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 Malcolm X
College, 1900 West Jackson Boulevard, Chicago,
Illinois, commencing at 6:00 p.m.

PRESENT:
MS. JENNIE HUANG BENNETT, Chief Financial
Officer of Chicago Public Schools
MR. CAMERON MOCK, Presenter, Senior Policy
Advisor Chicago Public Schools
MR. RANDALL JOSERAND, Moderator, Chief of
Schools for Network 3

Reported By: Karen Fatigato, CSR
License No.: 084-004072
MR. JOSERAND: So good evening to everyone. I want to welcome each of you and thank you for coming this evening. I want to tell you a little bit about how the meeting will proceed this evening, and then we will move ahead with the importance of this topic.

MEMBER OF THE PUBLIC: What is your name?

MR. JOSERAND: I am Randall Josserand, I am the Chief of Schools for CPS for Network 3 on the west side of Chicago.

So I'm going to provide a little bit of an overview of what we'll be doing this evening.

The Capital Plan Hearing will begin promptly at 6 p.m. and we will end at 8 p.m. or when the last speaker is finished speaking, whichever comes first.

Those who signed up to speak will be given an opportunity to make a statement for up to two minutes until the meeting is adjourned. We want to hold our speaking to two minutes to allow all of those who had an opportunity to sign up to speak that opportunity before we get to our 8 o'clock end time this evening. So
please do hold your comments to two minutes.

Speakers will be called in the order in which they signed up, and speakers should have a number indicating the order that they will be speaking this evening. We will be asking speakers to limit their comments to the topics related to the Capital Plan.

When multiple speakers from the same organization or school are listed, we ask that only one member of the organization or school speak regarding the specific issue. If a speaker has a follow-up question, we'll ask you to speak to one of the CPS staff members who will be in the auditorium, they will give you a card where you'll be asked to write your follow-up question so that it can be addressed before we leave this evening.

The full Capital Plan is available on the CPS website. You can also provide feedback and leave questions on our website, which is cps.edu/capitalplan.

Now we'll have a brief presentation regarding the Capital Plan before we move on to your questions.
MR. MOCK: Good evening, everyone, my name is Cameron Mock, I'm the Senior Policy Advisor for the District, and I have a short Capital Plan to walk you through the basics of what we're looking at for Fiscal Year '19.

I want to first appreciate everybody coming out to voice their opinions, concerns, approval on the variety of capital projects we have here. And so hopefully this presentation will give you a little bit more context around what we're thinking for the Fiscal Year '19 Capital Plan.

We stand up here today in a much better financial position than we have been in recent years. As a result of -- largely due to the actions in Springfield to secure more stable funding and equitable funding for CPS, we've gained better access to capital markets, improved financing rates, and as a result we are looking at a $989 million Capital Plan this year, which is sizably larger than previous years. It's actually the largest Capital Plan in over two decades.

Included in this plan is a series of
highlights, but one of the main ones I want to mention upfront is the education investment highlights. As you see this Capital Plan will feature state-of-the-art high school labs, high speed internet access and devices, expansion of free full-day pre-K, as well as expansion of IB, STEM, Magnet and Classical schools.

We have kind of three key buckets for academic initiatives as it relates to capital. One is the warm, safe and dry, also known as deferred maintenance. We have pretty old portfolio buildings in the District, and so as you might imagine there's a lot of facility repair needs, and so that's what we bucketed into the warm, safe, dry category.

You also have your education program, so as I mentioned before things like IB, Magnet, STEM, one-to-one computing, state-of-the-art high school labs, things of those nature to further the academic interest beyond just providing for a warm, safe, dry environment for our students.

And the third is overcrowding, and so we see migration and demographics just in the
city, and so the overcrowding piece is to address some of those shifts.

Laid out in further detail of these three buckets, you can see here on the fourth slide we have about 1.8 billion in critical prioritized need for the warm, safe, dry area and some light safety issues and environmental issues that we're seeking to address, including improved fire alarms, modernized security cameras, and as well as some addition of turf and playgrounds that are safer and more improved.

On the education side as I mentioned before you see the STEM science, art and music rooms, these are specifically targeted at improving students' academic achievements, and the one-to-one computing too, which is part of the multi-year plan to roll out one-to-one computing for all students District-wide.

As you see for the overcrowding area as well, again, due to some of the shifts in enrollment around the city, you see certain areas that have become overcrowded, and so we seek to provide for those students in
combination with other capital plans that provide some capital dollars for other students across the city so that we can provide a comprehensive Capital Plan that touches every student in every geographic region of the city.

As far as the financing goes for this capital budget, you see here the breakdown, 189 million is actually carryover appropriation from the prior year. We issued about 290 million in the fall or will in the fall of 2018. And then the capital improvement tax which began a couple years ago and now we finance on the increment every year. This is an important one for us because this is not touching the operating dollars, this is a separate dedicated levy for capital improvements. Then we have some place holder or some additional projects in the externally funded and some interfund transfers, and then we have future proceeds of about 305 million. And that gets us to the 989 million that are needed to fund this project.

Within the three kind of categories of funding you see we've broken down a more itemized list, and I'll go into each of these
categories in further detail. As you see about a third of it -- a third of the 989 million is for critical facility needs. A lot of this, over 200 million, is for critical tuckpointing, envelope work, roofs, masonry, things of that sort. Another third approximately is programmatic investments, as mentioned before these high school labs and IB and STEM and, you know, Classical and Magnet expansion. You see in the 88 million for IT, security and building system investments that's, as I mentioned before, fire alarm improvements, camera upgrades, as well as the $50 million for one-to-one computing, which includes both devices, as well as infrastructure improvements to make sure that the IT infrastructure is enough to support the devices themselves.

Within the facility needs bucket, as I mentioned before, the vast majority of that is going towards these envelope projects. We have right now 27 schools identified in need and on the list too that we'll provide envelope improvements for, including roof, tuckpointing, masonry, things of that nature. 78 million is
for mechanical maintenance projects, you know, old boilers, things of that nature, that need to be upgraded. And then the remaining you can see there we see the contingency for emergency facility repairs. Again, as our buildings grow older, as you might imagine, we need to keep a good deal of contingency in there to be able to fix critical projects on the spot so that it doesn't deter or delay our academic mission.

In the programmatic improvements you see you have 145 million for new schools, you have 62 million for educational programs and 50 million for education program expansions. You can see the schools listed there that are in that. And then 43 million is for the aforementioned STEM, IB and Magnet expansion high school labs. So that bucket includes the other third.

So we have a remaining third that's broken down over the, as you can see, overcrowding relief. This is across four different schools here for the annexes and then the Belmont-Cragin neighborhood school.

88 million as you can see here, the 50
million for one-to-one modernized computing for students, again the first part of the multi-year plan to phase this out -- or phase this in rather District-wide.

Another 8-and-a-half million is for those IT infrastructure upgrades and system enhancements, including cps.edu and the recent GoCPS to support those endeavors.

46 million of the 989 is going towards site improvements. A big portion of this is for space to grow. There's another 6.4 million for playlots and ongoing repairs, replacements of playlots and turf fields at over ten schools. And then you can see the turf fields specifically below, as well as the modular definition of assignments and other externally funded improvements.

The remainder -- the 25 million you see there and the 16 million, the 25 million is as you can imagine with close to a billion dollar budget there's some capital support services that are needed on our team and on our side, things like environmental assessments, eventual land acquisitions and other things to assess and
manage certain projects on our end.

We keep 16 million there for potentially an acquisition as we identify places to put schools and a small place to look for potential additional outside funds from State, local, Federal sources that are outside CPS's traditional revenue sources. So in total those areas add up to the 989 million.

And finally we'll show that, you know, of the Fiscal Year '19 capital expenditures they do span across the geographic gamut of the city. Demographically geographically we've done this in a way to try and support all students across the city. You have, you know, your one-to-one school investment, your high speed internet access and devices, expansion of all day pre-K and the IB, STEM, Magnet expansion. These are intended to make sure all students have a shot at these additional programs, and in some cases some exciting technological advances to further their academic progression via one-to-one computing.

With that said, I believe we can open up the public forum for discussion.
MR. JOSERAND: So this evening we do have 37 individuals who signed up to speak. We do want to make sure that each of those individuals has the opportunity to speak this evening. In order to do so we need to ensure that everybody is limited to two minutes to speak individually. To assist with that we will have someone that will help us to show time when someone has 20 seconds left in that two-minute segment.

