." CPS's term, "usable" is not equivalent to "accessible" under the ADA, however, a student with a mobility disability can still attend a usable (generally accessible) school and participate in school programs although not everything is perfectly accessible.



but it does not ultimately advance educational accessibility for students with mobility disabilities. CPS should prioritize educational accessibility for students with mobility disabilities and make schools fully accessible.

Here are our recommendations to improve CPS school accessibility:

- 1. Make a School Fully Accessible.** The priority is making a school fully accessible so a student with a mobility disability can access and enjoy the same academic programs as her peers without disabilities enjoy.
- 2. Prioritize Schools with Existing Accessibility Needs of Students and Other Individuals with Mobility Disabilities** by making a school fully accessible or reasonably modifying the building based on an individual's accessibility needs.
- 3. Prioritize Schools in the South and West Sides.** CPS should prioritize its south and west regions in improving both elementary and high school accessibility. The severe lack of usable (generally accessible) schools, as well as the dearth of high quality programs, hurt Black and Brown students and their communities and place an unequitable burden on these students to travel a further distance to attend usable schools with higher quality ratings.
- 4. Devote More ADA Improvement Investment.** Although more than half (almost 350 schools) of CPS schools are not fully accessible for students, CPS's ADA improvement budget of \$20 million makes up less than 3% of CPS's capital investment for the next school year.
- 5. Create a Long Term Accessibility Plan to Make Every School Fully Accessible.** CPS's sister agency, Chicago Transit Authority, developed a 20-year all stations accessibility plan by identifying funding sources and determining priorities with the disability community. As of today, more than half of CPS schools (almost 350 schools) are not available for students with mobility disabilities. We need a long term strategic plan to make every school fully accessible.

Thank you for your consideration.

Chris Yun
Education Policy Analyst
Access Living
115 West Chicago Avenue | Chicago, IL 60654
Ph: (312) 640-2134 | Fax: (312) 640-2139
E-mail: cyun@accessliving.org

I have certain doubts, how will the process be during the fall, I have two girls with IEP and 504, since during the spring, they could not spend so much time paying attention, and the teacher called their attention, and the school has everything the paperwork of the medical diagnosis, of the girls. And I was able to observe that the teachers demand of them the same as other children and they do not realize that many children need a little more support, like us as parents, for example. the language, how to support the children with strategies so that they can do their homework, the lack of opportunities that they do not give them so that they can respond, during the classes etc, it would be great to see teachers who will take an annual course to work with children of Education special, in all schools.



DATE: August 18, 2020

TO: Miguel del Valle
President, Chicago Board of Education

Sendhil Revuluri
Vice President, Chicago Board of Education

Amy Rome
Board Member, Chicago Board of Education

Dwayne Truss
Board Member, Chicago Board of Education

Elizabeth Todd-Breland
Board Member, Chicago Board of Education

Luisiana Melendez
Board Member, Chicago Board of Education

Lucino Sotelo
Board Member, Chicago Board of Education

CC: Katie Ellis
Chief of Staff, Chicago Board of Education

FROM: Mary Fahey Hughes
Special Education Parent Liaison
Raise Your Hand

RE: Special Education Classroom Assistant Position Cuts in Budget 2021

Dear Board President del Valle and Members of the Board,

I am concerned that 174 Special Ed Classroom Assistant (SECA) positions have been cut in Budget 2021. When school ended in June, student IEPs reflected X number of SECA minutes per school, requiring a certain number of active SECA positions per school. As there were few IEP meetings held over the summer, there is NO reason why there are 174 fewer SECA positions in the budget. I believe the ODLSS formula for SECAs is incorrect. Several Principals, who requested to remain anonymous, shared with me that the current SECA Staffing Formula is incorrect. They further shared that they knew that they had scheduled their school staff as efficiently as possible and that the staffing shortfall could not be resolved by “staggering SECA start times,” as ODLSS Administration suggested. Even when ODLSS Network Representatives agreed with school Administrators that the current SECA staffing formula led to a staffing shortfall in certain schools, ODLSS Administration refused to budge on approving appeals for these positions. [

The 2020-21 CPS budget formula includes **45 minutes per SECA per school day that is not available for direct student support**. While SECAs work 7 hours and 45 minutes per day (including 15 minutes before school begins and 30 minutes after school ends), the actual school day (when children are present and in class) is 7 hours long. Within that 7-hour portion of a SECA’s 7:45 hour work day, CPS is obligated to give SECAs 30 minutes for lunch and two 15 minute breaks, leaving the available time for SECAs to provide services to students as **6 hours per school day** -- not 6 hours and 45 minutes.

