CHICAGO PUBLIC SCHOOLS

PUBLIC HEARING

PROPOSED FY19 CAPITAL PLAN

Held on

Thursday, July 19, 2018

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled matter, held at Kennedy
King College, 740 West 63rd Street, Chicago,
Illinois, commencing at 6:00 o'clock p.m.

PRESENT:

MS. MARY De RUNTZ, Deputy Chief, Capital
Planning and Construction

MS. HEATHER WENDELL, Director of
Budgeting

MS. MEGAN HOUGARD, Chief of Network 11

MS. CHERYL WATKINS, Moderator, Chief of
Network 13

Reported By: April T. Hansen, CSR, RPR
License No.: 084-004043
Good evening, everyone.

MEMBERS OF THE PUBLIC: Good evening.

MS. WATKINS: Thank you for that. I appreciate it. My name is Cheryl Watkins, I am Chief of Network 13.

On behalf of Felecia Sanders, who is Chief of Network 9, in her absence; and on behalf of Jeff Days, Chief of Network 12, in his absence; and on behalf of Megan Hougard, Chief of Network 11, we welcome you.

This is the Capital Plan Hearing. I want to let you know who's in the room on the Chicago Public Schools' side, and then introduce a couple of people to you and then we're going to jump right in.

So we have Mary De Runtz, who is to my left. And Mary is the Deputy Chief of Capital Planning and Construction. Seated next to Chief Hougard is Heather Wendell, and Heather is the Director of Budgeting. In our audience we have Barbara Williams, who would like to say what she's here to support.

MEMBER OF THE PUBLIC: Oh, I'm the sign language interpreter, and if there are any deaf
people here, I'm here to interpret for them.

    MS. WATKINS: Thank you for that. And we also want to acknowledge Alderman Moore who is seated here. Alderman.

    ALDERMAN MOORE: Thank you.

    MS. WATKINS: You're very welcome.

    I'm going to ask that Megan come up and give just a little bit of overview about the Capital Plan Hearings. You will see me at some point, if you are speaking. You will see me hold up a "20 seconds" sign, and then a "time is up" sign, in hopes that you are able to get things out that you need to get out. You will have a presentation, so we're just going to go straight ahead through.

    MS. HOUGARD: Thank you, Dr. Watkins. I would like to still claim her as being a former Deputy Chief of Network 11. We like to keep our people close.

    Thank you all for joining us this evening. So as you know, we'll begin at 6:00 p.m. and we will end promptly at 8:00 p.m. or when the last speaker has concluded, whichever is earlier. Those who signed up to speak will be given an
opportunity to make a statement of up to two
minutes until the meeting is adjourned.

Speakers will be called in the order they
signed up. Speakers will be limited to the topics
related to the Capital Plan. Speakers are asked to
limit their comments to two minutes so that
everyone would like to speak will have an
opportunity to do so. As Dr. Watkins referred to,
we will have signs.

And then when multiple speakers from the
same organization or school are listed, only one
member per organization or school will be allowed
to speak regarding the same issue.

If the speaker has a follow-up question,
we ask that you please speak to CPS staff members.
We will be on site to help you fill out follow-up
cards. The full Capital Plan is on the CPS
website. You can provide feedback or leave
questions on the website. We will provide that on
the screen, but visit CPS.edu/capitalplan for
additional details.

We will now proceed with the
presentation. Thank you.

MS. De RUNTZ: Thank you, Megan.
I'm Mary De Runtz, I'm the Deputy Chief of Capital Planning and Construction, so thank you for coming out tonight and we will start with our presentation.

The CPS Capital Budget funds long-term investments in the District such as the construction of new schools, repairs and renovations to existing schools, and other major projects.

CPS's FY19 Capital budget is funded through bonds issued by the District and funding from outside sources, and provides capital projects to over 150 CPS schools.

Improvement in CPS financial health is providing greater access to capital funding in FY19. To build on the record setting academic progress that has earned national recognition for Chicago Public Schools, CPS is investing $989 million in capital funding for FY19, an increase of $853 million over FY 2018 capital budget and the largest single year capital plan in more than two decades.

Education investment highlights include state-of-the-art high school science labs, high
speed internet access and devices, expansion of free full-day pre-K, IB, STEM, Magnets, and Classical ed expansion programs.

there are three key academic initiatives that support our optimal learning, and that's one is warm, safe, and dry, which is deferred maintenance; education programs; and overcrowding.

A prioritized list of critical building needs to support academic initiatives. Mechanical systems such as heating, ventilation, and air conditioning and controls, building envelope, roof, masonry, and windows, represent 90 percent of the capital building needs in our District.

We also have safety, which is fire alarms, security, security cameras, playgrounds needing repairs and replacement, and other systems such as turf field, AC replacement, and pool upgrades.

Critical building needs are geographically diverse and include all SQRP levels. Education programs and enrollment provide capital investment opportunity.

Going back to our initial side when we talked about the three initiatives, you can see
them across here. Warm, safe, and dry, education programs, and overcrowding.