We will be calling individuals in the order by which they signed up to speak. Each individual who signed up to speak should have a number that designates their order. So we will begin by asking speakers 1 and 2, beginning with speaker 1, to come to the microphone please.

MS. ROSE: Good evening, I'm Judy Rose, PAC chairperson at RTC Medical Prep High School. In the fall I'll have a senior attending the school. Since she's been at the school each year we've been asking for adequate heating, air conditioning, new windows and new security doors. Each year we've been told we are on the list to receive these improvements. This will
be the fourth year. They have yet to happen.

In the spring and summer months our students are forced to endure learning in hot sweltering classrooms, and in the winter our students must wear a jacket or coat because the classrooms have inadequate heating.

When I look at the proposed Capital Plan list of funding of what schools are receiving for their school improvements and RTC Medical Prep is not on the list to receive any of those improvements for another year I am incensed. I see other schools receiving $7 million to update or receive a turf field, but RTC can't get adequate heating and air conditioning. How is this considered even fair? Why is it so difficult to provide funding to RTC for proper basic mechanical improvements and updates for our school as well as front entry security doors and safety security and well being for our student scholars?

I attended a town hall meeting hosted by Dr. Jackson. The message was clear and concise, there will be improvements and equal funding for all schools regardless of the
school's location and not just certain schools receiving all the benefits of building improvements, while schools in less desirable areas receive the bare minimum or receive nothing at all. I'm sure the students and parents at RTC would greatly benefit from having heating, air conditioning, windows and security doors over a $7 million turf field any day.

MR. JOSSEAND: Speaker number 2 please.

MS. RATAJCKZAK: Hello, my name is Elaine Ratajczak, I'm a community member of Josiah L. Pickard Elementary School. And I just want to thank you for your funding our efforts to become an International Baccalaureate school, our children can't wait to start the program. And for the start of our arts and science room and for supporting our special ed program so well. But we do need air conditioning fixed in our addition. The boiler is burned out and it requires parts. And also some of the air conditioners in our older building are very old and they do need to be replaced.

Also, the turf, the playground turf,
you don't talk about playground turf for a football field, we're talking about turf for a play yard, we need that fixed, it's just mud out there. And we could also use some painting.

Since we've gone so far with some of these other things our school we have great pride in it as a community member, and our LSC really wants to thank you for all your help so far and for a little more help. Thank you.

MR. JOSSE RAND: Thank you.

If we could have speakers 3 and 4 come forward please.

MS. TINGWALL: Good evening, my name is Allison Tingwall, and I'm the principal at Curie High School. We just are here tonight, a few representatives from our community, because we continue to be grateful that when opportunities for investment come forward to the Board that Curie has been considered. With 3,000 students of whom about 300 generally have IEPs and 504 Plans, the two case manager positions and social worker positions are much needed. In all three years that I've been principal previously we had to allocate funds to hire our own social worker,
as well as borrow teaching positions so that our
case management happens properly. So we're glad
that the District has been moving forward with a
continuous improvement model, and we truly
believe that Curie is a body in progress in
every way.

The huge crane on the new roof that you
can see happening this summer is symbolic of the
transformation in our progress on the outside
but also symbolic of what's happening inside the
building. While our data from this past year is
still preliminary, I can broadly state that in
the past three years our college enrollment has
risen over 10 percent, our Freshman On Track
rate has risen over 10 percent, our Sophomore On
Track rate has risen 8 percent, and our fall to
spring SAT growth this year doubled our results
from last year. So students and the staff and
the parents in our community are working hard
and doing their part, and I can't emphasize how
much it means to have the District also
investing in our progress.

As Cesar Chavez said, the fight is
never about grapes or lettuce, it's always about
people. And for us the fight isn't about science labs or case managers, it's about students. So thank you to the District and the city leadership for understanding and sharing that vision.

MS. BAHENA: Good afternoon, ladies and gentlemen, my name is Elva Bahena, and I am the science chairperson at Curie High School. A few weeks ago I read an article that mentioned major improvements in CPS and that they wanted to make these improvements in specific schools. I could only wish that that would -- that our school would be selected. At a meeting last week with Dr. Tingwall and other teachers she shared that our school is one of the schools selected to receive a new lab and things to be repaired. I really wasn't sure if I was hearing her correctly. I felt like I was ready to jump out of my seat. And when she confirmed that we would be getting a new lab I was elated, very elated, and I really felt like I had to hold back tears.

And the reason why is because we are in big need, we have been in big need of repairs.
Our labs are not necessarily labs, some of them are just classrooms, some have running water, some don't. If there is running water sometimes it's rusty water, very dirty. Sometimes we have hot water, sometimes we have cold water, teachers have to switch classrooms to be able to do good lab, if that is possible, otherwise teachers have to make the decision of not carrying on the specific lab with their students, and I think that that just hinders the students and sets them back.

So basically today I am here to thank you on behalf of the Curie family and the science department and our students for choosing our school for these improvements. And I think that this will bring a lot of excitement not just to our teachers but our students, which is the most important thing. Thank you.

MR. JOSERAND: Thank you.

Speakers 5 and 6 please.

MR. ESPINOZA: Good evening, my name is Alejandro, and I am an alum of Curie High School, a homeowner in the community and a representative on its Local School Council. On
behalf of all its members, I'm here to express
my gratitude for your continued support of our
neighborhood high school. Thank you for
providing our students with a modern science
lab. Thank you for providing us a full-time
social worker. And thank you for believing in
our diverse learners and provided them two
additional full-time case managers. Thank you
also in advance for your future investments in
our students.

MS. RUIZ: Hi, everyone, my name is
Sonya Ruiz, I'm from Prosser Career Academy, and
I work with Community United. I'm here to talk
about the $1 million that the mayor has invested
in CPS and the new school that is being built in
the Belmont-Cragin area. In my opinion I
believe the money should go to the current
school that we have now. Why now? Why is this
now being done? It is not a coincidence since
the election is coming up the mayor wants to
give us money. I believe he just wants votes,
and if we give him the votes that he wants, what
makes us think that he'll do anything for us in
the next four years. The mayor doesn't actually
live in the Belmont-Cragin area so he doesn't
know what this community needs and what we
don't, and we don't need that new school.

The mayor and CPS said that they want
the community to get the suggestions, but I and
the people that I work with are a part of this
community and we have not been given a voice.
Thank you.

MR. JOSERAND: Speakers 7 and 8
please.

MS. CAPELO: Good evening, my name is
Angelina Capelo, and I work with Community
United. I am a sophomore at Prosser Career
Academy. As we know our mayor is investing $1
billion in CPS and building a new school in
Belmont-Cragin. The new school will cost $44
million, which is being taken out of a $1
billion investment. That money needs to be
invested in our existing schools that need
repairs. We are demanding the money to be in
already existing schools. What is the point of
building a new school? In my school there needs
to be reconstruction in the classroom, the walls
are caving in and falling and cracking. CPS
needs to prioritize where they're putting their money. No one came to my school and asked me what we needed, they just assumed we needed a new school. CPS needs to be aware -- needs to be aware where the community about decision making process and tell us ahead of time about the budget proposal so there is more community input on making decisions. Thank you.

MS. LIU: Hello, my name is Debbie, I am with the Coalition for a Better Chinese American Community. Over the past couple of decades the Chinatown community discussed with previous CPS officials and the Mayor's office about the need for a nearby high school in the community. These never seemed to be resources until November 2016 when CPS released a supplemental capital budget. There was $75 million earmarked for a south side high school. Chinatown began advocacy for these funds used for the needs of greater Chinatown but also for Bridgeport and South Loop.

While we are disappointed that the brand new high school is slated for Englewood, we knew that the correct -- that corrects some
of the historical disinvestment in that community. We were repeatedly told that there are only funds for one new high school. The conversion of NTA into a high school caused tension and now a lawsuit against CPS. Rather than being a cause for celebration and a long unmet need was being addressed, this -- now we are in a situation that we are in. However, what this new Fiscal Year 2019 capital budget somehow has funding for two new high schools, the rebuilding of Hancock, a selected enrollment high school on the south side -- southeast side, and 70 million allocated for a new high school on the near west side. CPS should have come up -- should have used some of these funds to come up with a long-term solution for the near south side.

