CHICAGO PUBLIC SCHOOLS
FY2020 CPS BUDGE HEARING
held on
August 21, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS had in the
above-entitled matter at Amundsen High School,
5110 N. Damen Avenue, Chicago, Illinois, commencing
at 6:00 p.m.
MS. LAURA LEMONE, presiding

PRESENT:
MR. MICHAEL TORRES
MR. ARNIE RIVERA
MR. ANTHONY WOJTAL

Reported by: Susan R. Gallo, CSR
License No.: 084-004008
MS. LEMONE: Good evening, everyone. Thank you for coming out tonight. My name is Laura Lemone, and I'm the chief of network 14 with Chicago Public Schools, and I am going to provide an overview of the evening and the hearing of our federal -- our school here, Federal Year 2020 Capital Hearing.

Our Capital Plan hearing will begin at 6:00 p.m., which is what we're doing right now, and will end promptly at 8:00 p.m. or when the last speaker has concluded, whatever comes first.

Those who sign 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 that they have been signed up. Speakers will be limited to addressing topics related to the capital plan. Speakers are asked to limit their comments to two minutes so that everyone who would like to speak will have the opportunity to do so. When multiple speakers from the same organization or school are listed, only one member per organization for school will be allowed to speak regarding the same issue. If a speaker has a follow-up question, we ask that you...
please speak to CPS staff members who will be on site to help you fill out a follow-up card. The full capital plan is on the CPS website. You can provide feedback or leave questions on the website. Visit cps.edu/capital plan for additional details.

The agenda for tonight will be as follows:
The hearing will begin at 6:00 p.m. after this introduction. We will have a power point presentation by Chief Operating Officer Arnie Rivera. Then we will begin the speaker portion, and then the hearing will be adjourned.

We will now begin with the presentation. Let me introduce our Chief Operating Officer, Arnie Rivera. Thank you, everyone.

MR. RIVERA: Good evening. As Ms. Lemone just mentioned, my name is Arnie Rivera, I'm the Chief Operating Officer for Chicago Public Schools. I'm joined by Anthony Wojtal, as well as Michael Torres. We are pleased to be here tonight to present CPS's proposed capital plan for fiscal year 2020 -- (inaudible)

COURT REPORTER: I'm sorry. Will you slow down a little? I can't understand you.

MR. RIVERA: Speakers will have two minutes to
provide remarks. We are happy to answer any questions you raise. And in the event that we don't have the information available, you will fill out a card, and we'll make sure we follow up with you as soon as possible.

Before I begin, I would like to acknowledge that we have representatives from the 48th ward, Chad (inaudible), and a representative from the 49th ward, Leslie Perkins. On that note, we will now provide an overview of the proposed capital plan for fiscal year 2020. As many of you know, our district's capital plan for the long-term investments in our school district, such as repairs and renovations towards modernizing our existing schools. Our FY20 fiscal capital plan was funded through bonds issued to us by the Chicago Public School District, as well as a number of other outside sources, and we will provide long-term investments for over 300 schools across the city.

In previous years, CPS's fiscal plans are -- (inaudible) two years ago our capital plan where it was just shy of $120 million. Through our improvement and our fiscal solution, we now have it
a lot faster which will allow us to make investments this year, but I've also developed a five-year capital plan, something that CPS has not been able to do for a number of years. I will get into detail about a number of highlights of our capital plan.

As I mentioned earlier, we now have $553 million of bonds that CPS is investing. We are set to receive $50 million in the federal funding for E-rates and another $16 million of additional external funding including (inaudible) and other sources.

We're also happy that this year's capital plan will include $191 million allocation from the State of Illinois. As many of you know, the state this year passed a six-year $45 million capital plan, the first state capital plan in at least ten years. While we're not sure of the timing of this, we do anticipate the money as soon as this year. So we want to make sure that the money's set aside as we start to prioritize funds as funds become available. Some of these highlights are described in more detail will be in future slides. This capital budget includes a number of
repairs and to invest in state-of-the-art science lab, it will provide IT modernization, full ADA accessible improvements, as well as investments associated with the number of schools that have children with the most at risk.

