CHICAGO PUBLIC SCHOOLS
PUBLIC HEARING,
FY2020 CAPITAL PLAN HEARING
held on
August 21, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter at Whitney M. Young
High School, 211 South Laflin Street, Chicago,
Illinois, commencing at 6:06 p.m.

PRESENT:
MS. LINDY McGUIRE, Presenter,
Deputy Chief Operating Officer at Chicago
Public Schools
MS. HEATHER WENDELL, Budget Director at
Chicago Public Schools
MR. BRIAN ZATOR, Director of New Construction
at Chicago Public Schools
MR. MICHAEL BORAZ, Moderator, Chief of
Network 15

Reported By: Karen Fatigato, CSR
License No.: 084-004072
(Whereupon, the following proceedings commenced at 6:06 p.m.)

MR. BORAZ: Good evening, everybody. Welcome and thank you for coming. I am Michael Boraz, I'm the new Network Chief for 15, which Whitney Young is an ISB, they're not in network, but if they were in the network they would be in my geographic area so I have the pleasure of doing a little bit of moderation this evening.

So I am going to start with the procedural aspect of this. I'm going to read you the rules and protocols for public participation this evening, and then I'm going to turn it over to the panel. So I will now provide an overview of Fiscal Year 2020 Capital Plan Hearing.

The capital Plan Hearing will begin at 6:00 and end promptly at 8:00 p.m. or when the last speaker has concluded, whichever is earlier.

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.
We will stick to the two minutes. Speakers will be called in the order that they have 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 or 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 and leave questions on the website, visit cps.edu/capitalplan for additional details.

We will now proceed with the presentation. Thank you.

MS. MCGUIRE: Good evening. My name is
Lindy McGuire, I am the Deputy Chief Operating Officer for the Chicago Public Schools. And I am joined on stage tonight by Heather Wendell, the Director, the Budget Director for the District, and Brian Zator, the Director of Construction. Thank you for being here.

We are pleased to be here with you today night to present CPS's proposed Capital Plan for Fiscal Year 2020. After a quick presentation of the proposed plan, we will turn it over for public participation. As noted earlier, anyone registered to speak will have two minutes to provide remarks. We are happy to answer any questions that are raised. And in the event that we do not have the information readily available, we will take down your contact information and be sure to follow up with you as soon as possible.

On that note, it is my pleasure to provide an overview of the proposed Capital Plan for Fiscal Year 2020. And it works, yay.

Okay. A quick overview on the proposed FY2020 Capital Plan. The CPS capital budget funds long-term investments in the District,
such, as repairs and renovations to existing schools and other projects. CPS FY20 Budget is funded through bonds issued by the District and funding from outside sources and will provide for capital projects at over 300 schools.

To build on the record-setting academic progress that has earned national recognition for Chicago Public Schools, CPS is investing $619 million. And the budget will also include 191 million in potential state and -- state funding and $11 million in potential external funding. Such funding will go to support our state-of-the-art high school science lab program, which is a three-year program to provide the top-of-the-line science labs at every CPS high school across the District, high-speed Internet access and devices, fulfilling that four-year commitment to establish a one-to-one device to student ratio across the District, expansion of full day pre-K, accessibility improvements and expansion of IB, STEM, Magnet and Classical programming.

The capital plan seeks to support three key academic initiatives. One is the -- the
first is warm, safe and dry, deferred
maintenance. As you may have heard, the
District faces $3.4 million in deferred
maintenance need, 1.8 of that need -- 1.8
million of that need is critical. The second
academic initiative would be the educational
programming. And the third is enrollment.

We have prioritized lists of critical
building needs that support academic
initiatives. Ninety percent of our capital
building needs fall into the mechanical, which
is your HVAC and control systems, as well as
building envelope, things like roofs, masonry
and windows.

Other prioritized needs are fire
alarms, security cameras, playgrounds, as well
as other systems, turf fields, air conditioning
replacement, pool upgrades, as well as ADA.
We're pleased to propose in this proposed plan a
multi-year program to ensure that all CPS
buildings are first-floor usable. This is in
addition to the ADA requirements as outlined in
the Chicago Building Code, the Illinois
Accessibility Code, as well as federal
regulations.