Tonight there is a hearing that's occurring at IIT about the NTA boundary. Parents from Bridgeport and sections of Bronzeville will be asking CPS to include their students in this high school boundary. As stated in our previous testimony, this conversion is only a 1200-student capacity
school and may be its efficient -- parts of the community is not fully included.

TIMEKEEPER: 20 seconds.

MS. LIU: It is truly -- if we are truly a city of neighborhoods, we need to think about investments in the same communities that this city is celebrating in a more equitable way. CPS, you must do better with transparency and community-based long-term planning.

MR. JOSERAND: Speakers 9 and 10 please.

(Whereupon, the following speaker was in Spanish and was interpreted by an interpreter.)

MS. NERI THROUGH AN INTERPRETER: Good afternoon, my name is Leticia Neri, I'm a mother of two students from elementary school Marvin Camras, and also I live in the community of Belmont-Cragin. The thing is when a new school is built, these new schools take away the recourses -- the resources of the school, the existing school. For example, my children used to go to Burbank, and when the new school UNO was built in 2013, the students went to that
school. And since 2013 Burbank School has not been able to recover.

(Whereupon, the following speaker was in Spanish and was interpreted by an interpreter.)

UNKNOWN PERSON THROUGH INTERPRETER: My school needs new chairs and air conditioner. For example, during my son's graduation we got him so well dressed up, he was wearing his nice pants and his special clothing for that day, we wanted to take pictures with the family, it was a very proud moment for our family. However, last minute we had to change his clothes. Minutes before graduation he started to cry, he was sweating a lot because he was so hot. We had to change his nice clothes and his nice outfit to shorts. And also during the ceremony it was so hot that the students were just very restless.

Also, it was very dangerous, some of the chairs were not in good state and it was very dangerous for us to sit down. And some of them -- many of us were worried that the chairs
were going to break. We want you to invest in the schools that exist already. We need all that needs to be covered. We don't need a new school. Our school is not overcrowded. Where are you getting that new information that Belmont-Cragin needs a new school?

Also, where is this new school going to be built? And what has been the communication between CPS and the community? Thank you.

MS. GOETZ: My name is Kate Goetz, I'm a member of Parents for Teachers and a recent CPS parent, my daughter just graduated from Whitney Young. I think that this plan should not be passed and should be suspended until there is a process in place that is transparent, accountable and equitable, which this plan and whatever process led to it clearly is not.

I'm hearing about schools that are surprised about their capital allocations as if they're random Christmas presents. We're talking about our public infrastructure that our tax dollars support so there should be transparency and accountability, they should not be surprise gifts falling from the sky.
As far as equity goes, I was horrified on looking at the WBEZ analysis which showed the dollars in this plan versus numbers of students and socioeconomic levels. And then I thought that the map we saw that I guess was probably in terms of numbers of projects not dollars just seemed really disingenuous in light of that.

Also, speaking to equity, as a Whitney Young parent I received the letter yesterday that said what the allocations were there. They include HVAC, a turf field and refurbishing of the restrooms which work perfectly fine. So it was upsetting to hear from the first speaker tonight and the previous speaker about heating and air conditioning problems in schools and knowing that a selective-enrollment school that raises tens of thousands of dollars of private parent money every year that are available for capital improvements is getting HVAC improvements when other schools don't have functioning systems or don't have any toilet paper in their restrooms refurbished or not. Thank you.

MR. JOSERAND: Speakers 11 and 12
MS. CLENDENNING: Good evening, my name is Joy Clendenning, I'm speaking for Raise Your Hand for Illinois public education. I'm a Chicago public school parent, I'm on my 18th year in the system. Regarding the $1 billion capital budget we have some questions.

How is CPS making decisions? Where is the transparency? How is it laid out for the public? Is the care of framework based on needs? How does CPS engage the community on these decisions?

CPS did not do their 2017 facility assessments, which are required by law, so this information is really vital to the public and to how to install a plan. We're not against any school getting the necessary repairs or upgrades and need, and we're not here to say any school doesn't deserve something. Most schools have waited far too long for facility upgrades in CPS.

What we are asking for is information on how CPS chooses who has to wait and who doesn't. Parents, schools and the public please.
deserve to know this and to have a more equitable framework where every school that has a crumbling roof or failed plumbing system is considered equal and worthy of capital dollars. The WBEZ report explained that CPS has $3 billion in unmet capital needs for their existing buildings, but they spent 60 percent of their capital budget since 2011 on new construction or new programs. In this budget 336 million is going to needs in existing schools and 600 million is going to new construction and programs. Why is CPS spending so much on new construction when basic needs aren't being met? We think CPS should halt new construction until they improve their process of community engagement and transparent government and they need to value the need 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 facilities plan developed with
robust community input to guide its decisions. When hundreds of millions of public dollars are expended with no transparency about the process and with no oversight that's a problem. The CPS unelected Board of Education should not vote on this Capital Plan but instead should engage in a transparent equitable process to determine capital projects. Thank you.

MR. CHANDABHAI: Hello, my name is Shabbir Chandabhai, I'm a parent at Pritzker Elementary in Wicker Park and also an architect by profession and a member of Friends of Pritzker Organization, and I represent the school's organization and the school itself. We initiated an exterior outdoor playlot and play field rejuvenation a couple of years ago based on the needs that there were many life safety issues. It's an existing playlot with inefficiencies, blind corners, security problems, parking issues. Also, it's not ADA compliant. And so we took this upon ourselves to start planning for this new play field at Pritzker. We got great support from the school, the Alderman and the neighborhood after having
various meetings prior to approaching CPS. We presented and did a lot of drawings on a pro bono basis by the Friends of Pritzker. We raised considerable funds and then approached CPS last summer. We had Mark Aleski and Mary Druntz and they also supported the project, but we have no financial support for this project.

I know as per the list which you just mentioned, life safety turf fields, they're all related to the capital funding, and we are actually ready, we've raised 200 ourselves, and we have another 400 by the Alderman and a hundred by OSIF (phonetic). So currently our project budget is 1.3 million. We've already transferred 600,000 to CPS, and we are waiting for the remainder amount. We are asking for financial support from CPS for the remainder. Thank you.

MR. JOSERAND: Speakers 13 and 14 please.

MR. OSBORNE: Good evening, my name is Greg Osborne, and I am a parent at Pritzker Elementary School. I have two boys there, 7th grade and 3rd grade. I really love this school.
One of the reasons why I love this school is because of its diversity. One thing that you may not be aware of is a regional gifted program and, in fact, 68 percent of the kids that go to the school are bussed in from outside the neighborhood which adds to the diversity of the school. And so when we are making improvements to Pritzker School, we are actually helping kids throughout the entire city.

Again, you know, by installing a soccer field and a turf field at Pritzker Elementary School we're actually providing revenue for the school. We've had youth and adult soccer leagues approach us saying that they will rent a field, which we think it would be a great asset for the community. And so here's an opportunity to return the school to a community asset. So far the District has been very supportive of our project, but we've done all of this on our own. You have to understand when you see Pritzker Elementary School listed as a school on the capital improvement list, however, there has been no financial support, and we have a $700,000 funding gap. So if this project is
going to happen we need the $700,000, otherwise everything has gone to waste and the parents are no longer going to be willing to donate anymore money. So here's an opportunity to turn around and keep the momentum going. Thank you.

MS. CASTANEDA: Can you hear me? First of all, I would like to ask two questions that I didn't get to ask before. And that is, the information that we received on the screen, I would like to have a copy of that information if you don't mind, and tell me where I can get it.

And the other one is that this is opportunity for all of us that have read and gone over the budget and know because we're involved in the education of our children that we -- that we unite ourselves because, you know, we realize that although you guys get paid the salary to do the job you're supposed to do, there's a lot of things that are complicating this matter, and that is a political nature.

We have a mayor who's not willing to give up his power and that is talking about the elected school board, that's very important.

Yes, the $989 million is a lot of money but not
enough for what has to be covered, and that is
something that -- what this money is going for.
Let's all remember this is what it's going for,
but it's not going for the entire city.
Unfortunately, there is discrimination which is
against the law. There's a law and that law
tells us that all our children are equal not
because you live on the north side or because
you live on the south side. And the thing is is
that all of you know that, you know that, and
you continuously follow the orders from somebody
who is only interested in politics. And this is
talking about educational programming, facility
needs, overcrowding relieve, security and
building system investments --

TIME KEEPER: 20 seconds.