There are few more areas where our capital investments (inaudible). Number one, capital deferred maintenance, which is -- as it relates to maintenance, which is critical to keeping our schools warm, safe and dry. Secondly, to make an investment in our building to support key educational initiatives such as education programs and enrollment. Third, and while we’re not proposing any new construction in this capital budget plan (inaudible) prior to this year (inaudible) years and capital plan, there's been a number of new construction investments in the (inaudible). All we need is preferred (inaudible) solutions we have across the districts like improvement of roofs, windows, as well as mechanical system. We're happy to initiate a priority plan with proposed major investments that happen in a number of areas including (inaudible). Also included in that are items such as fire
alarms, A/C replacements, turf fields. And one of the things we were very happy about in this year's fiscal year's proposed plan is a dedicated allotment of $10.5 million in capital inventory ADA accessibility across the district. And as part of our following initiative, I've been asking of you earlier this year, we said it was about a five-year goal of ensuring minimum first floor accessibility at each of our schools, and this $10.5 million investment is a down payment towards starting that process.

One of the things that we ask that our (inaudible) facilities 80 years old, so we have all (inaudible) as well as academically. And we are happy to tackle a lot of projects. The fact of the matter is the earlier we do something, the release (inaudible) gets financed.

As I mentioned earlier, during the height of our fiscal challenge, CPS was unsure of how much capital assets we have on any given year, let alone the ability to forecast what our long-term access would be. Things have improved our financial situation of the district. We feel confident that the next five years we should have at least minimal
assets of $550 million annually, which would allow the district to work with school communities towards the long-term access (inaudible).

When we identify the capital planning included in our capital plan, we go through three major steps of identifying what these are. Number one, we assess the learning conditions and (inaudible) on that initiative, whether it's deferred maintenance, mechanical systems or other systems, based on each facility, that can happen. Secondly, information that can be based off of critical needs or urgency to ensure that the regular investments can go after those needing to address safety. Third, develop project budget and (inaudible) during that process. What we also do is look at what's accomplished and a number of projects. Number one, is there a silver lining that is focussed that's happening at the school that would allow us to both modernize the school for the remainder of the (inaudible) or allows us to invest in (inaudible) in order to kill two birds with one stone. Number two, we're making sure that what we are tying into our investments around (inaudible) facility master plan that CPS issued.
last year. One previous (inaudible) had that CPS would put together one additional master plan and then a subsequent master around (inaudible) budgets did not allow what was listed as priorities. We made sure and we'll see in a couple of moments that every single project that we identified in this capital plan allows (inaudible) priorities outlined in last year's education and master plan. Number three, in conjunction with our equity, we made sure that the projects that we were identifying in the capital plan were geographically and demographically distributed across the city and also a heavy prioritization on areas that serve the most at-risk students, areas of the city with high and economic (inaudible) to ensure that we're returning those communities with the investment that's sorely needed. Once that process is concluded, we now have a plan, which we will discuss in a few moments.

Those key areas that I broke down, the initiative, one opportunity we can have though relative to tackling those issues, our strategy towards addressing those problems and equally, if not more importantly, the rationale we use towards
prioritizing budgets. Obviously we made sure that (inaudible) assessments but also usual key points and regional analysis to make sure we're tackling those schools that have both the need and the amount of work for maintenance but also have opportunities to address modernization of those key educational priorities.

As I mentioned earlier, in prior years, CPS did propose new construction to relieve overcrowding, but nothing is being proposed in this year's budget plan given a number of key investments that were made.

The next slide shows how CPS plans our financing and our investment plan. And as I mentioned, $553 million of this plan will be primarily upon a general education bond issued by the district, and then $50 million of it in Federal E-rate funding for modernization efforts. There has already been a half a million dollars of external funding, including a TIF menu and other funds to help us support these projects. There's $191 million of state funding. And then typically we want to -- some kind of social group for all of the (inaudible) funding, TIF menu or "friends of."
So as that money comes through, we have employees from a district getting those projects done.

Our FY2020 capital plan and the choice -- preference (inaudible) on the base of our work in conjunction with the office had to be referred, that 92 percent of our capital plan supports rules that serve the majority of the student populations.

This is higher or this is average or (inaudible).

So the punctuality in which we made, we went through over a number of months (inaudible) allows (inaudible) we're very confident that we're tackling the school priorities and what they need.