Critical building needs are geographically diverse and include all SQRP levels. Five-year capital plan and strategy must include critical building needs. And as you are about to hear in detail, there's a significant -- there are significant dollars earmarked to support our existing footprint.

Educational programs and enrollment provide capital investment opportunity.

Capital projects are selected in a three-step process. The size of our portfolio and budget constraints necessitate a needs based prioritization approach for capital planning. So first we assess all of our buildings. From that we identify critical life safety issues, issues of the greatest urgency, and those are prioritized. And then -- and then the remaining school potential projects go through a filter -- an additional filter process.

The next filter is, are there any program enhancements occurring or being proposed at the school?

The next filter is, are there any
potential investments aligned with the community
input and feedback as described through our
educational facilities master planning process.

The fourth slide is something that
we've been really excited to do this year.
We've been working closely with our chief equity
officer to make sure that we are prioritizing
schools that perhaps hadn't seen much investment
previously and to make sure that they're
prioritized this year. Said in another way, we
wanted to make sure that the resources are
distributed fairly and equitably across the
District. After these filters we craft the
proposed comprehensive capital plan.

This next slide -- this next slide
basically goes into greater detail of the
academic progress and the key initiatives that I
outlined before. Again, you have the warm, safe
and dry schools to make sure that our students
stay warm, safe and dry and our existing
footprint referencing that $1.8 billion worth of
need.

The second initiative is how do we
support the educational programs? That's, for
example, the expansion of IB, STEM, STEAM, Magnet programming and then, of course, universal pre-K.

And the third is enrollment, how do we ensure -- how are we ensuring that we're supporting equitable investments in neighborhood schools?

So how does CPS fund the FY20 Capital Plan? The majority of the funds come from anticipated bond offerings and other capital funds, federal E-rate funding, local external funding, think of MENU, TIF and other local philanthropic dollars, potential safe capital funding, which we'll get into in a little bit, as well as other potential external funding.

The FY20 Capital Budget includes $821 million for facility needs, programmatic investments, IT security and building system investments, site improvements, capital projects support services and contingency for additional outside funding projects. As a result of the District's focus on equity, 93 percent of our capital plan will support schools that serve majority low-income student population.
This next slide provides greater detail of the proposed plan. Yes, great. The FY20 -- the FY20 Capital Budget includes $261 million -- $263 million for facility needs, such as, exterior envelope projects, mechanical and maintenance projects. Also included in that $263 million is a $50 million contingency bucket, if you will. Given our improved fiscal state, we are relieved in being able to set aside some dollars for -- to address any issues that come throughout the school year.

The budget also includes $17.4 million for interior improvements, and $180 million for programmatic investments. The bulk of the $180 million for programmatic investments is to ensure the District -- to ensure the District rolls out universal pre-K.

And if I could just for a moment for fall of '19, 106 schools will receive renovations to fulfill the District's commitment to universal pre-K. And then a hundred million dollars is proposed for the additional pre-K rollout for fall of '20. Communities have been identified and we are working to finalize exact
locations with communities and school leadership.

Additional programmatic investments include, as I referenced before, our three-year commitment to providing top-of-the-line high school science labs in every high school across the city, as well as the expansion -- the $30 million for the programmatic expansion, 32 schools will be receiving STEM, STEAM IB, Magnet or CTE programs. And those were decided through a rigorous RFP process.

Budget also -- the budget also includes $87.4 million for investments in IT and security improvements. Again, this references a one-to-one device -- the one-to-one device to student ratio, as well as IT infrastructure.

Additionally, the FY2020 Capital Budget includes $44.7 million for site improvements, such as, space to grow, play lots and turf field. The budget also includes $26 million to support services to implement over $800 million in capital projects.