The opportunity for warm, safe, and dry is to prioritize our critical needs. We have a $1.8 billion critical needs in our District. Academic capital investments include IB, STEM, Magnet, pre-K, modernized computing and military. And overcrowding is to provide space for overcrowded or soon to be overcrowed schools.

You want to jump down to tactical and key considerations, which ensure we address life, safety, and environmental concerns, and warm, safe, and dry. Academic research suggests well-maintained and well-equipped school buildings support learning. Under education programs, technical and key consideration. Ensure programs such as the science STEM labs, art, music rooms, facility renovations. Opportunity for Magnet or IB, and the one-to-one computing. And then overcrowding, invest in schools that are experiencing overcrowding and projecting future growth.

FY19 finance plan covers capital expenditures projected through the majority of FY
2020. These are a list of the bonding funding sources, and they equate to $989 million.

The FY 2019 capital budget includes $989 million for facility needs, programmatic investments, overcrowding relief, IT, security and building system investments, site improvements, capital projects support services, contingencies for additional outside funded projects. It's the largest single year capital investment in our schools in over two decades.

The FY19 capital budget includes $336 million for facility needs such as exterior envelope projects, roofs for example, mechanical, and maintenance projects.

The budget also includes $339 million for programmatic improvements such as new schools, state of the art high school science labs, expansion of free full-day pre-K, and the IB, STEM, Magnet and Classical expansion.

The FY19 capital budget includes $138 million to overcrowding relief at five schools. The budget also includes $88 million for investments in IT, security, and building system improvements, including $50 million in funding
towards District-wide one-to-one modernized computing.

The FY19 Capital Budget includes $46 million for site improvements such as space to grow, play lots, and turf fields. The budget also includes $25 million in support service to implement capital projects, $16 million in potential land acquisitions, and $1 million in contingency for additional outside funded projects.

Up here you will see a map. The FY19 capital expenditures are allocated in a way that supports students across all areas of the District. For example, state of the art high school science labs, high speed Internet access and devices, expansion of free full-day pre-K, IB, STEM, Magnet and Classical expansion. So these dots represent where the programs that we just listed are located.

And that concludes the presentation.

Thank you.

MS. WATKINS: So we are at the public comment portion of tonight. What we will do is we'll call your name. You actually have cards that have your number on them, and right now we have someone who is retrieving the rest of the speakers, if indeed
there are more. Right now there are 11.

I think it would be beneficial if you would come up in groups of four. So speaker 1, 2, 3 and 4 would be in line, and then we will call the next ones.

So remember you will have two minutes, and you will get some little flashes of paper that say "1 minute," "20 seconds," and then "time is up" from me, and I'll just be seated right there.

The first speaker is Royce Cunningham, and may I say that your printing is beautiful. From the educator. So you can step right up to the microphone there.

MEMBER OF THE PUBLIC: Thank you so much.

MS. WATKINS: Behind Mr. Cunningham is Sarah Rothschild, Gerald Johnson, and Natunji West.

Ms. West, I did pronounce that correctly?

MEMBER OF THE PUBLIC: No.

MS. WATKINS: No. She said no. Come on, tell me what it is? I want to get it right.

MEMBER OF THE PUBLIC: Natunji.

MS. WATKINS: Natunji. Thank you. So you are speaker No. 4, so if you can line up in that order. Speaker No. 1, Royce Cunningham; speaker No. 2,
Sarah Rothschild; speaker No. 3, Gerald Johnson; and then speaker No. 4, Natunji West.

Now I see five to be up there, coming up there. Mr. Johnson? Somebody is Mr. Johnson?

MEMBER OF THE PUBLIC: Yes.

MS. De RUNTZ: Okay, there we go.

MEMBER OF THE PUBLIC: It's two Johnsons, one is Gerald and one is Darryl.

MS. WATKINS: This is Gerald.

MEMBER OF THE PUBLIC: Just clarifying.

MS. WATKINS: Okay. So I'm going to -- don't start talking yet. I'm going to sit down with my timer, and then -- so actually Megan is going to time you, which I just love.

You may begin.

MR. CUNNINGHAM: Good evening, everyone. You guys hear me okay? I'm Royce Cunningham, and I am the vice chair of the Dolittle LSC, and I am the community representative on the LSC.

I'm speaking on behalf of the Dolittle students. Those families have had their third principal in four years. And I am also the director of the Real Men Breed program in collaboration with the neighborhood school and
Urban Rep Academy.

Those students are sharing some outdated technology, computers. With over 300 students in the building, they are down to 30 or 40 machines. Breaks my heart to see the classes where they are doubling up on computers.

It's imperative that this funding be used to modernize the technology within these schools, including Dolittle. Our students don't have the chance, if they are unable to compete globally, if they are not computer literate, it just won't happen. With our room read program, we want to read along with the students as they have their own computers as some of the fluent (inaudible) and when that end.

So in closing, please ensure that the proper financial resources are allocated to the schools such as Dolittle to make sure that these students, that these neighborhood students, become neighborhood leaders. We can't do it without the proper resources. Thank you so much.

