

CHICAGO PUBLIC SCHOOLS  
FY2013 SUPPLEMENTAL CAPITAL BUDGET

PUBLIC HEARING

Wednesday, April 17th, 2013

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-mentioned matter held at  
Malcolm X College, 1900 West Van Buren Street,  
Chicago, Illinois, commencing at 6:00 o'clock p.m.

PRESENT:

Ms. Ginger Ostro

Ms. Mary De Runtz

Mr. Simon Minching

Ms. Raquel Cabrera

Reported by: Tracy Jones, CSR, RPR, CLR

Lic. No.: 084-004553

1 (Whereupon, the following  
2 proceedings commenced at  
3 10:01 o'clock a.m.)

4 MS. OSTRO: Welcome to everyone. My name is  
5 Ginger Ostro. I'm the Budgets and Grants  
6 Officer for Chicago Public Schools. We welcome  
7 you this evening to our FY2013 Supplemental  
8 Capital Budget Public Hearing.

9 We have for our audience members a sign  
10 language interpreter. We also have a Spanish  
11 interpreter if you need.

12 THE INTERPRETER: Raquel Cabrera.

13 (Spanish language.)

14 MS. OSTRO: Thank you.

15 And I will turn it over to Simon to  
16 give the ground rules for the public hearing  
17 this evening before I go through a short  
18 presentation.

19 MR. MINCHING: The hearing will begin with a  
20 brief Powerpoint presentation followed by a  
21 public comment period. All those wishing to  
22 speak are asked to please sign in from 5:00 p.m.  
23 to 6:30 p.m. on the speaker sign-in sheet.  
24 Please note that no one will be able to sign in

1 after 6:30 p.m.

2 Those who have registered to speak will  
3 be given an opportunity to ask questions or make  
4 a statement for two minutes on topics limited to  
5 the capital budget. If any speaker has a  
6 follow-up question, we ask that they please  
7 speak to CPS staff members who will be on site  
8 to help you follow -- fill out a follow-up card.

9 This public hearing is scheduled to  
10 conclude at 8:00 p.m. or after the last speaker,  
11 whichever is earlier.

12 MS. OSTRO: Thank you very much.

13 We would like to present to you this  
14 evening a brief description of what's included  
15 in the supplemental capital budget. But let me  
16 first begin by describing why we're doing a  
17 supplemental capital budget.

18 This budget is on top of the funding  
19 that was appropriated earlier this year by the  
20 Board in its November Board meeting. These are  
21 projects that must be completed before the start  
22 of school next year and that were not included  
23 in that budget because we did not know about  
24 them at the time that budget was adopted.

1           We are including these now because the  
2   FY14 capital budget won't be completed until  
3   August, which would be too late for us to  
4   complete the work -- the summer work that's  
5   required.

6           The proposed supplemental budget is  
7   \$363.7 million, and the projects fall into two  
8   categories. The first is school action related  
9   projects -- we'll go through what each of these  
10  categories are -- and the second are  
11  time-sensitive district priorities.

12           If -- The next slide takes you through  
13  a summary of the total funding. You see that  
14  about \$330 million are CPS-funded projects, and  
15  an additional approximately \$34 million are  
16  funded by TIF funds outside of CPS.

17           The first major category is investments  
18  in welcoming buildings. This is \$155 million  
19  that we will provide to buildings welcoming  
20  students from closing or consolidating schools.  
21  Among those investments are air conditioning in  
22  every classroom; a library in every school;  
23  computer labs as needed for programming; new or  
24  upgraded technology such as expanded Internet

1 bandwidth; security and safety supports like  
2 alarms and entry screening equipment.

3           You can see the other items that are  
4 being provided to welcoming buildings as you  
5 look down the list, including new iPads for  
6 students in grades 3 through 8.

7           Next, we'll be providing \$51 million in  
8 investments in schools that are co-locating. In  
9 those buildings, students will get air  
10 conditioning, new libraries, building  
11 infrastructure, and IT upgrades. Plus you can  
12 see additional science labs, computer labs, art  
13 rooms, and lunchrooms.

14           The next major category is turnaround  
15 investments for \$11 million. These students in  
16 these schools will benefit from building  
17 repairs, ADA accessibility, IT upgrades, and air  
18 conditioning in all classrooms.

19           The next category of schools receiving  
20 support are 18 district schools that will  
21 receive air conditioning, IT upgrades, cosmetic  
22 improvements, and building repairs.

23           In addition to the building  
24 investments, we are focusing on expanded

1 programming as well and building supports for  
2 those including \$15 million for new  
3 international baccalaureate programs, where  
4 we'll be providing renovations to science and  
5 computer labs as well as ADA modifications.

6           Next, to implement the new full-day  
7 kindergarten policy, we will be providing  
8 \$15.4 million in upgrades to buildings to add  
9 full-day kindergarten classrooms. In total,  
10 we'll be providing full-day kindergarten for  
11 over 30,000 students next year.

12           That's a brief overview of the projects  
13 that are included in the capital budget.

14           I would like to talk just for a moment  
15 about the time line and next steps.

16           These projects, again, because they are  
17 time sensitive, will begin this summer, and  
18 planning will begin immediately upon Board  
19 approval. It is targeted for the April 24th  
20 Board meeting. We expect work to be completed  
21 in early August in time for next school year.

22           The Public Building Commission is  
23 carrying out these projects, which allows CPS to  
24 focus on the education process rather than on

1 construction.