MS. CASTANEDA: Deciding improvement
capital projects support services, potential
land acquisitions, potential externally funded
projects. We know that thighs are needed, and
the reason that we're getting this much money is
because we've been neglecting, we've been
neglecting the system. This is our future. If
we don't fight, if we don't take up the
struggle, you as people who are also -- maybe you live in the suburbs, maybe your children go to different schools, but those of you that are making the decisions on this money I know it's time. Let me finish. This is life. This is a life importance. For without the appropriate money, our children cannot go to school. They cannot have any other additional training. They cannot rent homes. They cannot buy cars. This is their life. And I'm not going to stop. I urge everyone in this place that we need your participation. We will fight this. We will not sit here and take nothing of it.

So please understand that my name is Magda Ramirez Castaneda, and I'm with Pilsen Alliance. And please people if you clap it's clapping for our children. Thank you very much.

MR. MOCK: We will make sure that the presentation from today is publicly available on our website.

MR. JOSERAND: We fully understand and appreciate all the passion that is in this room particularly around this topic, but we do want to ensure that everybody has the opportunity to
speak, I'm just asking again that everyone limit their comments to two minutes.

MS. HEINZ: Good evening, my name is Angel Heinz, and I'm a parent at Waters Elementary School, a neighborhood school just east of the Chicago River off the Brown Line.

The proposed Capital Plan includes extensive repairs and updates as well as a new annex for our neighborhood school. There are spaces in our school building that are better characterized as large closets than classrooms, and yet they count as classrooms according to the CPS space utilization formula. Many of our most vulnerable students, our diverse learners, English language learners, are receiving services in a busy hallway or multi-purpose, multi-user office space rather than a private setting where their needs will be better met. We have multiple traveling programs with no designated classroom space. Our bathroom is in such poor condition that we have students won't use them. We have a single common space that functions as a teacher's lounge, conference room, break room, storage room, bilingual
education classes, volunteer work area, office space and so on and so on.

As I walk through our neighborhood and see all the young families with babies and toddlers I wonder where will all these future students go? Between 2007 to 2018 the Waters K through 8 enrollment nearly doubled increasing by 86 percent. This tremendous growth has put significant strain on our educators, our families, causing our preschool program to be closed in 2014 due to space limitation despite the high demand. Through creative scheduling and budgeting we, like other schools, are able to make due with the space that we have, but we are running out of solutions and we are now at the risk of having to cut some of the very programs that draw families to our neighborhood school that I love.

As a person, a parent that lives daily with a disability that progressively affects my mobility, I just have to say it is my dream for my kids to attend a school that is ADA compliant to the max. If we are able to add a new elevator to our school, parents, students and
community members with disabilities will have total and complete access to our school so that there -- all kids in the neighborhood so that no child in a wheelchair doesn't have to have a second thought about if their child will be able to go there. There should be no room for argument when it comes to accessibility improvement for all Chicago Public Schools.

Thank you.

MR. TRUSS: Good evening, my name is Dwayne Truss, grandparent -- custodial grandparent of a child in CPS. I wish that CPS would put the same effort to get parents here and community stakeholders had like they had the same effort when they had the tour for the CEO being in different communities, but I guess talking about the capital budget is not as important.

But I want to say that the capital budget is not geographically diverse at all. This budget creates additional inequity by class and race. Communities like the west side of Chicago, which North Lawndale, East/West Garfield Park and Austin are continuously being
divested from by CPS. But many of those communities are creating what's called a quality of life plan. And those plans have different components that we have asked from CPS. And also specifically we have asked for some of the building trades or some of the old school vocational programs, but a school like Prosser, and we're not mad at Prosser, we're not mad at any other schools getting any program or capital budget, but it's like they got vocational programs, you're adding those to there. Whereas, what are we going to have for our children? Not anybody in the Austin community is not going to go to college, but we want programs on the west side of Chicago that students can access during the day and adults can access at night. But when you're talking about this being a political season because of Laquan McDonald I guess the mayor said he's written off the west and south sides of Chicago.

Now, another thing I want to point out is that you can tell this is a capital year budget because of the fact that they said $305 million of future proceeds which means they
don't have all the money, but the mayor wants to announce all these turning objects and projects without seriously following the law or common sense that says that we need to have a real transparent process to make sure that we have equity within our school system.

And in conclusion, I know that's a surprise for some people that I didn't use the two minutes, give a standing ovation if you really want to elect a school board. Thank you.

MR. JOSERAND: Speakers 17 and 18.

(Whereupon, the following speaker was in Spanish and was interpreted by an interpreter.)

MS. SILVA THROUGH AN INTERPRETER: Good afternoon, my name is Milagros Silva, and I'm a parent and also member of the community. I'm a parent of Luther Burbank School. And my question is -- I have several questions. The first one is did CPS do a population study of Belmont-Cragin before building a new school?

My second question is, why do you think that we need a new school where we have a school that needs to be fixed?
One of the things that I have heard today is a common theme of infrastructure, people need cameras for security, people need a new roof, air conditioner, heating and also systems of security because of bullying.

And my last question is, where do you plan to build this new school?

MS. TOY: Hello, my name is May Toy, I'm president of the Skinner Park Advisory Council. First, I want to thank you for the $70 million for the Near West high school, but I do have a concern about that. I know one of the locations that has been advocated for is the Police Academy, and I'm here to say that I'm opposed to putting the school at the Police Academy where I believe that what should happen in order to support a neighborhood program is to add an addition on to Whitney Young High School, which comprises of three square blocks. We're actually in need of the Police Academy to expand the Skinner Park onto because of lack of green space.

Also, another issue is that on your capital plan it does not list the new turf field
that Whitney Young is actually currently installing and that I have a problem with because that was funded by $4.3 million through a central west TIF. There was no community process, no community input into it. I met with Dr. King last week because her fence actually encroaches onto the public land and she has refused to remove that fence. Alderman Burnett contacted her and she still refuses to remove that fence.

I do not believe that CPS has a right to act without transparency, and I believe that -- I would hope that when this new high school is being built that CPS will encourage everyone in the community and not just a select few to talk about where the location should be and where attendance boundary is of this new high school because I think that everyone has a right to have input into this process. And I want to address this issue about the lack of transparency that happens regarding CPS.

TIMEKEEPER: 20 seconds.

MS. TOY: So thank you very much. I also have a letter here about that field. Thank
MR. JOSSE R A N D: Speakers 19 and 20.

MS. EDWARDS: Hi, good evening, Lori Edwards, I'm on the LSC, and I'm representing Crane. Ms. Rose just spoke about how Crane needs seats. Can you imagine going home when it's 101 degrees, the first thing you go toward is the air conditioning. And at night if it's too cold the first thing you reach for is some heat. So Crane doesn't have any, okay, no heat and a cooling system. Schools need basic things.

Secondly, they have exterior doors that are so old you can't even open them properly. Now, moreover, moreover the doors don't have windows. Do you know how unsafe it is to open a door and you don't know who's behind it. And in the neighborhood that Crane is at they need doors. The new security cameras, let's not talk about that, we need to have security cameras to be upgraded. Sorry, in our neighborhood we need to know what's going on, and I'm pretty sure that some other neighborhoods need the same thing. I'm just surprised that we just can't
get basic things. Instead of trying to build a new high school, fix what you have.

Secondly, we need a new swimming pool, ours is currently inoperable because of cracks in the foundation and the pool needs a new liner. Those are other things.

But lastly, we currently have chairs in our auditorium that haven't been replaced since 1960. You can't even sit in them. So when you have a function in the school, you're talking about graduation or anything else that the parents have to come to, you can't sit down in the seats, they're either broke or they just don't work anymore. So building a new high school, you should take it off your list. Thank you.

MS. GALLAGHER: Hi, my name is Katherine Gallagher, I'm the principal of Christopher Elementary School. I am joined here with the support of two of our parent leaders and LSC members. Our mission at Christopher School is to reach all, teach all and include all. We educate students with disabilities alongside their gen ed peers as we strive to
build an inclusive and nurturing academic
environment. We are here to say thank you to
the Board for funding two important projects at
our school this summer to support the health and
safety of our students.

   The first project is upgrading our air
conditioning window units in our classrooms.
Many of the students at Christopher are
medically fragile with conditions like asthma,
diabetes and seizure disorders, in addition to
their intellectual disabilities. So having a
climate controlled classroom is very important,
and we thank you for providing this HVAC project
and upgrade.