MS. WATKINS: Thank you, sir.

Ms. Rothschild.

MS. ROTHSCILD: Hi. I work for CTU, and I was
the institutional liaison to the Chicago
Educational Facilities Task Force for the years
that that was in effect, and helped write the bill
that oversees facility planning and spending
management in CPS.

And this is one more example, year after
year, of gross violation of the law and complete
reckless spending and it's completely inequitable.
You haven't done any facility needs assessment
since 2014, so you don't even know the condition of
your buildings. There is no facility master plan
for the District, which is in complete violation of
state law. Why are you building annexes when there
are nearby schools with under enrollment and you
could just (inaudible).

Waters Elementary in Lincoln Square is
right next to Albany Park, which is losing students
because of charter expansion and because of
unaffordable housing issues. Children in Albany
Park are doubling up in their classes. They're
having to split level reading classes, and you're
giving annexes to wealthy schools just east of it.
That's completely inequitable.

Our neighborhood schools are crumbling.
They're full of rodents and infested. Yet you're spending millions in programmatic investments in elite tactical schools for the top students. There are only three reasons schools ever get capital support in Chicago: Gentrification, school actions, and political clout. You're holding our schools hostage for the benefit of developers and to get the Mayor's supports reelected.

CPS should not move forward with this Capital Plan until it complies with state law and completes a comprehensive and democratically developed educational facilities master plan.

MS. WATKINS: Thank you.

Mr. Johnson.

MR. JOHNSON: That's tough to follow.

Hi. My name is Gerald Johnson, I'm the co-chair of the Devon High School LSC. I'm here with our other LSC members. Devon High School is a small high school on the southeast side of Chicago. Small is not bad for us because all the teachers know the students' names and we have a very thriving community. We just recently ordered a contract for the principal, Principal Horton, and she has provided a very strong vision and dedicated
energy to where the growth of the school is heading to.

Devon has a pre-energy program and working machine shop, which is something unique to the schools in the area. We are expanding with the number of advanced placement classes and what we are doing is changing our environment and ensuring we're reflecting positive messages through our parents, through facilities, and the attitude of teachers, staff, and parents.

One of the things I didn't hear addressed, maybe you can address this at some point later, is when does the program start. When do you actually start spending, when will you actually start seeing the facilities change.

And the second thing, question posed, also is who and how were the schools selected to determine where these resources would go to.

That's all I got.

MS. WATKINS: Thank you so much.

Ms. West.

MS. WEST: Hello. I am the LSC chair for Bronzeville Scholastic Institute, and I'm here to speak on behalf of the school because we are a
boutique school. We are in the building of DuSable High School, which is a historic building. It does need upgrading, because I've been in the school with my kids between the two, like, six years, and there hasn't been any improvement in the building at all. It's crumbling. And our kids need -- our kids needs to be able to compete with the rest of the world. And we're an IB school. So if we don't have those resources and equipment to compete, how can our kids even, as an IB school, how can they compete with the world like they're supposed to. They can't without the resources.

Thank you.

MS. WATKINS: Thank you very much.

I would like to now call Mary Long, speaker No. 5. Hannah Hayes, speaker No. 6. Keriesha Charleston, speaker No. 7. And Pamela Smith, speaker No. 8. So Mary Long, Hannah Hayes.

Are you Ms. Hayes?

MS. HAYES: Yes.

MS. De RUNTZ: Keriesha Charleston, okay. And Pamela Smith. Is Ms. Smith in line? Okay. There you are. Thank you. And there is one behind you? Okay, thank you. I just want to make sure I wasn't
missing anyone.

Please go ahead.

MS. LONG: Good evening. My name is Mary Long, and I'm president of the Sacred Ground Ministries and community partner with Hirsh High School. We partnered with Hirsh in 2012 and we've worked with the school administration since then providing mentorship, tutoring, social services, parenting support, volunteer support, and other services to the administration, staff, students of Hirsh Metropolitan High School. We know that you can't do it all. We do our part as a community. But we need the support of the Board in order for our school to thrive.

I stand here representing a coalition of residents, business owners, students, and parents organized as the Greater Grand Crossing Strategic Implementation Team. Our goal is revitalization of our community and our neighborhood schools.

We need the Board to end the neglect we suffer under. As I review your 2019 financial plan, there are no plans to provide the Grand Crossing community with the upgrades we need to provide a quality education and our neighborhood
schools.

We hear repeated questions. The community wants to go to Hirsh. That why should I send my child to Hirsh? Well, we answer loudly, the residents of Grand Crossing has signed almost a thousand petitions saying that they are tired of traveling to and from long distance trying to get their child to selected enrollment schools, and that they would enroll in Hirsh High School when the Board funds advanced placement classes and qualified instructors, institute first responder academy, build a fully functioning school library, and provide a state of the art computer lab.

Student athletes will enroll when the Board funds a quality sports program with updated equipment and skilled physical education staff.

Students with technology --

MS. WATKINS: Ma'am, it's time.