Going to key areas in more detail and how they will be formulated in a system of fiscal categories from capital spending. So we've allocated $263 million, $17.5 million dollars in interior improvements, $180 million for programmatic investments, a half a million dollars for IT, security investments, more than $45 million in site improvements, as well as $26 million in support services to ensure that these projects are completed. That's a total of $202 million of a surplus of federal funding (inaudible) allocation off of our budget.
As we take a look at the $263 million of facility needs, I believe the planned initiative here is close to $130 million to the lack of employees at schools and roof and window upgrades. We have $30 million from the Chicago Public School priority mechanical systems. One of the things that both last year and this year we're all very happy about is that we also set aside $50 million to ensure that as during the course of the year as the school's condition merits, they give us immediate action, we have emergency money set aside so we can start to address those priority (inaudible) as opposed to having to wait until the subsequent year and issuing that plan. And then we've also set aside $50 million for areas such as the chimney stabilization, fire alarm replacements and ADA accommodations. We (inaudible) allow $17.5 million dollars set aside for interior improvements. This is for bathroom renovation. The rest of those will be a number of parks, (inaudible) auditoriums across the city, as well as washroom enhancements.

As we take a look at the $100 million set aside for modernization, we start with the largest...
CPS expansion in CPS's history of $120 million in support. That's $20 million to support the 106 schools (inaudible) and we've set aside $100 million for the summer and fall of 2020. (Inaudible) for a longer lead time for the projects where (inaudible) initiative process has to ensure all the investments are completed by the fall of 2020.

We also have $30 million for the second year of a three-year addition to ensure that every district high school has a state of the art science lab, and we'll start -- we'll start with the last year's district school and across the first neighborhood (inaudible) high schools as best as our (inaudible).

The last bucket of investments are in support 32 schools that went through an ROP process (inaudible) focus. These funds will be allocated to schools who support STEM labs, art labs and other matters of enhancements, and in some cases, accessibility to make modernization and repairs in the existing building. There's $87.5 million set aside primarily for the second year of a four-year (inaudible) district to ensure what we have is one
by one new device student ratio, as well as all the necessary infrastructure to support those schools. Once again, those schools last year and this year, it shows that based off the year before, we're making sure that various (inaudible) investments the most. But by the end of the fourth year, every district school in the City of Chicago will have one to one investment (inaudible), but also device necessary, infrastructure and manual investments to support those devices.

The last areas are addressed on our topic of analysis. We have $45 million to repair, replace and build new playgrounds, turf fields and other (inaudible) across our schools. We're going to continue to work with the public school capital plan, water reclamation district, and upon starting those (inaudible) initiative, and we'll start and have a number of (inaudible) number across the city. And we need (inaudible) number of school community, so we're going to start a demolition program to take down those and replace them with turf fields or those types of improvements.

The last area of our capital budget is in essence to ensure the projects progress -- close to
400 total projects -- are completed. So we have $44 million set aside to promptly begin the capital project support. This includes site improvements, Space to Grow, play-lots, design fees and assessments, as well as furniture.

And the last slide of our presentation shows how the different investments are proportioned down across the city by area and allow at the (inaudible) those areas. It's important to -- here at the bottom, these are the budget categories. We have budget categories of facility needs, interior improvements, programmatic investments and site improvements that started last year. Facility needs improvement (inaudible) investment started to do business and we want to make sure that every single project that is proposed in our 2020 capital plan is priority and identified at last year's release of the educational facility management.

That is all from me. I will turn now to Dr. Lamone for the talking section of this hearing.

Thank you.

MS. LEMONE: Thank you, Chief Rivera.

We ask that the speakers step up to the
And our first speaker is from the 49th Ward, Leslie Perkins, please come up.

MS. PERKINS: Thank you. My name is Leslie Perkins. I am chief of staff to Alderwoman Maria Hadden in the 49th Ward. First and foremost, I want to say thank you for the fundamental investments and allocation for the new roof at Sullivan School and Kilmer Elementary School. Both of these schools have needed these improvements for the past seven years. Parts of the schools were inaccessible to students. So this will really make a huge difference for the teachers and the students day to day. So, really, thank you for that.

And then I just want to kind of plant the seed for future years. Sullivan could really use improvements to the pool there. We're right next to the lake and having some swimming lessons there would make a huge difference to the community to, you know, be safe and also have some programs for the students here at Sullivan. And then also to some consideration for some competitive programming at the schools. So bringing some IT programs, some STEM and fine arts to make our schools first choice.
for the students and the families and really make them competitive.