This kind of shell game is too familiar and will lead to students being delayed or denied legally-mandated SECA services when school begins in September. Board Members, please examine this issue and talk to Principals who have been denied their appeals for SECA positions.

Remote Special Education requires so much more preparation time on the part of parents, teachers, SECAs and Related Service Providers and, if anything, the CPS Special Education Budget should reflect additional SECA positions to assist teachers who are working with students who need extra direct attention and support in order to access special education remotely. Please consider using some of the Covid-19 funds to shore up staffing and supports for students with disabilities during this time of remote special education. There are so many students who have gone without their accommodations, like visual schedules, timers, seat cushions, fidget items, sensory items, etc. There should be a task force convened to ensure that any items set out as accommodations in a student's individual IEP are delivered to their homes to improve student outcomes.

ALL CPS PARENTS, PROPOSAL: EDUCATIONAL STIPEND FOR CPS STUDENTS For “CPS Economically Disadvantaged Students”¹

OVERVIEW

The CPS school system serves predominantly low-income families. The system is made up of 76.4%² of students who are economically disadvantaged. Online learning has created an unexpected expense for families already devastated from the domino effects of COVID-19. Families need additional funding. They need “Educational Stipend for CPS Students”. The Educational Stipend for CPS Students will provide students with \$500 per student per quarter. The funds will help with re-occurring expenses, converting a home into a hybrid classroom/home, and possibly assist with childcare expenses. The stipend should remain in effect until the children are at school, in-person 100% of the time. CPS only scratched the surface of an economic issue CPS families face. The Educational Stipend for CPS Students has the potential to accomplish more for CPS students.

The Objective

To assistance CPS students with additional funding to:

- **Need #1:** Help with re-occurring expenses – printer ink, printer paper, dry eraser boards, Expo markers, headphones, pencils, and other supplies/equipment.
- **Need #2:** Conversion from home to home/educational environment – desk, chairs, etc.
- **Need #3:** Assist with childcare expenses.

The Opportunity

- **Goal #1:** Help low/middle class families properly prepare for CPS remote learning.
- **Goal #2:** Ensure that CPS students have the essentials they need for remote learning.
- **Goal #3:** Ease the Financial stress placed on parents due to CPS remote learning.

The Solution

- **Recommendation #1:** “Educational Stipend for CPS Students” – The opportunity to provide each student with a \$500 educational stipend per quarter.

¹ Chicago Public School System (CPS): Stats and Facts (2020).

² Chicago Public School System (CPS): Stats and Facts (2020).

PROPOSAL

The children need essential supplies, furniture that promotes substantive learning (desk, chair, etc.) and encourage mental stimulation for academic success and guidance while they receive their education from home. The CPS school system serves predominantly low-income families. The system is made up of 76.4%³ of students who are economically disadvantaged. Online learning has created an unexpected expense on families already devastated from domino effects of COVID-19. Families need additional funding. They need “The Educational Stipend for CPS Students”. The “Educational Stipend for CPS Students” is designed to serve economically disadvantaged students. Each child will be given \$500 per quarter. The funds will help with re-occurring expenses, converting a home into a hybrid classroom/home, and possibly assist with childcare expenses. This stipend should remain in effect until the children are at school, in-person 100% of the time. CPS only scratched the surface of an economic issue CPS families face. The Educational Stipend for CPS Students has the potential to accomplish more for CPS students. **The stipend should remain in effect until CPS students return to school (in-person), 100% of the academic school year.**

Rationale

- Research
- Expense Report (March 2020 – June 2020)
- Data

Timeline for Execution

Key project dates are outlined below. Dates are best-guess estimates and are subject to change until a contract is executed.

