CHICAGO PUBLIC SCHOOLS
FY2013 SUPPLEMENTAL CAPITAL BUDGET

PUBLIC HEARING
Wednesday, April 17th, 2013

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

PRESENT:
Ms. Ginger Ostro
Ms. Mary De Runtz
Mr. Simon Minching
Ms. Raquel Cabrera

Reported by: Tracy Jones, CSR, RPR, CLR
Lic. No.: 084-004553
Whereupon, the following proceedings commenced at 10:01 o'clock a.m.)

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

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

THE INTERPRETER: Raquel Cabrera.

(Spanish language.)

MS. OSTRO: Thank you.

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

MR. MINCHING: The hearing will begin with a brief Powerpoint presentation followed by a public comment period. All those wishing to speak are asked to please sign in from 5:00 p.m. to 6:30 p.m. on the speaker sign-in sheet.

Please note that no one will be able to sign in
after 6:30 p.m.

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

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

MS. OSTRO: Thank you very much.

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

This budget is on top of the funding that was appropriated earlier this year by the Board in its November Board meeting. These are projects that must be completed before the start of school next year and that were not included in that budget because we did not know about them at the time that budget was adopted.
We are including these now because the FY14 capital budget won't be completed until August, which would be too late for us to complete the work -- the summer work that's required.

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

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

The first major category is investments in welcoming buildings. This is $155 million that we will provide to buildings welcoming students from closing or consolidating schools. Among those investments are air conditioning in every classroom; a library in every school; computer labs as needed for programming; new or upgraded technology such as expanded Internet
bandwidth; security and safety supports like alarms and entry screening equipment. You can see the other items that are being provided to welcoming buildings as you look down the list, including new iPads for students in grades 3 through 8.

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

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

The next category of schools receiving support are 18 district schools that will receive air conditioning, IT upgrades, cosmetic improvements, and building repairs. In addition to the building investments, we are focusing on expanded
programming as well and building supports for those including $15 million for new international baccalaureate programs, where we'll be providing renovations to science and computer labs as well as ADA modifications.

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

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

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

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

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

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

So if you would like more information
about the capital budget or to look at specific
projects, please look at our website at
www.cps.edu/capitalplan, and there you'll see an
interactive website that allows you to select
schools, look at projects, and see detail on
each of the -- each of the projects that we have
proposed.

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

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

(Whereupon, a short break was
taken.)

MR. YEBOAH-SAMeONG: My name is Senah
Yeboah-Sampong, and I'm a journalism student from Columbia College, Chicago. I can spell that for you.

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

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

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

MS. OSTRO: I think that's okay.

Does anyone have any objections to him recording?

(No response.)

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

So I'm also wondering, like, what role
that the schools had -- whether or not they had
a role in helping to estimate their budgetary
needs. Because I know they all got different
portions, but some of them have the same type of
project going on.

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

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

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

MR. YEBOAH-SAMPONG: Can you please tell me a
little bit about some of the new curriculum
materials that are going to come into use in the
fall.
MS. OSTRO: Actually, that's outside of my expertise. So I wouldn't be able to speak to the content of the materials. We can provide additional information on our website on that for you.

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

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

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

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

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

MR. MINCHING: 30 seconds.

MR. YEBOAH-SAMPONG: What about the school
co-locations? Was the number of students going taken into consideration before the budget estimates were made?

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

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

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

(Whereupon, a short break was taken.)

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

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

The hearing is adjourned.

(Whereupon, the Public Hearing adjourned at 7:00 o'clock p.m.)
STATE OF ILLINOIS

COUNTY OF COOK

I, TRACY JONES, 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.

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