MS. LONG: -- will enroll.

MS. WATKINS: Ms. Long, your time is up here.

Thank you.

MS. LONG: Can I get more one minute, please?

MS. WATKINS: No.

MS. LONG: Okay. So we are asking the Board --
MS. WATKINS: Ms. Long, I'm sorry, dear. Your time is up. We can only give two minutes per speaker. But you are welcomed to come afterwards to talk to the individuals who are representing here. So thank you so much.

MS. LONG: Thank you.

MS. WATKINS: Yes, ma'am.

Ms. Hayes.

MS. HAYES: My name is Hannah Hayes, I'm the LSC community rep at Reavis Elementary Math and Science School. Like many schools in the south side, we have waited far too long for facility upgrades. In fact, we are called the math and science specialty school, but we don't even have a science lab. We virtually have no support with that title.

While our teachers do the best they can, we feel our students deserve more. Like other people were saying, I felt very dismayed when I first saw the Capital Improvement Plan because it seemed like there was so much new construction, building annexes, when there are so many neighborhood schools on the south side, like Reavis, that really need these repairs we have been
waiting for.

So we were notified that we are on the list for repairs, so I do want to read some of those off because I think these are shared by many schools on the south side.

So initiative science lab, which I think is (inaudible) for STEM schools. We have a lot of health-related things which are tied to mechanical repairs. Like air conditioners, like a lot of other schools that do not have air conditioning in working and we know that impacts our students' health and learning. The gym is so badly in need of repairs. We have mold coming from the ceiling. Our plumbing is over 50 years old. There have been very few updates. The faucets leak, so the bathrooms are sometimes full of water and not useable. Our engineer reported that our hot water system, the circulating pump, the ventilation system all is in need of repairs.

Our security system is so old that it's pretty useless. So when you go to look at a picture from the camera, you can't even see anything, who is what. Our engineer also pointed out that LED lamps would be very cost effective.
There's other things. But I want to say
I think the previous speaker wanted to say is that
we really hope that this Capital Improvement Plan
will benefit neighborhood schools on the south side
that have been overlooked for so long.

MS. WATKINS: Thank you.

MS. CHARLESTON: Yes. In 2013, 50 schools were
closed on the south and west sides, and those
children look like me. And now, five years later,
there are still schools that are on the south and
west side that are not getting money. I do not
understand why the Board continues to give it to
affluent schools and not the neighborhoods that
need it.

It doesn't make sense that the way you
can get a fair education with the Board is either
the way you look or where you live. And that is
not fair.

MS. WATKINS: Thank you.

Ms. Smith.

MS. SMITH: I live in the 7th Ward. This
budget disproportionately favors the north side
Magnet, selective enrollment schools, whereas
schools that service black and brown students are
undercut and under funded.

For instance, in the one the heating is sub par. The heating is either 100 or off on there and the children and adults suffer nose bleeds. Or faulty outlets, crumbling windowsills, things of that nature. Security cameras that do not work.

We need support. We need resources for all, all students, in the City of Chicago. And we need an environment for all our students to be educated. That is conducive to learning. Thank you.

MS. WATKINS: Thank you.

Speaker 9, Debra Hass. Speaker 10, Mr. Curtis, last name Bynum?
MR. BYNUM: You got it right.
MS. WATKINS: Thank you, sir.

Ms. Edwards? I can't read the first name.
MS. EDWARDS: Yletha.
MS. WATKINS: Ms. Yletha Edwards, speaker 11.

And Jose -- is it Requene?
MR. REQUENE: Requene.
MS. WATKINS: Okay. Thank you. Speaker 12.

You may begin.
MS. HASS: Good evening. I'm Deb Hass, speaking for Raise Your Hand for Illinois Public Education. Regarding (inaudible), how did CPS come to a decision? Where is the transparency? How is it laid out to the public? To have a fair framework based on needs, how did CPS engage the community on these decisions?

CPS did not update their facility assessments as required by law in 2017. This information is vital to the public and to having a solid plan. We are not against any school getting the necessary repairs and upgrades they need. Most schools have waited far too long for facility upgrades from CPS.

What we are asking is for information on how CPS chooses who has to wait and who doesn't. Parents, schools, and the public deserve the right to know this, and a more equitable framework where every school that has a crumbling roof or failed plumbing system is considered equal and worthy of capital dollars. (Inaudible) CPS has $3 million in unmet capital needs for their existing buildings, but 60 percent of their capital budget since 2011 spent on new construction or new programming. In
this budget, 33 and 36 million is going to needs at
existing schools, and 600 million is going to new
collection and programs.

Why is CPS spending so much on new
collection when basic needs aren't being met? We
think CPS should halt new construction until they
improve their practice of community engagement and
transparent governance and should value the needs
of all students equally.

CPS must provide a transparent
explanation to the public on what factors they use
to determine which schools are priorities and which
schools get passed over for improvements. By law,
CPS is supposed to adhere to a long term facility
plan in developing with robust community input
regarding our students. When hundreds of millions
of public dollars are expended with no transparency
about the process and no oversight, that's a
problem. The CPS unelected Board of Education
should not vote on a capital plan, but instead
should engage in a transparent equitable process to
determine capital projects.