MS. LEMONE: Thank you.

MR. RIVERA: Before the next speaker, I want to acknowledge that we do have a board -- from the Chicago Board of Education present, Lucino Sotelo.

MS. LEMONE: At this point, we will be -- remind everyone of the two-minute time warning, and we will hold a sign up when your time to -- give you some updates during the time of that two minutes.

Our first speaker, speaker one, Fatima Peters, please come up.

MS. PETERS: Hi, I'm Fatima Peters, I am the parent of a student at Sullivan High School. I'm also an educator at Sullivan High School. For three years, I have come and come in front of you guys and asked you for our wants, our needs, and today I'm here to actually thank you for hearing our wants and needs. And, actually, as a parent, I would like to say that you actually answered our prayers. So I'm really grateful on behalf of the staff at Sullivan. Thank you for investing in us. As a parent of a Chicago Public School student,
thank you for also investing in us. Thank you. 18:27:06

MS. LEMONE: Thank you. 18:27:11

Speaker 2, Mike Glasser. 18:27:12

MR. GLASSER: Good evening. I'm a resident of 18:27:20
the Rogers Park Community. I'm also in the real estate business, and I'm president of a Rogers Park builders group. In the past five or six years, 18:27:27
I've gotten to know Principal Adams, and he's brought me into the Sullivan community, and we have real estate partners into the school and other schools and focus on constantly evolving, whether 18:27:37
it's programs offering some -- given the level of this program, people are coming into the school as a result of the organization of the friends of Sullivan. We've had spectacular success bringing people from the community into the school and interact with the students. To see -- we're understanding the importance of the faculty in this wonderful multiethnic environment. While we -- we also look up at the ceiling and see flaking paint. 18:28:12
Some people call it dandruff. It's a statement that says, oh, there are some issues. I can only say that from what I heard from you was we are on the list of the new roof and new facilities. 18:28:24
Principal Thomas and I celebrate because of the opportunity to have a safe, secure, dry building opens up the opportunity for us to move forward with more basketball courts, counseling suites, the like. This is the investment, the infrastructure that will ensure that when Sullivan's down -- 120 years old in the future, we have a great stable growing building where many kids can learn in the future. So thank you for your support.

MS. LEMONE:  Thank you.

Next up, speaker three.

MS. GRAHAM: Hello. I'm Andrea Graham. I'm also an educator at Sullivan High School. I'm an investor in my neighborhood. I've been living there for 35 years. I've raised my children there. I sent my children through Sullivan High School. I'm a homeowner, and I also had an after-school program at the school. So it's important that we have a safe environment, an environment that is -- is -- is -- an environment that is -- I would like to see that we have an environment that is safe and secure for all of us. And I'm so grateful that you have invested in our school, and we have invested in our school as well. The building is open to our
parents who are involved, to the students who come there from many miles. They don't just live in the neighborhood, they live many miles and come there.

So thank you very much for the new roof and for everything else that's happening down the road.

Thank you.

MS. LEMONE: Thank you.

Speaker four, Dr. Cooke. Speaker four.

DR. COOKE: Good evening, Mr. Rivera and our board members. I'm grateful for the opportunity to thank CPS for hearing our needs and taking action on behalf of Sullivan based on the Rogers Park community. As a founding member of Friends of Sullivan and educators, we have the unique perspective on echoes of community appreciation for the funding CPS has has allocated to create a safe and appropriate building for our students. I'm especially grateful for the access to education CPS is completing, projects (inaudible) education given to the students at Sullivan. Friends of Sullivan is committed to working with Sullivan and CPS and to provide people access to all our students and their parents in Rogers Park, 96 percent of whom are at poverty level. There's wide community
support and (inaudible) committed in creating a school's global center welcome and inspire all of the students at Sullivan High School. The CPS Board's investment to transform programs by creating vital classrooms (inaudible). It is a haven for students and brings together learning to dozens of different cultures speaking over 60 languages. The work continues with the center plans to make the facility handicapped accessible, fix our leaking roof and fill the gaps so water can drain, safer for our teachers, safer for our students and families and community creating huge community benefits and saving lives. CPS's investment in Sullivan is truly investing in our community, its leaders, its residents and our future. Thank you again for actively listening and making it possible.