2 We've highlighted here for you some of  
3 the advantages of using the Public Building  
4 Commission for the construction process, and you  
5 can see it includes savings, 50 percent of the  
6 work being done by city residents, and it  
7 includes hiring requirements for CPS students as  
8 well.

9 So if you would like more information  
10 about the capital budget or to look at specific  
11 projects, please look at our website at  
12 [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan), and there you'll see an  
13 interactive website that allows you to select  
14 schools, look at projects, and see detail on  
15 each of the -- each of the projects that we have  
16 proposed.

17 That concludes the presentation. We're  
18 now open for public comment.

19 At this time, we have no speakers  
20 registered. We will keep the speaker list open  
21 until 6:30 should anyone wish to make a comment.

22 (Whereupon, a short break was  
23 taken.)

24 MR. YEBOAH-SAMPONG: My name is Senah

1 Yeboah-Sampong, and I'm a journalism student  
2 from Columbia College, Chicago. I can spell  
3 that for you.

4 I was wondering how were each of the  
5 schools' financial needs estimated prior to this  
6 stage of the process?

7 MS. OSTR0: So for each of the capital  
8 projects, these are building projects that we're  
9 working on. And for each of the projects, we  
10 identified the work that needed to be done, and  
11 we have people that do an assessment of how much  
12 that would cost.

13 MR. YEBOAH-SAMPONG: Is it okay if I record  
14 this? I know it's an open meeting, but I felt  
15 like I should say something first. I haven't  
16 started recording, but I was wondering if I  
17 could.

18 MS. OSTR0: I think that's okay.

19 Does anyone have any objections to him  
20 recording?

21 (No response.)

22 MR. YEBOAH-SAMPONG: The recorder is on, just  
23 so you know.

24 So I'm also wondering, like, what role



1 that the schools had -- whether or not they had  
2 a role in helping to estimate their budgetary  
3 needs. Because I know they all got different  
4 portions, but some of them have the same type of  
5 project going on.

6 MS. OSTRO: The projects are really estimated  
7 by professionals in terms of what the  
8 construction costs will be required. And so  
9 that's how the estimates are developed.

10 MR. YEBOAH-SAMPONG: At this point, have any  
11 contractors been selected; or are they -- has  
12 the bidding process begun? Or has anybody been  
13 selected?

14 MS. OSTRO: So as I outlined in the  
15 presentation, the work is being done by the  
16 Public Building Commission, and so that will  
17 allow us to focus on education -- us being  
18 CPS -- to focus on education aspects, and the  
19 Public Building Commission will handle the  
20 construction projects.

21 MR. YEBOAH-SAMPONG: Can you please tell me a  
22 little bit about some of the new curriculum  
23 materials that are going to come into use in the  
24 fall.

1 MS. OSTRO: Actually, that's outside of my  
2 expertise. So I wouldn't be able to speak to  
3 the content of the materials. We can provide  
4 additional information on our website on that  
5 for you.

6 MR. YEBOAH-SAMPONG: I would also like to  
7 know, will there be anybody from CPS working  
8 alongside the schools to ensure that this  
9 process on all of these projects move along  
10 smoothly, to act as some sort of intermediary?

11 MS. OSTRO: Yes. We will check with the PBC  
12 on projects.

13 MR. YEBOAH-SAMPONG: Do you know if anyone  
14 has reached out to the PBC yet or any person is  
15 being considered for that role to fill any of  
16 those positions?

17 MS. OSTRO: I'm not sure I understand your  
18 question.

19 The Public Building Commission manages  
20 construction projects for Chicago Public  
21 Schools, and we regularly interact with them.  
22 So we will continue that existing relationship.

23 MR. MINCHING: 30 seconds.

24 MR. YEBOAH-SAMPONG: What about the school

1 co-locations? Was the number of students going  
2 taken into consideration before the budget  
3 estimates were made?

4 MS. OSTRO: The projects are estimated based  
5 on the construction costs that are needed in the  
6 schools. I'm not sure how the number of  
7 students impacted those estimates. We can  
8 certainly find that out for you.

9 MR. YEBOAH-SAMPONG: Okay. Can I please get  
10 your name for the record and how to spell it.

11 MS. OSTRO: Sure. My name is Ginger Ostro,  
12 O-S-T-R-O. I'm Budget and Grants Officer for  
13 Chicago Public Schools.

14 (Whereupon, a short break was  
15 taken.)

16 MS. OSTRO: The time is now 7:00 o'clock. We  
17 have no further requests for public  
18 participation.

19 We will adjourn the hearing. We thank  
20 everyone for being here tonight and appreciate  
21 your participation.

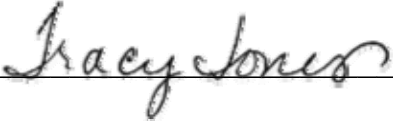
22 The hearing is adjourned.

23 (Whereupon, the Public Hearing  
24 adjourned at 7:00 o'clock p.m.)

1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4

5 I, TRACY JONES, being first duly sworn,  
6 on oath says that she is a court reporter doing  
7 business in the City of Chicago; and that she  
8 reported in shorthand the proceedings of said  
9 Public Hearing, and that the foregoing is a true  
10 and correct transcript of her shorthand notes so  
11 taken as aforesaid, and contains the proceedings  
12 given at said Public Hearing.

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TRACY JONES, CSR, RPR, CLR  
LIC. NO. 084-004553



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