MS. WATKINS: Thank you.

Mr. Bynum.
MR. BYNUM: Yes, good evening. So real quick, it just doesn't make sense. I'm looking at that a total of $564 million is being spent. And out of that, 40 percent of that money is being spent on the north side. Okay, that's fine. New math, I get it, all right. But I want to say this point to it. We are going to have an election coming 2019 and we know where this falls. This is clearly the mayor's doing. So if the mayor doesn't see an investment in this community, it's high time that fool is out of office.

MS. WATKINS: Ms. Edwards.

MS. EDWARDS: Good evening. I am Yletha Edwards. I'm a citizen of the south side Shore Community. I am a teacher at Walt Disney Magnet School, which is on the north side. My school is great. We have great resources.

But I'm here because I'm concerned. I'm concerned about the dis-investment in certain communities and the prioritizing of funding in the north and central communities versus the south and west communities. This message has been ringing clear all night long.

Where I live schools are lacking
resources. I'm again concerned about this. The south and west side schools has been always under this mayor's misleadership are again being shortchanged. The CPS CEO has called smaller projects on the south and west sides in an equity effort, but I think we know they are in fact racist, classist, inadequate, and unfair. When it's time for me to, of course, send my child to school, I want a quality education for my child. So we need an elected school board. We need to invest in all students and all schools so receiving an education that is fair for everyone. And parents can feel good about sending their child to a quality school for a quality education.

MS. WATKINS: Mr. Requene, good evening.

MR. REQUENE: Thank you. I'm Jose Requene, I'm a teacher assistant at Edwards Elementary. I want to say my school is very fortunate. We're one of the the schools that had an annex added to their building, and it really alleviates our overcrowding issue. It replaced four outdoor classroom modules and satellite campus and it created a much better culture, a lot more morale within the school.
Parents now drop off and pick up their kids with a lot more comfort and a lot more pride.

But we have to be really honest about why we got that annex in 2016, and that's putting political pressure on Edward Burke, one of the longest serving aldermen in the City of Chicago and chair of the finance committee.

It was not an easy fight. Not every one of the staff or faculty, parents or their children, enjoyed this victory were able to stay on or get credit for this. But the truth of these capital budgets in Chicago is that they're political budgets where the people on top pick the winners and losers based on their immediate political calculus.

The politics of Eddie Burke and, you know, other people. Joe Berrios would push back on the scrutiny that his office received. However, we saw that, you know, the people of Chicago wants to hold him to account and his office.

And -- I'm sorry. So I just want to say to the citizens of Chicago, look to the finance committee, to the aldermen that are going to be running in 2019. Look to the leadership of the
finance committee, look at people whose tenure has been around since Daley the first, since Mayor Sawyer, since Harold Washington. Eddie Burke was actually very active during Harold Washington's tenure. He was there for Daley the second, and now this other guy.

So who created the political culture that favors these political budgets? And that's what I would like everyone to think about when they go vote in February 2019. Thank you.

MS. WATKINS: Thank you. Speaker 13, Guadalupe Valerio. Speaker 14, Mayra Cuevas.

Am I pronounce that correctly?

MS. CUEVAS: Yes.


Are you Ms. Harper at the end?

MS. HARPER: Yes.

MS. De RUNTZ: Okay. So go ahead, Ms. Cuevas.

MS. CUEVAS (Through Interpreter): Good afternoon. My name is Mayra Cuevas and I'm a president of the LSC and I'm here representing the school Henry Clay.

And I'm to ask that the school gets
reparations. We have broken roofs, the bathrooms need sanitation, and the kitchen. We don't have air conditioner. The floor of the playroom is broken, we have had lot of accidents because the floor is broken, then the kids have broken their arms and their legs. The gym's roof is falling, especially when the kids exercise.

The windows of the classrooms are old and they also need reparation. The restrooms of the girls, the girls' restrooms don't have doors. And we special request is that our buildings are in good condition to represent our students.

MS. WATKINS: Thank you.

MS. CUEVAS: That's all.

MS. WATKINS: Thank you.

Ms. Evans?

MS. WICKUM: Good afternoon. My name is Latoya Wickum (phonetic) and I'm a student or former student at Henry Clay, and now I'm a current student at Gwendolyn Brooks.

I want to go for Gwendolyn Brooks first.

Most of the money goes to the sports department which I don't think is fair because the arts department is messed up right now. It's always
been torn up, kids are tripping. We don't have proper instruments. My teacher has to spend money from his own pocket to repair instruments. Which, I mean, some people go for the profession of the arts, and I don't think that is fair that just athletics is supported. We ask what you spent your money on.

So Clay, some things she didn't touch. I'm a woman, I have something come every once in while at the end of the month. I know you guys can't provide that, but I would like if you guys put like a metal bin to support stuff. Because I'm sick and tired of girls throwing them up in the air or trying to flush it down an already broken toilet.