   The second project I'd like to say
thank you for is installing locks on our all our
classroom doors to keep our students safe and
secure. Because our doors are ADA compliant,
over the years the locking mechanisms have
become dysfunctional, so funding for this lock
project will restore the ability for our
classroom doors to lock and still be able to
open and close for our students with physical
needs.
Thank you for funding these capital projects and for giving us the allocations for two additional case manager positions for our 200-plus students with IEPs.

I would like to ask for assistance in bringing our swimming pool at Christopher back to full function. We need repairs on our main drain and mechanics to be safe and operational. And we'll also need financial support to fund a lifeguard position so we can be in full compliance with a revised aquatic safety policy.

Thank you very much to the Board.

MEMBER OF THE PUBLIC: We need that for all the schools, all the schools.

MR. JOSSEURAND: Speakers 21 and 22 please.

MS. WASHINGTON: Good evening, my name is Veronica Washington, I am a parent and I am also the LSC chair at Owen Scholastic Academy located at 8247 South Christiana, Network 10.

I'll tell you I've been part of Owen for some years now, my son graduated a couple of years ago, and I currently have a daughter who is in 7th grade. And the reason I am on the LSC
chair is because we need definite improvement at this school. Owen is a very small magnet school, it hosts 261 students. And I'll tell you again our school is in dire need of capital improvement and additional funds to improve our school.

So you all stated that, yes, you were given this money to the schools, but again, how were the schools determined for this capital improvement? And how is the equity evenly distributed? I would really like to know that.

Our school is in dire need of cameras around the building. There's been some concern in the area. I mean, it's just unfortunate there's been some shootings in the area, car jackings, attacks on our children and robberies. Again, it is a small school, but we are in dire need of some additional assistance with funding. We're one of the few schools that don't even have cameras, and we want to make sure our students, staff and parents feel safe and secure.

We need air units in the gym, in the classrooms. There is no air, completely no air
in our gym and classrooms. We need air
conditioning. We host assemblies, physical
education classes, parent trainings, LSC
meetings and lunch. So again we are in dire
need of additional assistance in our school.
Thank you. And again, on behalf of Owen
Scholastic Academy, we appreciate your time, and
we look forward to receiving funds to improve
our school.

MS. ALONZO: Hi, my name is Laura
Alonzo, I'm the LSC chair at Jungman Elementary
School in the Pilsen community. I would like to
thank the Board and Dr. Jackson for the
continued support in building a STEM/Magnet
program for the Pilsen community at Jungman, as
well as for a full-time ESL specialist and a
full-time social worker. These additions will
help make Jungman a better place for our
students, families and community.

My child came to Jungman five years
ago, since then the school has worked to
continuously improve despite the hurdles and
obstacles that we had to overcome, such as,
$100,000 budget cuts to our very small school
last year.

   As an LSC member our school is focused on purchasing one-on-one technology, improving teacher knowledge and providing free academic support and enrichment programs, such as, photography, cooking class, robotics, reading and math tutoring to all of our students. I can't stress enough how important these type of programs are for our students. It keeps them in school and focused and engaged.

   Every year as part of our budget Jungman has included their own funds to provide these programs. In the past year we were fortunate to receive the OST grant to pay for some of this, however, we still use a lot of our own funds to provide these programs to our students. I feel that the Board should consider using -- adding this type of out of school programming throughout all of the city schools. This programming targets students' needs and the academic support and focus on student interests so that all their needs can be met.

   In addition, I would ask that the transportation consider running a late bus to
our school so that students can take
transportation, have the opportunity to
participate in after school activities. And
also I would like to ask that I feel that the
students who are going into high school that
have special needs, such as, the low incidence
program, that the parents should be able to be
able to rank their choice and be able to choose
where their students can go to school. And we
would like to know where the cluster programs
are in these high schools so that we can visit
them at open house. Thank you.

MR. RITTER: I'm number 23. My name is
Martin Ritter, and I'm a former Chicago Public
Schools teacher and a former Local School
Council member, and I'm currently an organizer
for the Chicago Teachers Union. Network Chief
Josserand said that this would be a discussion,
but there isn't any feedback coming back to the
public. I hear parents and community members
and numerous people saying like questions and no
one says anything, even though you guys have
microphones so that you could speak to them and
give them answers so you should probably start.
The unelected school board is just that, appointed by the mayor and the mayor has decided to bless the city with $900 million in capital plans. But as WBEZ and Chalkbeat said, there's $3 billion in unmet deferred needs, fix those. Everybody says things are broken, but they keep dropping down on the list while certain neighborhoods with aldermen who are connected to the mayor and rubber stamp all the City Council policies get whatever they want, and I think that's unfair. You hear about it from community groups like Community United right here, they're like the primary organizing group in Belmont-Cragin but no one met with them about a new school in their community. That's not a good plan.

Speaking of plans, Illinois passed a law a number of years ago called SB 630 that demanded an Illinois -- I'm sorry, Chicago education facilities master plan. Okay, master plan, plan means like going forward. But almost all the things you announced in this capital plan were not in the master plan. So what's the point of the master plan if you're not going to
follow it? We worked hard on that bill. Committee groups worked hard on that bill, you should respect that process.

TIME KEEPER: 20 seconds.

MR. RITTER: The guy with the hand of the kingpin from Games of Thrones over here told me I have 20 seconds left. I'm not making that up.

But in the last 20 seconds, we need nurses. We need librarians. We need more social workers and more case managers that was starting to get announced on Monday. We need about a thousand more, okay, of all of those things. Prioritize the children by meeting their wrap-around services. Work on this deferred needs budget so that they get prioritized. Security guy says I'm almost up.

What we also need is an elected school board and a new mayor.

MS. BENNETT: Martin, it's always good to see you. My name is Jennie Bennett, I'm the CFO for CPS. So what we wanted to do in the structure of the hearing is to give everybody an opportunity to speak. The chief mentioned that
we are ending at 8 so we want to make sure we
give you time. We are taking notes, and we're
here to listen to you. So at the very end we
will provide some more commentary and listen to
all of the input you're providing.

MR. SHARKEY: Thank you, guys. I'm
Jesse Sharkey, I'm the Vice President of the
Chicago Teachers Union. I'm also the private
parent of two CPS students.

If you don't have a plan, someone else
will have a plan for you. And CPS does not have
a plan or at least not one that you use for
deciding how you spend money on school capital
projects. Because here's the thing of it, this
budget disproportionately funds school
construction on the north side and in
gentrifying neighborhoods. According to
Adeshina Emmanuel with Chalkbeat, schools that
serve predominantly white students get twice the
capital funding in this budget per pupil than
black and Latino schools get.

The slide that shows that projects are
circuited throughout the city, that might be
true, but a high school getting the Internet or
a new science lab is not the same as communities
getting an entire new school and that's the
picture. CPS needs a long-term facilities plan
so that we can have a plan for high-quality
neighborhood schools. So that we can have a
plan for schools to support working class
neighborhoods which right now in Chicago are
struggling. So that we can have a plan for
racially diverse open enrollment schools.
Instead, Rahm Emmanuel has a plan for us, and
it's not an education plan, it's a re-election
plan.

You know, we've seen CPS build charters
throughout the southwest side, invest in Magnet
and Classical schools while high-quality
neighborhood schools have struggled for funds.
And it is worth pointing out in Chicago that has
a racial element to it. The elements -- the
parts of our school system that have been
getting investment are the parts of our school
system disproportionately fund middle class
people and people who are disproportionately
white, and that's something that has to stop.

We call for the political leadership
that can change this, that is a new mayor. We call for an elected school board. And we'd like to see those things reflected in a capital plan that's based in our community plan that will fund schools that we can rally around in the future. Thanks.

MR. JOSERAND: Speakers 25 and 26 please.

MS. MORENO: My name is Maria G. Moreno, and I'm a parent at the Hancock College Prep. I want to thank you for proposing the new school and for investing in our community. We're hoping to attain the same level facility as the other selected enrollment schools that have -- that Jones and Lane Tech have received. Again, our school also was overcrowded and has been lacking in the facilities. And thank you again for selecting us for a new school. Thank you.