MS. LEMONE: Thank you.

Speaker five, Reina Williams. Speaker five.

MS. WILLIAMS: Good evening, everyone. It would be remiss if I was to let life go by without personally thanking you for honoring our requests of having our roofs repaired. I'm an outgoing
Sullivan parent, proud parent of a graduated student of the Class of 2019 -- I'm still celebrating. She's actually going to college, so I'm very proud.

When I think of the roof, you know, the sky is falling, the sky is falling. The roof is falling -- roof is falling that's what they were trying to tell me. The roof is falling. But because you made it possible, you thought it was important enough, you thought it was priority enough to make sure that the students at Sullivan, all they wanted was not to have to worry about that problem. I personally thank you. God Bless you.

MS. LEMONE: Thank you.

Speaker six, Dorothy. Speaker six.

MS. MILNE: Thank you. My name is Dorothy Milne and I'm the artistic director of Rogers Park Community for the past 20 years, and our organization is one of the many community partners deeply invested in Sullivan High School. We work with all of the Rogers Park Public Schools but our most intimate relationship is with Sullivan. This is where I personally spend my volunteer hours because I am so inspired by its leadership, its
staff and student body that comes from everywhere on the globe and is a perfect example of if we -- if we all come together, all those students have steeped in our culture of inclusion and acceptance and go out into the world and bring people together as well as choosing their own success. So thank you for the investment in the crumbling, difficult structure of Sullivan. Higher priority are the roof and the ADA accessibility and the pool. The auditorium is neither functional nor entirely safe, so I'll just plant that for the future. I'm full of ideas if you want to talk to me. Thank you.

MS. LEMONE: Thank you.

Speaker seven, please come up. Beatrice, Speaker seven.

MS. AKINPELY: Hello. I'm student at Sullivan High School, and I just want to say thank you for fixing our roof and thank you for donating all the money. It really has been helpful for us. On behalf of the student body, thank you.

MS. LEMONE: Speaker eight, Esther. Speaker eight.

MS. MOSAK: Hi, everybody. I'm Esther Mosak. I am a community representative, Sullivan High
School, LLC. I will add my thanks for your investment in our school. You can see that those of us in the neighborhood are also invested in this school. We show up. So I wanted to in addition to thanking you for helping us with our ancient, old building, there's more that needs to happen here. So I'm just going to put it out as well. We are not ADA accessible. We are not close. We do not have an elevator. I would really appreciate given what I saw in the power point about accessibility being a priority that you look into that and figure that iPad was $25,000. But we would like to make the buildings open to all students so we wouldn't have to have our students with special needs out of the neighborhood. And the one other thing I make mention and also put in a plug for the pool. We are so lucky to have the lakefront in the neighborhood. We've also had two Sullivan students drown there. We have a pool that could be repaired. There is no public pool in Rogers Park. This would be a great addition for our students and for our whole community, that possibly a partnership with the park district, that pool could be open to the community, bring our neighbors into
the school, provide for our kids. So I just wanted to bring that to your attention. And, again, thank you.

MS. LEMONE: Thank you. Speaker nine, Betsy Vander Cook.

MS. VANDER COOK: Hi. My name is Betty Vander Cook. Some of you know that already. I am a parent of four kids who all went to CPS K through 12. I'm also a community rep on the LSD, and in addition, I'm a founding member of -- and so are several members -- there are two of us called Rise 49. It's an organization of LSD members of all six Rogers Park District Schools who are working together for more improvement and more funding for our schools. Well, what I really want to say is what a difference a year makes. I was at the Truman College budget hearing. And as we all remember then -- I think it was like the biggest budget ever -- the six Rogers Park schools received zero funding that year. And Steinmetz School received 24 million and West Rogers Park received 69 million. Over the past decades, Rogers Park received less than one percent of the funding to our more affluent neighbors.
So what a difference a year makes. Now we have Kilmer's roof almost completed for $7 million. We have another $25 million in Sullivan, I can't thank you enough for that. That is really a change, a change that is so welcome. At the same time, because we were at the end of the line for so long, there is so much that needs to be done. People have talked eloquently about the Sullivan pool, the elevator, ADA funding. I can't talk about all the schools. We have too many. But Kilmer I can tell you we have an out of date, unsafe playground. It's on top of decrepit, flooding broken sewer. We have lockers -- I was told by the principal that some of the backs of the lockers are missing -- a third of them. So there is like a hole there like laundry chutes. So you put the stuff in, and it goes in the back of the other area. This is a first world country, right? And here we are at Kilmer in Rogers Park. There is a ton of stuff to do in the other schools (inaudible) and the reason is because we've been at the end of the line for so long. And I know if I was planning and look at the numbers last year and say Rogers Park did pretty well, they got 25
millions, they got $7 million, they're floating now.  
We're not floating. Once you've been down so long, it's going to take several years to bring us up again to make us competitive with the neighboring neighborhoods, to make it safe and make us strive to do something we all agree on. Thank you so much for your support.