Description	Start Date	End Date	Duration
Project Start	August 18, 2020	September 1, 2020	2 Weeks
Milestone 1	September 1, 2020	September 8, 2020	5 Days
Milestone 2	September 8, 2020	September 15, 2020	5 Days
Phase 1 Complete	September 15, 2020	September 29, 2020	10 Days

Stipend

The expectation of the proposed solution proposed to CPS, the City of Chicago, the State of Illinois, and all entities involved in budget decisions concerning CPS, is to bridge a financial gap that CPS families experience while remote learning is in session. Provided is a timeline displaying the most effective timeframe to fulfill this request to CPS students across Chicagoland.

³ Chicago Public School System (CPS): Stats and Facts (2020).

Stipends to be presented by CPS, the City of Chicago, the State of Illinois, and all entities involved in budget decisions concerning CPS, is to bridge a financial gap that CPS families experience while remote learning is in session.	Due Date*
Quarter 1 Stipend	October 22, 2020
Quarter 2 Stipend	January 21, 2020
Quarter 3 Stipend	April 1, 2020
Quarter 4 Stipend	May 6, 2020

*We cannot be responsible for cost overruns caused by client's failure to deliver materials by agreed-upon due dates.

EXPECTED RESULTS

The expectation of the proposed solution proposed to CPS, the City of Chicago, the State of Illinois, and all entities involved in budget decisions concerning CPS, is to bridge a financial gap that CPS families experience while remote learning is in session. The production of this stipend will result in the following:

Financial Benefits

- Result #1: Financial relief to families of CPS students

Academic Benefits

- Result #1: Provide students with the supplies they will need throughout the school year.
- Result #2: Provide the students with an educational environment similar to a traditional school.
- Result #3: Provide students with the most efficient academic experience while remote learning.

CONCLUSION

I look forward in working with CPS, the City of Chicago, the State of Illinois, and all entities involved in budget decisions concerning CPS, is to bridge a financial gap that CPS families experience while remote learning is in session.

If you have questions on this proposal, feel free to contact Alicia Martin at your convenience by email at leemariamartin813@gmail.com or by phone at 708.897.3691. We will be in touch with you next week to arrange a follow-up conversation on the proposal.

Thank you for your consideration,

Alicia Martin

Alicia Martin
CPS Parent

20th Day 2019-2020		Bilingual		SpED		Free/Reduced Lunch	
Grade	Total	N	%	N	%	N	%
District Total	355,156	66,946	18.8%	51,691	14.6%	271,179	76.4%
Pre-School Ages 0-3	3,192	860	26.9%	984	30.8%	1,604	50.3%
Pre-School Age 4	14,300	3,876	27.1%	2,007	14.0%	9,169	64.1%
Kindergarten	24,241	5,913	24.4%	2,119	8.7%	15,284	63.1%
First Grade	24,526	6,159	25.1%	2,586	10.5%	18,311	74.7%
Second Grade	24,766	6,866	27.7%	2,898	11.7%	18,817	76.0%
Third Grade	26,053	7,064	27.1%	3,370	12.9%	20,243	77.7%
Fourth Grade	25,871	6,555	25.3%	4,024	15.6%	20,333	78.6%
Fifth Grade	26,602	6,019	22.6%	3,968	14.9%	21,028	79.1%
Sixth Grade	27,442	5,199	19.0%	4,005	14.6%	21,772	79.3%
Seventh Grade	27,357	4,346	15.9%	4,431	16.2%	21,867	79.9%
Eighth Grade	26,073	3,248	12.5%	4,268	16.4%	20,749	79.6%
Ninth Grade	26,378	3,052	11.6%	4,362	16.5%	20,569	78.0%
Tenth Grade	27,515	2,873	10.4%	4,419	16.1%	21,735	79.0%
Eleventh Grade	25,904	2,492	9.6%	3,925	15.2%	20,401	78.8%
Twelfth Grade	24,936	2,424	9.7%	4,325	17.3%	19,297	77.4%

Note: "Economically Disadvantaged Students" come from families whose income is within 185 percent of the federal poverty line. The District formerly referred to these students as "Free or Reduced Lunch Eligible Students," and adopted the new term after the federal government, under the Community Eligibility Provision, funded breakfasts and lunches for all students if more than 40 percent of students qualify.