And the last slide is my favorite slide. So here you see a map obviously of the
city, and then you see a dot, each dot represents a proposed project in the FY20 Capital Plan. What I -- my favorite part of the map is that each dot -- I don't know if you can see, but I'll voice it over for you. Each specific color represents feedback that we received in our planning document, the Educational Facilities Master Plan. So the green dot is for facility needs. The orange dot is for interior improvements. The pink/purple dot is programmatic investments. And the blue dot is for site improvements. Thank you very much for your attention. We'd be happy to answer any questions you may have. I'll turn it over to Chief Boraz now. Thank you.

CHIEF BORAZ: We're ready to begin the public participation. And the sign-in sheet would be helpful because that is going to dictate the order. Okay, you have numbers. You can still sign up if you'd like to participate if you haven't. Speaker number 1.

MR. WU: Hello. My name is David Wu,
I'm with the Coalition for a Better Chinese American Community. I'm here to advocate for the needs for a near south high school. I feel that it aligns with some of the priorities that I heard mentioned, such as, it being -- that you want to spend your capital funds on low-income communities, neighborhood high schools and for future population growth.

I've testified numerous times that there is no neighborhood high school in the near south side for the Armour Square, Chinatown, Bridgeport, South Loop and North Bronzeville communities. These areas continue to grow in population. Many of the elementary school kids in that area go to 1 plus schools but are scattered to high schools all across the city because there's no neighborhood high school within those neighborhood areas. Just in Armour Square and Bridgeport I think they go to about 50.

In the past few years CPS has allocated capital funds for construction of new high schools, 75 million in the FY2017, the Englewood high school in 2019, there was 70 million for
the near west high school that hasn't been built yet. And I know that to build a high school is a huge ask, but at least from the perspective of the Chinatown community, the Chinatown community that lives in Bridgeport, any investment that the city makes we will ensure that it's a successful project. Because if you're going to spend 20 million, 50 million, a hundred million dollars on a project, you want to make sure it's a success.

This week Chicago Magazine ranked high schools -- I mean, elementary schools, and Haynes School, this little school in Chinatown, was fifth ranked in the city. The Chinatown public library has the third highest number of visitors, just behind Harold Washington and Sulzer Regional. We just blow past all of the regional high schools. And so the community --

CHIEF BORAZ: Thank you, sir, your time is up.

MR. WU: -- is committed to working with CPS to make sure that capital funds are used well and the project successful. Thank you.

CHIEF BORAZ: Thank you.
Number two, please.

As you come up, please state your name for the stenographer. Number two.

MS. McGuire: Chief Boraz, if I may.

Mr. Wu, again, thank you for your continued advocacy. I know that we have met previously and certainly appreciate you being here tonight in your continued advocacy. We want to continue this conversation with you. We hear you. And certainly know that we have been down a path together, and we want to continue this conversation. So thank you.

Mr. Wu: So if we could help with advocacy for more state capital funds, just let us know where to push.

Ms. McGuire: Yes. Thank you.

Ms. Biggs: Hi. My name is Jennie Biggs, I'm a CPS parent, and I am with the organization Raise Your Hand. We're happy to see many schools receiving facilities investments. We believe every school should get the necessary repairs and upgrades they need. Most schools have waited far too long for such investments. Parents continue to ask Raise Your
Hand how does CPS choose who has to wait and who doesn't? Parents, schools and the public 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.

I was excited to see your process slide about making decisions, you really need to make that public. Thank you.

There is no current system to inform and engage parents, instead all that we parents have for us to do is beg and rely on politics, and that seems to be what drives actual CPS capital budget decision-making, and that's really not the way it should be. We continue to ask CPS for a long-term, overarching city-wide Educational Facilities Master Plan, which is informed by robust community engagement. This is not a crazy ask, it's actually the law. And as far as we can tell CPS is not in compliance with this law. The current state of how capital plans are made is no way to run any kind of system.

Also, with billions of dollars in unmet
facilities needs and EFMP may be the only way out of addressing school facilities needs. All students deserve well-resourced, well-maintained clean healthy comfortable school buildings. And all communities deserve stable well-resourced schools. Thank you.