MS. LEMONE: Thank you.

Speaker 11, Jack Hafferkamp.

MR. HAFFERKAMP: Yes, I am Jack Hafferkamp, and I am here to add my voice to the quorum and to say thank you because what I see -- and I know very little -- but what I do see is that this support of the incredible faculty and staff and leadership at Sullivan, the students at Sullivan. I work with a Rohingya refugee in this community. I know how important this school is. I know there are many worthy schools, but what I do know is our school is worthy. Thanks. It's a big deal. Thank you.

MS. LEMONE: Thank you.

Speaker 12, Evelyn.

MS. RAFFANTI: Hi, my name is Evelyn Raffanti from Carl Schurz High School. I'm the elective rep there and ALC. And I'm going to cut this shorter.

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I didn't know we have two minutes. So second
question, skip the first. I wish I could say thank
you for the $3 million. I don't even know why I'd
have to say thank you for tax dollars which is
going back to the community anyway, but we do that,
it's a polite thing to do. But on 6/4/2019, we
received a letter from Mr. Rivera, and the letter
addresses critical facility needs at Schurz. And
I'm going to read a little section -- it refers to
the long term clean up. Capital spending sent a
team of architects and engineering to evaluate the
masonry, roofing and interior (inaudible)
deterioration. Please find the team's reports
attached. That's these reports I have here.
There's 29 interior and about five exterior items
for -- and about seven, eight of them are high
level. As CPS continues crafting a fiscal year
2020 plan, you requested (inaudible) schools, which
is not good, which includes library and auditorium
renovations, which includes window replacement and
carpeting and basement renovations. $3 million
will not cover that. I can't say thank you. It's
not enough. Our students deserve a dry
environment. We cannot fix the plaster in our
environment.
auditorium. I would love an auditorium like this.

Dry. We can't do that until we address the roof.

This is a $3 million band-aid. It's an expensive
bad-aid but it's a band-aid. And I'd like to know
what we can do as LSD or just me alone as a member
or you have Friends of Shurz here, we have students
here. Who can we talk to to address these needs
and give us a timeline? I feel as if it's like
battling one thing after another, after another,
after another. It shouldn't be that hard. I'm a
retired teacher. I've taught for 20 years in
District 219. Our facilities were outstanding. We
invested tons of money in that, and it makes a big
difference. That's it. Thanks for listening.

MS. LEMONE: Thank you.

Speaker 13, Sandy DeLeon. Sandy DeLeon.

MS. DE LEON: Hi, I'm Sandy DeLeon, and I
actually have some questions just for
clarification. First thing for the monumental
investing in learning (inaudible) services. My
first question is $100 million is for next year,
and so I have the listing of schools that are
investing for this calendar year. The first
question is what are the focus areas (inaudible) in
school in use, and then also when will the listing of selected schools be made public.

MR. RIVERA: So the question she asked was $100 millions was pulled over (inaudible) into our investment of 2020. As to the communities, it hasn't been identified. Our office of learning higher education (inaudible) are speaking to principals to make sure what needs to happen to solidify the plans to make sure the schools are comfortable with the designs and schedule. And once we know that, we'll start on those projects soon, or we will complete it by fall. (Inaudible) surely (inaudible) time off all the schools (inaudible) we will be allowed to (inaudible).

MS. DE LEON: Can I ask you another question? So as you know, Chicago delivery system (inaudible) lots of (inaudible) schools but also community organizations. I was wondering whether the capital plan and just the main area has come out on the auxiliary system. Is there a plan or a capital plan that's been capital investments of possible (inaudible).