MS. MALDONADO: Good evening, my name is Jhoanna Maldonado, I'm a proud CPS graduate and I've taught for the past eight years. The last two years I've served on the LSC as a teacher representative at Yates Elementary, and
during the time I received countless complaints about the conditions of our building, in no particular order, warm, lead infested water fountains, three water fountains on the second and third floor that have been removed, holes in our playground, water fountains removed in our playground, vents in the gym that I don't know when was the last time they were cleaned, about ten years I'd say, exposed to asbestos all around the hallways and in our gym, in addition to exposed electrical wiring. On top of which we lost a librarian this year, three special ed teachers, three aides and having issues between art and music.

So it appears, and I looked it up -- oh, we also lost the pre-K funding for one of our rooms. And the last time was funded was back in 2011, which was another election year. So when I hear the members of this community saying -- there's been 26 speakers, six of which are for your plan, 20 against, so taking an assessment of the room it appears that the community does not want this. From what I'm hearing teachers and community members here
today that they do not went a new school in the west Belmont-Cragin and that is something that needs to be taken into account.

I work a mile away from my school and the students look like me. My students complain about our school looking like a prison. And that even though the majority of people here today agree, I doubt CPS will listen to our concerns unless we get together, organize and fight this. What we also need is an elected representative school board. It won't be perfect, but I'm sure it's better than this.

Regardless of how much the parents get paid, our students should be receiving all of the same equitable resources.

TIMEKEEPER: 20 seconds.

MS. MALDONADO: To be clear, Rahm is only concerned with those that will understand his plans and his racist and classic system and doesn't care about children that look like me.

MR. JOSSERAND: Speakers 27 and 28 please.

MR. FOSTER-RICE: Thank you. I'm Greg Foster-Rice, I'm a parent at Waters Elementary,
and I've served on the Local School Council for six years. During that time I've been advocating to keep the school safe that entire time to accommodate our growing population and outdated infrastructure. Thank you for considering us in this plan.

If approved the capital improvement plan would address the many needs outlined by fellow parent Angel Heinz who spoke earlier. It would also allow us to further share the successes of our unique programs, such as, ecology, multi-culturalism and arts integration team, creating a space for our dedicated educators to more readily collaborate and share strategies of teaching and learning with other educators from across the District so the schools -- so the students and schools from near and far can benefit from this investment.

Any time that a neighborhood public elementary school is targeted for such an investment it should be a huge win for Chicagoans. But we're also sure that any school speaking tonight and any school in our District would make equally good use of these funds.
It's known that our District suffers from inadequate funding and at times mismanagement and corruption. With new leadership in CPS and a much improved financial outlook, we need to shift our focus from either/or so both/and. And I won't pretend to know the details of all the needs across our District, but I'm really distressed by a lot of what I'm hearing tonight as I am at many of these meetings that I attend. And I know that many of the parents in our school community have advocated strongly and for many, many years for equitable and fair funding both for CPS and the state and for every school within CPS.

We've protested school funding charter expansions, we've attended school board meetings and town hall events, and we will continue to do so. We want all CPS students to have the same opportunities and resources, and we'll stand with other schools to make sure the District, our city and our state governments are held accountable. Thank you for your time and thank you for listening.

MR. ARROYO: Hello, good evening,
everybody, my name is Raul Arroyo, I'm a parent from Hancock High School. And I want to say thank you for the opportunity to -- we earned -- I think we earned the high school. Our story is offering a lot of -- we don't have like music room and that's the reason why we need a new school. I know that people we all complaining that we all need things, but I'm speaking for the students that they do need a school, the new school that they deserve because there is a lot of things that doesn't work like air conditioning don't work, band room don't work, there's so many things.

I know people complaining, but I want you guys to know the reason why we have a new -- being choosed for a new school. So we really want and appreciate that you guys listened to us because we've been complaining for so many years. People might not understand that we probably going to have a new building, but they don't knee why. So I want to make sure everybody know that and thank you the Board for that. Thank you.

MR. JOSSELAND: Speakers 29 and 30
please.

MS. YE: Hi, my name is Angie, I live in Bridgeport, and I have been part of the Chinatown community all my life. I'm going to be a rising senior in a CPS high school, and I attended CPS elementary schools. Today I'm here to talk about the need for a high school to serve the greater Chinatown area. Chinatown has been trying to get a high school for almost half the time that our community has existed. Yet the city continues to stifle our voices.

The Chinatown area has high performing private and public elementary schools, but once you graduate there isn't a neighborhood high school to serve the population. As a student I have firsthand experience on this issue. A lot of Chinese students experience a language barrier, whether one as an immigrant or a child immigrant (inaudible). A large part of Chinatown community consists of recent immigrants who don't have proficient English skills. They need a bilingual teacher (inaudible) to get an education they deserve.

A story I'd like to share with all
today is about my cousin Jack. Jack came to
America when he was 12. He was just starting
6th grade. He came to America not knowing any
English. There was ESL classes which helped him
learn English and understanding classes.

Seventh grade has always been an
important year for upcoming high schoolers
because they will experience what kind of high
school they are going to attend. Jack being an
immigrant and not having anyone to go to during
the high school application process fell into
the system's cracks. He didn't know how to
apply to selective-enrollment schools and
probably didn't know they existed. He had to go
to a neighborhood school. His neighborhood
school predominantly served the Hispanic
community, which means that Jack did not get
Chinese language help or assistance. He started
to lose motivation for school because he didn't
understand half of his classes and so he dropped
out.

I wanted to share his story with you
all today because there are a lot of students
who because they don't have access to language
assistance, because they are recent immigrants, because they have language and immigration barrier they lose their chance to pursue a great education.

TIME KEEPER: 20 seconds.

MS. YE: If a Chinatown high school had existed and they had the resources to allow -- needed them -- if they needed then Jack along with many other students' outcome might have been different.

I hear you all saying about the education you received in your lifetime. Was there someone there to guide you along the way? Was there a time when you needed some assistance? The need for a Chinatown high school has long been overdue. Students need more services to succeed and get the education they deserve.

CPS is notorious for its inability in providing a quality education in the communities. Funding a new time for them by building a new high school in the Chinatown area.

MS. CRUTHIRD: Hello, my name is
Jasmine Cruthird, I'm a special ed teacher at Metcalfe Community Academy in the far south side district -- not district, Network 13, and I just wanted to talk about my school.

I've taught there for about three years, and our school is -- it's actually beautiful. About 20 years ago it was a Magnet school, so we have a very large building, a nice annex and there's actually a park district right behind us so we have access to tennis courts, swimming pool, all kinds of different amenities. And so it's a very nice school.

However, nearby in our community there is a charter school, the Chicago Collegiate Charter, that is wanting to expand in our area. My school back in the day used to house 1500 students, now we only have about 390 students at our school, so it's definitely unutilized. In our community we have a handful of empty schools, and all of the schools that are still up and functioning are again underutilized. And my question is what is the justification for expanding the charter school that's starving all of the public schools in the area? Why can't we
have more funding for expanding our schools and
making our schools more attractive to people
instead of expanding charters and putting our
jobs in jeopardy.

Another thing I wanted to say to all of
the parents here who have all of these
complaints, we can't really rely on CPS, you
need to talk to your aldermen, you need to put
pressure on them, you need to encourage them to
give you the things that you're demanding at
your schools. And if they don't, they need to
go. Times up. Vote them out. That's all I
have to say.

MR. JOSSERAND: Speakers 31 and 32.

MS. PLUCHRAT: Hi, my name is Lori, and
I teach at Bridge Elementary School in the
Dunning neighborhood. And what I don't
understand is why you're building a middle or
high school or whatever grade levels they're
going to be, you don't even know what grade
levels, why is it being built when you're going
to take those students from our current
elementary school that goes up to 8th grade and
put them in this new school which is being
funded up to a hundred million dollars and not being put towards schools that are already being built?

I was previously teaching in North Lawndale where air conditioning wasn't working, mice were stuck on the floor where we had to scrape it off. It is unacceptable. And we should be holding you to high expectations to fix these problems, especially all of these people here are taking time out of their day to talk to you in hopes that you listen and follow through. They should be thanked by you guys and we should be holding you guys accountable just like I hold my students accountable and with high expectations, and I teach 3, 4 and 5 year olds, that means that adults should be held accountable as well. Thank you.

MS. HANSON: Hello, my name is Raina Hanson, I am a homeowner in the Bridgeport neighborhood, a community member on the local LSC at Armour School and a mother to a 2-year-old who I hope to one day send there.