And the cafeteria, our school is like 100 years old, I think 101 now, and we have old pipes. Our, like, our walls are chipping. The playground, kids, their school is on top of the slide, kids stick their head up like because they're younger. The towels from the playground are also like falling off. Kids trip, there are accidents every day. I don't think that's good. It's not safe.

From you what guys keep talking about,
that it's warm, safe, and dry. I don't think it's
ture when water leaks down from the gym. So I
wouldn't like this to be like a joke type of thing,
but I guess that's what the Board of Education
thinks of it.

MS. WATKINS: Thank you.

Ms. Harper.

MS. HARPER: My name is Tiffany Harper, I'm a
fifth grade gifted teacher at Beasley Academic
Center on 52nd and State Street.

Beasley used to be that light that shown
bright right across the street from the Robert
Taylor Homes back in the day, and I wish I could
have taught during those times. Beasley today,
that light is kind of dim. In fact, it's almost
made a 180 degree turn from the Beasley that I'm
constantly hearing about.

We have no playground, no music teacher,
yet we have this beautiful music room with all of
these instruments. We have a lovely industrial
arts room, yet no industrial arts teacher. In
fact, this room is used to hang up coats and
book bags.

We have a library but there is no
librarian, no library teacher, no library resources. We have a dance room, yet there is no dance teacher. In fact, due to the behavior, the students thought it was a good idea to go in the dance room and shatter the mirrors.

I am a fifth grade gifted teacher and the gifted program there is actually dwindling. We have no gifted curriculum. We have no curriculum. This past year, thank God for donors' shoes and other companies that feel our pain and generous donors outside of the educational realm, I was able to teach reading, math, through novel sets, Chromebooks, pens, pencils. The list goes on and on and on. I'm that teacher that walks into Office Depot and says, "Hi, I'm a teacher. Is there anything you can donate to my class? We have nothing."

I know about the great resources in the past because they're still in my room, dated 1988. Perhaps this panel could go back to the decision makers and relay the message to invest money to all students at all schools. And that map that you shown just a minute ago with the Chicago map with the dots? Perhaps maybe this little one
here can shade it all in blue so all schools receive what we need. Thank you.

MS. WATKINS: Thank you. May I just make sure? Ms. Henry, Kimberly Henry?

MEMBER OF THE PUBLIC: She's declining.

MS. WATKINS: She's declining. Okay. I just wanted to make sure I didn't miss anyone. Thank you.

We will start with speaker 17, LaTonya Gordon. Speaker 18, Brenda Pious.

Did I say that correctly? I hope I did.

MS. PIOUS: Pious.

MS. WATKINS: Pious, thank you. Speaker 19, Shakia Smith. And speaker 20, David Vanis.

MR. VANIS: I decline.

MS. WATKINS: And Mr. David Vanis. Thank you so much, sir.

Yes, ma'am.

MS. GORDON: Good evening. I grew up in the 9th Ward, I bought my home in the 9th Ward, I work in the 9th Ward, and I am a product of Chicago Public Schools.

So I think I have enough background knowledge to know what I have seen over the years.
I've been with Chicago Public Schools for over 20 years. I've been in many buildings from the south side to the east side to the west side. Never on the north side. The conditions and status of some of the schools, be it because they are closed or horrible in conditions, affect property values. I live in that ward, so it does affect my property value as well.

Schools are a reflection of the communities and the children that they serve. While my school is awesome, and it really is, it really is, it's a diamond in the rough so to speak, but all students should have access to the same resources that the 40 percent is going towards in the other communities. There is not only a racial divide but a classism divide that perpetuates segregation across the city that dates back years before I was even born, and I'm 45.

Just like they say cleanliness is next to godliness, a good clean environment with adequate and appropriate resources that are not outdated is crucial for a positive learning environment that affects our students. Thank you.

MS. WATKINS: Thank you. Ms. Pious.
MS. PIOUS: Hello, and thank you for the invitation to come and speak today. I'm the newly elected chair of Nicholson STEM Academy.

I'm not familiar with all of the concerns of the school, but I'm learning every day what those are. I know that security is an issue. An air conditioning unit and heating unit, and just other basic things that come with wear and tear of a building.

But I do stand in solidarity with everyone here who has spoken. I can appreciate your concerns, and I do stand with you and I thank you for the time.

MS. WATKINS: Thank you.

Ms. Smith.

MS. SMITH: Hello. My name is Shakia Smith. I am an educator, taxpayer here in Chicago, and product of Chicago Public Schools.

I think it unfair that I have had to travel to three different states in order to get a proper education because I can't get it here in Chicago. I think that it sets the students in my neighborhood at disadvantages that they can't receive the same resources as the students on the
north side and west side because they look like me and not like others. I just was hoping that you guys would really think about what is the right thing to do and not just what is your job, and make sure everybody is getting an equitable education and the funding they need.

Our students want to be successful just like you guys are sitting up here, and it's on and off and unfair that you just become a security at McDonald's or Walmart or chip policy. So I just request that you guys give our students the same type of funding that you would want your children to have.