MR. RIVERA: So in coordination with Department of Family Services (inaudible) four-year plan --
which is four-day pre K, 4-year-old investment and expansion community that serves here

(inaudible). Last year's capital plan, there were a number of programs, one of them was Little Angels in the past, as well as there was a program that was a community based organization. As part of the community based organizations, they will receive capital dollars once those community areas are identified.

MS. DE LEON: I can barely hear. I'm sorry. Did you say in coordination with department of family services.

MR. RIVERA: Yes. Yes.

MS. DE LEON: I can't hear with the fan.

MS. LEMONE: Thank you.

Speaker 14, Jhoanna Maldonado.

MS. MALDONADO: Just to clarify, I'm not speaking against Sullivan, I'm glad that Sullivan got everything that it got, it deserves that and more, as well as other schools in CPS. It's just unfortunate to have to come to this meeting year after year after year and hear about "Friends Of" and hear about all these other entities and see the people who are speaking on behalf of those students.
at my school, there are no funds left. We don't have money. We have fundraisers, but our community cannot afford to invest in that way, which is why we go to public schools. And so here we are, the squeaky wheel -- right? Everybody got what they want? Squeaky wheel, right? So what I'm saying is harsh but what we're seeing at our schools is exposed wires, as a junior there's rat droppings. The office of estimate (inaudible) made an assessment but I don't remember hearing about it as part of my (inaudible) Our students are using -- are having to go to another building just to access water because our water fountains are not working. We went an entire year of no staff bathroom for the teachers. And so how are all of these additions being made, and who are you talking to? There's also demolition that are part of these capital improvements and it's not even spoken about -- and it's about time we get those ADA modifications because CPS is not in compliance. Why don't they? Why aren't they mandated to be in compliance? And so educational programming, while a lot of it has been allocated, it only goes to 99 schools. Overall that's (inaudible) within the
budget. So what about all 500 and some other schools that are not getting any of these resources. We need a clear needs assessment, we need a clear process and we cannot just keep picking and choosing on the squeaky wheel you reference here. That's not how this should be working.

MS. LEMONE: Thank you.

And our last speaker, Speaker 15, Vanessa Valentin.

MS. VALENTIN: To this amazing team and board members that give me a lot of hope as a parent that things are going to change. While I hear a lot of concerns of capital improvement (inaudible) and those like me that our school's college prep was a gem in our community, but doesn't (inaudible) and what has worked in our community has been well. Mainly those together and making the parents have their voice and making them use their voice because we are the most (inaudible) holder to be working with. So thank you. The life of our students have changed. They say that goes to the next person. My son is Class of 2019 as well. He didn't have all the opportunities that's addressing the
students (inaudible) will have, but that's what
it's all about. We do what we do day in and day
out to change the narrative. So continue what
you're doing and ARA, that's what helped us come
together (inaudible) community and see the gaps,
and that's what we advocated (inaudible) and got
it. But (inaudible) performing art, and I think
that's important that we know what we need in our
community. But I will say that we've got to work
together, right? We can't just wait to have these
meetings to interact with parents at Sullivan,
parents from Schurz, from all the other schools,
CPS, we need to do better at bringing us to
together and having these conversations, so then we
can learn best practices, right? One work for
Sullivan and one work from Steinmetz, and then we
can support each other. I'm here because I'm
(inaudible) seat four years ago for Northwest
middle school. We know that that school will be
there -- will be -- we have our own home. We want
to make sure (inaudible) handle resources. So it's
not just about Steinmentz, it's continuing to
invest in the schools and our community, and
support your neighborhood schools. Thank you.
MS. LEMONE: Thank you.

At this time, that concludes all of our speakers for tonight's events. I thank everyone for coming out to this hearing and this is the conclusion. Thank you, everyone.

(Meeting adjourned at 6:51 p.m.)
Susan R. Gallo, as an Officer of the Court, says that she is a Certified Shorthand Reporter doing business in the State of Illinois; that she reported in shorthand the proceedings of said school board budget hearing; that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid and contains the proceedings given at said school board hearing.

IN TESTIMONY WHEREOF: I hereunto set my verified digital signature this 26th day of August 2019.

Susan R. Gallo
Illinois Certified Shorthand Reporter