The CPS Board of Education should engage in a transparent process to determine capital projects from here on forth. Thank you.

CHIEF BORAZ: Thank you for your comments.

Number three, please.

MS. ROTHSCHILD: Hi. I'm also a CPS parent. I work -- I'm a researcher for CTU. My name is Sarah Rothschild, and I'm on the Tilden LSC. And I've actually been studying CPS facility planning and lack thereof for over ten years. And this is more of the same. There is nothing in the plan -- this is not a plan, this is a list. And calling it equitable doesn't make it equitable. That's a misuse of the term in a very gross way.

There -- you stated that there's $1.8 billion in critical needs and this plan only
addresses 32 percent of it, which is really
terrifying to think how many schools have
boilers that are going to fall apart like they
did at Prussing sending children to the
hospital, how many roofs are going to leak, how
many serious issues are just waiting while we're
putting STEM and IB upgrades in schools. This
doesn't make any sense whatsoever. There was no
process to ask the schools what they wanted.
Tilden was supposed to get a science lab last
year, never happened. So the plans don't even
come to fruition, they're literally just lists.
And this year Tilden is getting an IT upgrade
with Chromebooks when last year we wrote our own
grants and got Mac books. So, I mean, there's
just no connection to what the schools actually
need. We need investments that if it was really
equitable you would know -- like what Jennie was
alluding to, you don't know when you're next in
line for a roof. You know the facility
assessments are from 2014 and 2015, so I'm not
sure if you even know what schools need it. And
the schools beg, beg, beg, and then all of a
sudden some north side school gets an addition
when they were told that there was no money in
the District. This plan doesn't address any of
these. These are real needs. I've been doing
this for over ten years. I know what I'm
talking about. I talk to parents in schools all
over the District. You're not addressing the
needs of the District. Thank you.

CHIEF BORAZ: Thank you for your
comments.

Next please, number four.

MS. SALINAS: Hello. My name is
Betzabeth Salinas. I'm here on behalf of Orozco
Academy. I am a parent mentor, and I just want
to thank you for the expansion of the preschool
classroom. It's very big for me as a parent,
and being a parent mentor I get to see
everything in there. I have a little kid in
there, he's in preschool so it's very important
and big for us. Also, knowing the bathroom will
be inside the classroom. I got to see them in
the hallway when they would line up and have to
go to the bathroom, it wasn't -- it was a little
bit of a walk, but knowing that the bathroom
will be in there is a big plus. I just really
want to thank you for improving that. Thank you.

CHIEF BORAZ: Thank you for your comments.

Number five.

MR. MARTINEZ: Hello. My name is Efrain Martinez, I'm the proud principal of Orozco Academy, and I'm here with Ms. Salinas and her son Giovanni. I'm here to thank many people. I want to start with the Mayor. Mayor Lightfoot came into the position and Orozco was on that list of beneficiaries, and we are extremely thankful that our preschool students are going to have a better learning experience.

And thank you Janice Jackson for your years in Chicago Public Schools, chief of public schools. I feel she's doing an awesome job. I am very, very pleased.

And at the end all I want is the best thing for the students at Orozco, and I feel that I'm getting that support. So thank you very much.

CHIEF BORAZ: Thank you for your comments.
Number six, please.

MR. BALDIN: I walked in right on time.

Good evening, everyone. My name is Roy Balder, and I'm here on behalf of a couple of schools. I represent Marshall High School, Laura Ward Elementary School and Leif Erikson Elementary School as an LSC member. There's my chairperson right there.

I just wanted to thank you guys for having this meeting, also affording us the opportunity to get extra funds for our school because Lord knows we need them. There is so many things that we need for our students, and I would hope that with the moneys that are being provided today that we would be able to get additional funding and provide more input and have more meetings like this to let you all know what we need for our schools because after all it is for our children. And with so many resources being taken away because of funding, it kind of bothers me at times because then it lessens the things that are available for our students to keep them occupied and out of trouble.
So with that being said, I just want to thank you all for allowing me to be here. As I said, I'm here on behalf of Marshall, we have Leif Erikson and Laura Ward. Thanks.