Note: "Bilingual" refers to the state definitions of students who are English learners.

School From Home Expenses - COVID-19

Created by: Alicia Martin, CPS parent

Duration of Research: 4 months

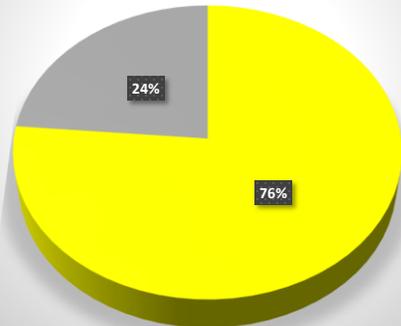
Mar-20				Apr-20				May-20				Jun-20			
Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total
1	PC	\$145.99	\$145.99	1	Highlighter	\$4.13	\$4.13	1	Pencils 150 ct	\$12.49	\$12.49	1	Printer Paper (Bulk)	\$16.18	\$16.18
1	Printer Paper	\$5.99	\$5.99	1	Printer Ink	\$45.99	\$45.99	1	Expo Markers, chisel tip	\$12.57	\$12.57	1	Staples	\$1.98	\$1.98
1	Expo Markers, Fine Tip	\$9.48	\$9.48	1	Expo Solution	\$3.49	\$3.49	1	Expo Markers, Fine Tip	\$8.93	\$8.93	1	Stapler	\$10.22	\$10.22
1	Planner	\$12.69	\$12.69	1	Sticky Notes (3pk)	\$12.00	\$12.00	1	Printer Ink (Color)	\$52.99	\$52.99	1	Paper Clips	\$4.99	\$4.99
1	Crayon (64 Ct)	\$2.99	\$2.99	1	Crayons 8 ct (2 pk)	\$2.74	\$2.74	1	Printer Ink (Black)	\$38.99	\$38.99	1	Tape Dispenser	\$3.98	\$3.98
1	Pencil (150 ct)	\$12.49	\$12.49	1	Tape	\$7.09	\$7.09	1	Crayola School Supplies	\$14.99	\$14.99	1	Pens	\$6.99	\$6.99
1	Sticky Notes (3 pk)	\$12.00	\$12.00	1	Pens	\$6.99	\$6.99	1	Thumbtacks	\$10.69	\$10.69	1	Construction paper	\$4.96	\$4.96
1	Expo Markers, Chisel Tip	\$10.00	\$10.00	1	Correction Tape	\$5.48	\$5.48	1	Crayon Kit	\$23.60	\$23.60				
1	Dry Erase Boards	\$21.83	\$21.83	1	Paper Clips/Binder Clips	\$8.25	\$8.25	1	Stapler	\$10.22	\$10.22				
1	Erasers (12pk)	\$7.30	\$7.30	2	Copy Paper	\$6.00	\$12.00	1	Correction Tape	\$5.48	\$5.48				
1	Chair	\$59.82	\$59.82	2	Printer Ink	\$65.89	\$131.78	2	Crayon (64ct)	\$2.99	\$5.98				
1	Desk	\$59.00	\$59.00												
1	Printer Ink	\$45.89	\$45.89												
1	Printer	\$69.99	\$69.99												
2	Resource Stickers	\$10.23	\$20.46												
Total				Total				Total				Total			
\$495.92				\$239.94				\$196.93				\$49.30			

Provided are the unexpected expenses incurred during the duration of CPS home learning. While every household is different, the fact remains that extra funding is needed while the children are required to conduct their educational experience from home. That is why I am proposing that each student receive an educational stipend of at least \$500 per quarter for the duration of CPS learning from home. These funds are absolutely necessary for low/middle income homes. The purpose of the stipend is to ensure that the children will receive the essentials they need, just as they would in a formal classroom setting. The data provided is real and reflects actual cost of supplies and equipment purchased before tax.

Grand Total: \$928.09

CPS Economically Disadvantaged Students

- Percentage of CPS students that come from families whose income is within 185% of the federal poverty line in the 2019-2020 school year
- Percentage of CPS students that come from families whose income did not fall within 185% of the federal poverty line in the 2019-2020 school year



School Supply Expenses from March-June 2020