I am here because Armour has two school buildings. Our main building serves our 3rd
through 8th graders and our ranch serves our preschool through 2nd. The last time either one of our playgrounds got an update was approximately 20 years ago. In that time both playgrounds had fell into a state of disrepair to the point of this past year having to close the playground at the school for the younger children due to its condition. There are no working pieces of equipment. Due to the fact that it was a wooden playground primarily there are many safety concerns, including jagged edges, splinters, missing piece of cork, meaning that it's unstable, places where our children get pinched. And so we are here to advocate for our school to get funding.

We did miraculously this week get a ground breaking date of July 23rd, which is just next week, but having been in this place before I'm holding my breath or I'm not holding my breath knowing that it's been pushed back before. We desperately need this new playground at our ranch. Being located in the heart of Bridgeport in an area that's not particularly well-funded not only will this serve our 2nd --
our pre-K through 2nd grade students but also
neighbors like me who actually get into their
car to go drive to a safe playground where their
children can play, as well as just the
surrounding neighborhood.

We're hoping to advocate for continued
support. As I said, we do have a second
playground at our main building that is also
needing repairs with no indoor gym space for
neither of our buildings for our children to
have a safe place to move about and exercise.

Thank you.

MR. JOSSENDER: Speakers 33 and 34
please.

MR. ROSARIO-MOORE: Good evening,
everyone, my name is Alexios Rosario-Moore
policy and programs manager for Generation All.
Before I start my comments I just wanted to
thank everyone for coming out. I'm disheartened
by how medieval this process is. People come
and thank the Board for being given air
conditioning, being provided heat, being
provided the basic necessities to protect
children, and then people come and ask for those
things. I think it's very troubling. The mayor of the city, it's a 21st century city, and yet our public engagement processes are minor in medieval politics.

I'm going to start by talking about, well, I already started, transparency. So we don't know what this school in Dunning is, where it's going to be. We don't know why we need it, but perhaps some powerful constituents asked for it. The high school in West Loop, we know we don't need it. Wells High School isn't far away. I've been in that school many times, it's a wonderful school with a strong culture and it just got a new field. Why is there no robust and authentic public engagement process as there are in almost every country and city across the world? Why is Chicago ad hocking a capital plan and a budget plan for one of the largest districts in the city and then getting responses and then reacting politically to those responses? The process should be research the need, survey the people --

TIME KEEPER: 20 seconds.

MS. ROSARIO-MOORE: -- engage in an
authentic process, generate the plan, show the
plan back to the people and then implement it.
When people are part of the process they're more
likely to implement the process, they're more
likely to be happy with what they have and that
requires negotiation, it requires bravery and it
requires authentic equity, transparency and
public engagement. Thank you very much.

MS. GREEN: Good evening, my name is
Earlean Green, I'm here on behalf of Marshall
High School. Everyone is complaining about
this, that and the other, but Marshall is one of
the oldest schools in this city and we do not
have an elevator. It is not in ADA compliance.
We've been asking for an elevator, we filled out
petitions for an elevator. People don't realize
that we have students that get hurt and they
have to go up and down these stairs. We have a
staff member that was shot in a drive-by
protecting his kids, now he's paralyzed from the
waist down, but he can't come back and teach at
the school because we don't have an elevator.
They removed a diverse class from our school to
another school because we don't have an
elevator. It's not our fault that we don't have
an elevator, we've been asking and asking and
asking for an elevator.

This comes close to my heart, I'm an
alumni of Marshall since 1960. All my kids, I
have eight sons and a daughter went to Marshall,
and grandkids went to Marshall, I have great
grandkids that's going to Marshall. This is
close to my heart, and it sickens me that this
Board do not come out and look and see for
themselves what these schools need. You write
down, you sit at the desk, get out and go look.

When Paul Vallas was in office he came
out and seen for himself what the school needs
when the people came to him. That's how we got
new schools on the west side, that's how we got
additions to the schools on the west side. You
need to get out and come look for yourself and
then you'll know what we need.

I recommend -- I really compliment the
young people from Cragin Belmont stating we
don't need a school, give it to the schools that
need it.

TIME KEEPER: 20 seconds.
MS. GREEN: You need to listen. I want to leave this with you so you can come to our school, take a look around, meet with the Alumni Association, meet with the LSC and meet with the PAC and then you'll see what we need and what you really need to do. Thank you.

MR. JOSSE RAND: Speakers 35 and 36.

MR. LOPEZ: Good evening, my name is Fabi Lopez, I am from Hurley Elementary School. We are on the southwest side, 69th Place and Pulaski. And we first and foremost want to thank you for giving us an expanded pre-K program this school year, we're really looking forward to working with those students.

Some facts about Hurley, we're a dual language, fine and performing arts Magnet cluster school. We are a Level 1 school. We have a 97.7 percent Hispanic student population with 88.6 percent low income, 10.4 percent diverse learners. We offer many, many programs in the fine and performing arts, including mariachi. I am the mariachi music teacher at the school. We have a band program, a choir program, a modern band program. We have a drama
and art program. We offer three world
languages, Korean, Spanish and Mandarin. We
also have an international program where we send
students every school year to Korea and Chili.
I am also the international coordinator at the
school.

However, while we have a wonderful and
supportive community, we have some basic needs.
For example, we have a broken boiler that
recently was broken this year. Our school is
outdated with our boiler system. Many times we
have to have students go to other classrooms in
order for them to be accommodated and have heat
during the winter.

Also, our building is not ADA
accessible. We do not have any kind of ramps or
any elevator access for students to be able to
come to our Magnet cluster school. If students
are injured or if students have disabilities
they're unable to come to our school, we simply
cannot accommodate them.

TIME KEEPER: 20 seconds.

MR. LOPEZ: Also, we have 20-year-old
modular units. There are six classrooms that
need to be replaced, and I am in one of those classrooms. We are ready to move forward by moving up and going into a new space. We need additional classroom space. And our playground area finally is in disrepair where we have many safety concerns. We have the community's support, we have the Alderman's support, we would like to have your support as the Board of Education. We thank you and we hope that we will see you at Hurley School. Thank you.

(Whereupon, the following speaker was in Spanish and was interpreted by an interpreter.)

MS. HERNANDEZ: Good evening, my name is Ilda Hernandez, and I am part of the Little Village community, and tonight I come to say thank you, thank you because of the many years of waiting my school is finally being repaired. I am very grateful because we're finally getting a new roof, and we also have in safety and we definitely are very happy that we are getting a new infrastructure.

MR. JOSERAND: Speaker 37.

MS. DON: I'm 36.
MR. JOSERAND: I'm so sorry, I got
looped up in line, it's 36, I apologize.

MS. DON: Hi, everybody, my name is
Raquel Don, I am a parent at James Ward
Elementary from the Bridgeport neighborhood.
Our elementary school is 100 percent minorities.
We have Asian immigrants and English learners,
black students and Hispanic immigrants and
English learners. About 90 percent of our
school -- 90 percent of our children live in
poverty. And all of our basic needs coincide
with your critical building needs. Our heater
is antique and requires someone to stick a
broomstick into a tiny hole somewhere for it to
be turned on, but we don't even have an engineer
to come and do that every day so our children
are wearing jackets. We need air conditioners.
Our special ed students and diverse learners do
not have air conditioners in the classrooms.
All of our common areas, the lunchroom, the gym,
auditorium do not have air conditioners.

And we also have many safety needs. We
have doors that do not close unless they are
forced closed manually. We have many windows
that do not close properly. And the cages on
the windows that should lock for security almost
all of them are broken. We have stairs
throughout the building of the entire school
that are broken or the grip on them so that the
children do not have to slip on them every day.

TIME KEEPER: 20 seconds.

MS. DON: We also need a new roof, but
we are getting one of the several holes that we
have patched. Plumbing system throughout. And
just a note our school is the oldest open school
in the city. Thank you.

MR. JOSERAND: I apologize again,
speaker 36, for my error.

Speaker 37.

MR. LU: Hi, my name is Robert, and I'm
from the Chinatown community. My high school
class would be having their reunion next
weekend, and while it's great to see some old
friends, there are a great number from my
elementary school who won't be there because our
designated neighborhood school at the time, I
believe it was Tilden, was not ideal for various
reasons. We were scattered all over the city
from Bogan to Kenwood to Lane Tech to Kelly to various private schools. I saw this process repeated between my siblings where at one point my parents were in the position where I was at Whitney Young, my sister was at Lincoln Park and my brother was at Bogan. And this was over 20 years ago. The problem still exists today speaking with the people from the community.