CHIEF BORAZ: Thank you for your comments.

Is there a number seven? That's everyone who has signed up. Thank you again for your comments and your questions. And at this time we can conclude the hearing.

Yes, sir.

MEMBER TRUSS: Since I got a lot of time to fill in. I'd like to thank, you know, staff who put this together. My name is Dwayne Truss, I'm one of the members of the Board of Education. My colleague is also in attendance. I just wanted to say it's something that, you know, that bears attention on our part to make sure that we're connecting with those who come in here and let you know that we're here to listen in a very organic manner. (Inaudible) processes and engagement, you know, sometimes change doesn't come with (inaudible) snap on my Marvel comic book fanatic, but we're
here to go ahead and make sure that we're meaningful in what we do and engage in what we do and have a very clear process on how we go about doing it. Because I got to commend CPS staff because this budget is very thoughtful and intentional. And we got to go with some facts, I think Dr. Jackson has only been at the helm for how long? Like a little over a year. So it's been a year so just within that short amount of time there has been, you know, tremendous changes. You know, and we're going to work hard to go ahead and make sure that we meet the needs of our children and our families. You know, we have a fiduciary responsibility to make sure that we operate with a certain amount of strength.

And I just wanted again to thank you. And also please feel free to e-mail us, we're all accessible, we do answer our e-mails. Dissertations of 30 pages doesn't necessarily always help, but if you have some bullet points in there, we can get through it a little easier because, you know, many of us do have our day jobs and, you know, we're not making excuses,
but we're just trying to keep it respective.

Thank you all for coming out tonight. Feel free
to call me, I'm very cautious about giving out
my phone number -- 773 -- all right. Adam,
don't tackle me when I do this. (773) 879-5216.

Because we want to make sure that we're
connected. Please engage CPS staff who has been
here before, they've been doing a tremendous
job. And again thank you all for coming out.

Chief, was that under two minutes?

CHIEF BORAZ: I think so.

MR. RITTER: Hi. I didn't sign up. My
name is Martin Ritter, I'm an organizer for the
Chicago Teachers Union. This is the capital
plan. These investments are important. What's
also important is who works and how many adults
are in the schools, right? We could have new
roofs and new pipes and new electricity and all
these new things, that's good, but if we don't
have enough social workers in our schools or
librarians in our schools or bilingual and
special education teachers in our schools,
enough paraprofessionals in our schools, your
children are not going to get the support they
deserve.

CTU is fighting for a fair contract. We would like the promises from Mayor Lightfoot, the Board of Education and the CPS CEO to be in writing, not just in press releases but to be in writing. The Mayor is a lawyer and lawyers know that it doesn't matter unless it's in writing, right?

Okay. We also obviously -- you probably sympathize with the hard-working teachers and paraprofessionals and clinicians, they'd like a good pay and health benefits package. They'd also like smaller classroom sizes for your students so that they may get one-on-one opportunities to educate them in important things like math, reading, social studies, science, all right.

So please pay attention to the contract negotiations over the next couple of weeks. Pay attention to this capital plan and throw a plug in there for that so they let me keep talking. But most importantly when you go back -- when your kids go back to school in a couple of weeks, talk to their teachers and support them
and say that you support their demands for a fair contract. Thank you.

MEMBER OF THE AUDIENCE: Are you taking questions now?

CHIEF BORAZ: We don't have a formal question-and-answer period so we are going to conclude at this point in time, but I imagine there's some of the staff that would be happy to stay around and entertain questions. There's also comment cards in the front, if you would like to do a comment card. I'm sorry, you came in a little bit after we read the protocols for the hearing.

Again, we'll conclude for those who want to leave. For those who want to stay around, I'm sure we can do some informal Q and A at this time.

(Whereupon, the proceedings adjourned at 6:37 p.m.)
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
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 hearing.

Karen Fatigato, CSR
LIC. NO. 084-004072