Thank you.

MR. BROOKS: Good evening. My name is Rodney Brooks, I am the LSE chair of secondary at Cook, 8150 Bishop Street.

My concern is when I looked at the budget that -- I'm kind of echoing what most have spoken on this evening, that what is CPS doing to ensure
that not only money is being allotted to the
schools, but it's been allotted to those that need
it most. Again, thankfully we've had the fortune
to have Ms. Janet Jackson to come over to Cook in
2016 and she ensured that we got a science lab at
the school over the summer last year. Also,
currently, Spaces to Grow has helped to create a
new play space, a community space for us behind
Cook School that is in progress at the moment
through the work of our interim (inaudible)
Ms. Carol Short and the current, Dr. Esses.

But we are a long way from where we need
to be to ensure that our students are better
served. Bathrooms definitely are in disrepair.
And I am a proponent of the CPS school system. I
came from the school system, both elementary and
high schools.

But there is a piece that I feel is
missing in addition to the STEM that CPS is
pushing. There is an arts and music piece that I
think would go hand in hand with that STEM piece to
ensure a well-rounded student, well-rounded
children. And as a parent, speaking from
experience, I'm transporting my senior across town
to a selective enrollment school because the opportunities in the neighborhood, in the communities, just don't offer what I feel my child deserve as a student.

MS. WATKINS: Thank you.

Mr. Brunson.

MR. BRUNSON: Hello, everyone. I know all the money is going up north and other places like that and it's not enough going here. Now, I done have three choices of where to go. But I decided come with the (inaudible) and that's right here with these people right here. And I'm glad to see we have fellow teachers here, I have fellow members in red over here, and I see Action Now over here in blue. You're always heading down for our community and everything. So I want everyone to give everybody a hand who come up and stood up here with me, because this is where you're going to get things to work.

Now, I just wish I had been there when you put that budget together. Because I see you putting things in STEM. One thing about STEM is every time you think about STEM you think about computer programing and the IT and all of that.
But we need people, we need plumbers, we need carpenters, we need to work with leather. We need people who know how to build things so we can rebuild our neighborhood.

So I'm hoping that you can put some of that towards that and not everything towards computer. And that is one thing.

The other thing is I go to a lot of the schools around here, and I can tell you there are not enough adults in these schools. So if you can put some more money in things like restorative justice practices, and if you come, I can give you all the help you need on that. We need to be concerned about the conditions of our schools because there's too much violence in some of them. Kids are fighting each other. They are attacking our members. And we got parents coming in the school trying to settle scores.

So I need you to keep all these important things up front, okay. And the next time you all put a budget together, you all know how to get in touch with me. Call me, I'll help you out. Thank you very much.

MS. WATKINS: Thank you.
Mr. Ford.

MR. FORD: Good evening, ladies and gentlemen.

My name is Edward Ford. I'm a proud parent. I have a 5th grader now at (inaudible). Proud to say that every time I say it.

With that being said, for us outside on (inaudible) the board with this custody work out hard over there. They don't have much. I'm hoping that we get a lot and I'm hoping that they can start from working their way down to everybody on the south side to get that funding.

I'm not going to beat CPS up right now because the governor got to be got right now to pass a budget. And, you know, pass the budget now. So I know it put CPS in restraint about what you can and cannot do. But I do want to see some improvement, and part of me is coming up to see how well they do spend our money on our children and hopefully everything work out fine.

I don't want to say, like I say, I don't want to beat up on you all too much because you all just got the money and you all haven't placed it nowhere yet to our liking. So I want to see that first, and then I'll comment about the budget plan
itself.

MS. WATKINS: Thank you, sir.

Mr. Garza.

MR. GARZA: Hello, Dr. Watkins. Good to see you.

MS. WATKINS: Good evening.

MR. GARZA: I'm the LSC chair at (inaudible) and I came here to thank you because we are in line for new Internet upgrades and new computers and new iPads. We are not listed on the list of schools receiving it, but this is what I've heard. So I come here to thank you for that.

I'd also like to say that we need an updated playground. Our tiles are falling apart and it's a safety concern for many of the parents. And we need a new cafeteria. It's outdated and has many safety concerned associated with it.

So I'm hoping, if there is money that is rejected or not wanted from the north side, it would be channeled our way, because you can be sure we need that much.

And also, the vice chair at George Washington High School, and I came here to thank you for the work that's going to be done there.
We're getting new roof, which is fantastic. Our students are had to suffer from mold issues with the school for many years. And this came about because our students civics group engaged Board of Education on the roof, and it was great that they were heard and action was taken. So thank you for that.

We are also getting pool repairs, which we are grateful for, and a new science lab. So thank you very much for what you're doing for Network 13 in regard to (inaudible) and George Washington High School.

MS. WATKINS: Thank you. Now, speaker 25, Ms. Baker. I can't read the name.

Is that you? Tell me your name.

MS. BAKER: Sharon Baker.