So, yes, there is a short-term solution with NTA's conversion which we all no is nowhere near the capacity to support the current population in its boundary of Bronzeville, South Loop, Chinatown and Bridgeport, let alone the growing population in the future. We need a long-term solution sooner rather than later. I don't want my children to run into the same problem in another 20 years. Thank you for your time.

MR. JOSSERAND: So that concludes the speakers who signed up to speak this evening? Do we have any written statements that people want to have read in?

MS. BENNETT: So my name is Jennie Bennett, I'm the CFO for CPS. I want to take a
moment to thank everyone for their time tonight. I know it's not easy to come out in the evening on a weekday, and the fact that you're spending time tonight to advocate for your school and for your communities is really important to us and the process.

Tonight we heard a lot about process and transparency. It's something that is a goal that we strive for in terms of being transparent, and these community hearings are our first step towards that. Clearly it's a process that can be frustrating at times, but community participation is about getting feedback from a number of places. We do engage in a great deal of effort to reach out to communities, do site visits. Our facilities teams are in schools all the time talking to principals, parents, talking to aldermen and other community members who are interested in sharing their feedback.

And so what you see here in the Capital Plan is really an amalgamation of that process. In addition to these community hearings we also have budget hearings that occurred earlier this
week. We'll also have a Board meeting next week where the community is welcome to come. I know that can be frustrating for some, but I have in my time at CPS seen change come from the suggestions that come out of these hearings. So you should be aware that you are heard and listened to and, you know, and sometimes it takes some time.

We also heard a lot today about equity and how is it that the allocation of the projects are allocated to different schools in the District. As you saw on the chart and the presentation that Cameron presented, there are a number of schools across the city and the dots kind of stand across the entire City of Chicago in terms of where the projects from the $989 million Capital Plan is allocated. Somebody made the point that, you know, not all projects are equal, which is true, but again going back to the process, you know, the allocation of these projects were really in large part due to what we heard in terms of feedback about need. In some places the need is for a new roof, in other places the need may be for some
overcrowding relief, it may be for some ADA project, et cetera. But it is based on a fairly extensive process that we do across a number of years.

   One in four schools will receive an improvement, a capital improvement from this Capital Plan, but obviously as you heard today there needs to be more done. And part of the issue that we face at CPS as I'm sure everyone is aware is the fact that, you know, we have more needs than we have money for. This year was the first year where we saw some financial stability and our finances certainly have improved as evidenced by the size of the Capital Plan this year versus previous years. But it's something that, you know, we continue to advocate for in terms of more funding, and we would encourage you to advocate for as well.

   Over the last number of years your advocacy time in Springfield talking to aldermen, talking to State legislators is extraordinarily helpful in helping to tell the story of how CPS needs fair and equitable funding.
I heard today a number of specific projects which we'll take back with us. We're taking copious notes here about the specific schools you're coming from and the needs at those schools. I heard about ADA accessibility needs, air conditioning needs, HVAC needs, play fields, chairs, overcrowding, one-on-one technology needs. And certainly, you know, those are all being noted and things that we have in this Capital Plan invested in.

Cameron mentioned that there's $335 million of facility needs, a lot of that that I mentioned just now is being funded from -- a lot of that $335 million will go to fund projects like that, in particular the boiler HVAC concerns that we heard, it's a portion of that. And then also, you know, a number of these other projects as it relates to programmatic investments will help fund some of the other things like the play fields and the one-on-one investments.

So, you know, I guess in short what I would wrap up by saying is I think, you know, as you go through this process you heard there was
some people who are happy with where they ended up, there are some people who aren't and would like to see more as we would as well. You know, in a perfect world we'd love to fund all of these projects as needed because they're very important and all of them are very important. But it's, you know, a function of funding that we have, and as we continue to develop the Capital Plan over the next number of years we'll continue to try to address as many of the needs that we can.

Cameron, I don't know if you had anything else you wanted to add.

MR. MOCK: I'd just likes to reiterate on the process. Demonstrating this is not hopefully the first time that folks have had a chance to say their grievances or supports, et cetera. To echo Jennie's comments, we really would welcome even an e-mail. Like when the COO and I first came in at beginning of the calendar year, I think to date we visited probably close to a hundred schools, maybe more, within a couple months.

And to the comments about our CEO being
at schools, I would like to say that Dr. Jackson perhaps more than any other CEO at CPS has been out to the schools and knows and listens to the school communities more than anyone. So if there is concern, if you do want us to come out, there's an area unaddressed, please reach out. It can be any form, it can be e-mail, phone call, Board, even if you want to go in front of the Board, we've had some visits as a result of that. In fact, you know, a lot of the talk of Belmont-Cragin and that development, a lot of that we have heard from the community and various community groups that this is a desire of their's and so we're attempting to work with the community to shape a project that hopefully reflects their desires. So that's a function of that process. And so I just want to echo that.

I do want to say thank you for coming out and doing this, taking time out of your day. I know many of you probably this has been a long day for you as well so I do appreciate it. I would also recommend that you check out our Capital Plan website, I think there were a few schools and projects mentioned asking for
support that I believe are currently on the capital list, so I'd welcome you to check that out online. There's some areas that are kind of bucketed into broad categories, big ticket items that we're still working through how much and for which particular schools, but it's the desire hopefully in the coming days to begin to roll out our intent for those funds. And so included in that you'll see some of the IT investments and things of that nature where hopefully you start to get a better picture where perhaps you're on the list for cameras for the school that didn't have any cameras and so forth. And so I'd recommend you referencing that. And if you're not on the list or are inquiring about further capital needs, please we are here to listen and appreciate your time and attention.

MEMBER OF THE PUBLIC: Can I ask a question? I promise I won't take too long. Basically I am concerned about how the fine solution to this money was acquired, and it was all mentioned under the aldermen. I'm very concerned about that because, for example, in
Pilsen somebody gave a positive explanation, but nonetheless 90 percent of Pilsen we have poverty in Pilsen, but also our area -- our budget only went to 1 million. We have schools that are in dire need of books, dire need of fixing the buildings. We have umpteen needs. And so we're wondering what happened there? Why -- you know, we stepped over Pilsen, and we said, oh, I guess gentrification will take care of that, but that's not the issue. So I really want to see whether our comments, you know, our emotions, our protests, how have they reached all of you who work on this. How are you -- are you going to take back this information? Are you going to try to make changes? Or are we just saying these things and they're just being ignored? This is really, really crucial.

When I come here I'm not trying to cause attention to me. Believe me, I don't like this kind of attention. I have been an activist for 45 years, and I've seen the problems that we have in our community and that's why. Sometimes it doesn't fall on you because you're doing the best that you can with what you know. But it
falls on us, parents, grandparents, aunts, uncles, our communities. This is our future. So I am asking that you truly look at what went on and why our some communities less than others. And I'm not against other communities getting what they need for their communities or their schools, I'm not. What I'm saying is that we need you not on our side because you have a job, you need to make money, we're not getting paid money, we're here for the future of our children, please take a look at what's going on and we really want a report when you have this whole meeting how much of what was put on paper is going to be changed. Is there going to be a change? And if you're going to ask me again when you do something you have to come to the communities and the organizations to ask. Thank you very much. Thank you for allowing me to speak.

MS. BENNETT: Thank you so much for your advocacy. I really do want to emphasize you are being listened to. We do really appreciate the fact that you take the time to come and talk to us and your input is very
valuable, so thank you.

MR. JOSSERAND: So we want to thank everyone for coming out tonight. Just as a final reminder I would ask everybody to remember that you should go to the CPS website for the complete Capital Plan, it's available on the website. You can also leave questions and comments, and I would encourage you to do so. Thank you all for your attendance this evening.

(Whereupon, these were all the proceedings had at this time.)
STATE OF ILLINOIS  
)  
)  SS:  
COUNTY OF COOK  )

Karen Fatigato, being first duly sworn, 
on oath says that she is a court reporter doing 
business in the City of Chicago; and that she 
reported in shorthand the proceedings of said 
public hearing, and that the foregoing is a true 
and correct transcript of her shorthand notes so 
taken as aforesaid, and contains the proceedings 
given at said public hearing,

Karen Fatigato, CSR
LIC. NO. 084-004072
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