MS. WATKINS: Sharon Baker.

MS. BAKER: Yes. I was scribbling, I'm sorry.

MS. WATKINS: I'm going to give you a D in handwriting.

MS. BAKER: And now that you said that, that's how our kids are because you all are not doing what you're supposed to be doing.

MS. WATKINS: I'm just playing with you,
Ms. Baker.

MS. BAKER: And I'm playing with you, too. I hope so because I say playing with you, it was just smoke.

MS. WATKINS: So wait, wait, wait. Hold on one second.

So speaker 25 -- that will teach me, I won't play with anybody else. Darryl Johnson is speaker 26. And Tanya Watts, you're speaker 27.

Go ahead.

MS. BAKER: Thank you. First of all, I want to apologize to you. I'm not saying it to be offensive, but that's how it felt. And second, to give me two minutes to speak is not enough.

First of all, we come here to come out because our kids are crying. You know, we on the south side. Look here. On the north side, they don't have to come out. And if you look at that budget, that budget is not for us over here. You pick out what you want and do what you want. Why don't you ask us? Have a round table and ask what we want.

These kids are crying for education. We got a budget from the year I was born, 1976. I
know the schools has still got to give us the chance to make it. The world is -- we want to be there to take care of our kids as well as you take care of yours. It takes a village to raise a child. We need it. We crying. Can you please help us.

MS. WATKINS: Thank you.

Mr. Johnson.

MR. JOHNSON: Good afternoon. My name is Darryl Johnson. I am the chairperson at Corliss High School. I'm also the parent of a senior at Corliss High School and a product of CPS.

I have a bunch of concerns. I know I only got three minutes. I heard some of the other speakers speak before me, and one of the things that I was taken aback by was when I registered my daughter in Corliss, there is a charter school in the same building. You know, you got a charter school, Corliss High School right there in the building. And I think that is a total disservice to the community, you know, to have those schools there together. You know, it makes no sense. They're in the same building. They got the same, you know, line going down the middle of the gym
where Butler got this side of the gym, Corliss got this side of the gym. They got a swimming pool that they talking about converting into a garden, you know.

I also heard somebody speak about technical stuff in schools. We need to get back to that carpenter, electrical work, brick laying, anything where a person can come out of high school and go directly to work. All of our children are not college bound. They are students, you know. It's a fact.

One of the things -- and another thing, I drove on my way over here I saw them breaking ground for this multitude high school over here right there in Roslyn where I went to high school at, and I can't understand what makes them think putting three high schools together in one building is going to work. You ain't going to have nothing but violence. You got kids crossing over into other areas, it's not going to work. I guarantee you within five years it's going to be an empty warehouse.

MS. WATKINS: Thank you.

Ms. Watts.
MS. WATTS: Good evening. My name is Tanya Watts. I am a (inaudible) of the 7th Ward, and I'm part of the LSC for Coles Elementary located at 8441 South Phillips.

My concern is that I've been on this LSC for a while I'm also a product of (inaudible) school. I don't understand how you all every year take away the budget for teachers or assistant principals. We don't have enough teachers to help teach the children what they need to learn and how they need to learn. So many children are in one classroom with one teacher. Teachers can't teach 50 children in one class. They don't have teachers since -- we don't have the proper supplies to help our kids get the education that they need. I don't know how that goes.

Also, I saw on the budget where you all are supposed to help with the parking lot or the areas. Kids trip, fall. It's unlevel. Our parking lot is not level at all. You have a hill on one side then you have a big huge pothole on the other side. So I just don't understand why they do that.

I just want to see our schools and our
kids get better funding, better education, just as
just the same thing everyone else is saying. It's
just not fair.

MS. WATKINS: Thank you.

That does conclude the public speaking
portion.

MEMBER OF THE PUBLIC: Can I sign up?

MS. WATKINS: I'm sorry. The sign up ended at
6:30.

MEMBER OF THE PUBLIC: (Speaking Spanish).

MS. WATKINS: So thank you all for coming. I
am again speaking on behalf of all of the chiefs
for the networks when I say we really do appreciate
you coming. I know that if you have further
comments, I'm not sure if there are -- if there are
cards. There are cards.

MEMBER OF THE PUBLIC: Why can't he speak? We
are supposed to be here until 8:00.

MS. WATKINS: He was the last speaker who
signed up and the sign up time is 6:30.

MEMBER OF THE PUBLIC: It is difficult to get
to these meetings. We come from all over the place
to get to these meetings. You guys have it so
difficult to have --
MS. WATKINS: So thank you very much for that comment. I appreciate your presence. Have a great evening. If you would like to speak to anyone here, you're welcome to do that, sir. Thank you.

(Which were all the proceedings had in the above cause this date and time.)
STATE OF ILLINOIS

COUNTY OF COOK

April T. Hansen, 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 meeting, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the excerpts of proceedings given at said meeting.

IN TESTIMONY WHEREOF: I hereunto set my verified digital signature this 7th day of August, 2018.

April T. Hansen
Illinois Certified Shorthand Reporter