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APPEARANCES:

- MS. MEGAN HOUGARD, Network Chief
- MS. CHERYL WATKINS, Network Chief
- MR. ALFONSO CARMONA, Network Chief
- MR. MIKE SITKOWSKI, Finance Team
- VENY (VENGUANETTE) DYE, Facilities Speaker



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MODERATOR HOUGARD: All right. Good evening, everyone. We're going to go ahead and get started.

Before we begin, if anyone needs sign language interpretation, we have an interpreter here in the front. There's also Spanish language interpretation that's available through headsets at the front desk if you need them.

So I want to go ahead and say thank you for coming. We're excited to have you all here tonight. My name is Megan Hougard. I'm the Chief of Network 16, which is southwest side high school networks.

We also have Chief Cheryl Watkins, Dr. Watkins, who is the chief of Network 13 in the front row. And then Chief Alfonso Carmona of Network 10 in the front as well.

I want to also acknowledge we have a Board member present, Dr. Todd Brel in (phonetic) is in the audience as well.

Thank you for joining us.

I will now provide an overview of the FY20 Capital Plan hearing.

The Capital Plan hearing will begin

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1 at 6:00, as we're doing, and end promptly at 18:07:25
2 8:00 p.m. or when the last speaker is concluded, 18:07:28
3 whichever is earlier. 18:07:30

4 Those who signed up to speak will be 18:07:32
5 given an opportunity to make a statement of up to 18:07:34
6 two minutes until the meeting is adjourned. 18:07:37

7 Speakers will be called in the order 18:07:39
8 they have signed up. And speakers will be limited 18:07:42
9 to addressing topics related to the Capital Plan. 18:07:45
10 Speakers are asked to limit their comments to two 18:07:49
11 minutes so that everyone that would like to speak 18:07:51
12 will have the opportunity to do so. 18:07:53

13 When multiple speakers from the same 18:07:55
14 organization or school are listed, only one member 18:07:58
15 per organization or school will be allowed to speak 18:08:01
16 regarding the same issue. 18:08:03

17 If the speaker has a followup 18:08:05
18 question, we ask that you please ask -- you please 18:08:07
19 speak to the CPS staff members who will be onsite 18:08:12
20 to help you fill out a followup card. 18:08:15

21 And the full Capital Plan is on the 18:08:17
22 CPS website. You can provide feedback or leave 18:08:20
23 questions on the website. Visit 18:08:24
24 CPS.EDU/Capital Plan for additional details. 18:08:29



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We will now proceed with the presentation.

Thank you.

MS. DYE: Good evening. My name is Veny Dye, and I'm Director of Capital Operations for the Chicago Public Schools. And I'm joined here on stage tonight by Mike Sitkowski, the Assistant Budget Director for the District.

We're pleased to be here with all of you tonight to present CPS' Proposed Capital Plan for the fiscal year 2020. After a quick presentation on 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 we do not know the answer or have the information readily available, we will take down your contact info and make sure we followup with you as soon as possible.

On that note, we will provide now an overview of the Proposed Capital Plan. And we will be doing this jointly.

MR. SITKOWSKI: Thank you, Veny.

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1 As my colleague here mentioned, my 18:09:34
2 name is Mike Sitkowski. I'm the Assistant Budget 18:09:35
3 Director for Chicago Public Schools. And we're 18:09:39
4 going to give you a presentation on the 2020 18:09:41
5 Capital Plan. 18:09:43

6 So when we typically talk about the 18:09:44
7 CPS budget, we talk about the Operating Budget. 18:09:47
8 This is the largest portion of our budget that we 18:09:51
9 use to pay salaries, benefits, pensions, our 18:09:53
10 day-to-day expenses. 18:09:56

11 Tonight we're going to talk about the 18:09:57
12 Capital Budget, which is what we use to invest in 18:09:59
13 long-term District priorities. These are typically 18:10:02
14 investments in our facilities -- when we replace a 18:10:03
15 roof, when we build a new building, when we upgrade 18:10:06
16 our IT infrastructure in a school, it's paid for 18:10:11
17 through a capital budget. 18:10:13

18 This year's Capital Budget invests in 18:10:14
19 over 300 schools. And it's funded primarily 18:10:15
20 through bonds issued by the District. 18:10:18

21 We typically issue long-term bonds in 18:10:19
22 an effort to make sure that the CPS paying for the 18:10:22
23 expense aligns with the useful life of the project. 18:10:26
24 So as we pay off a bond, it'll correspond to the 18:10:29



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life that the project has itself.

Our capital budgets have gotten bigger over the years, the last two years, as we've seen an improved financial position.

Over the course of the last decade CPS' financial issues have limited its access to capital markets and increased our borrowing costs. And our capital plans over that time were severely limited.

The last two years we've seen bigger capital plans due to our improved financial health and our greater access to capital.

This year's plan, as I mentioned, is, includes bonds in the amount of \$553 million, \$50 million of federal E-rate funding, and \$16 million in local external funding.

In addition to the guaranteed money that we have in this year's Capital Budget, we've included \$191 million in potential State funding and \$11 million in potential external funding.

The \$191 million in potential State funding is part of the State's \$45 billion Capital Plan. This is the first Capital Plan passed by the State in over ten years. And we are currently

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1 working with our partners in Springfield to 18:11:46
2 identify the projects and the funding that CPS will 18:11:48
3 receive as part of that plan. 18:11:52

4 As part of the FY20 Capital Plan, 18:11:53
5 Veny is going to walk you through some of the 18:11:56
6 highlights.

7 The investments include 18:11:59
8 state-of-the-art high school science labs, 18:11:59
9 high-speed Internet access and devices, the 18:12:03
10 biggest-ever expansion of full-day preK, 18:12:05
11 improvements to ADA accessibility, and the 18:12:09
12 expansion of IB, STEM, and Magnet Classical 18:12:12
13 programs. 18:12:17

14 MS. DYE: So the Three Key Academic 18:12:17
15 Initiatives that support optimal learning with 18:12:19
16 regards to the Capital Budget are -- we want our 18:12:22
17 buildings to be warm, safe, and dry, which is our 18:12:26
18 major maintenance initiative; the educational or 18:12:29
19 programmatic changes that also include deferred 18:12:33
20 maintenance; and then the enrollment. 18:12:37

21 And so although no new schools are 18:12:40
22 in, or annexes are in this year's budget, as we've 18:12:42
23 chosen to focus on renovation of our existing 18:12:45
24 buildings throughout the District, the prioritized 18:12:49



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list of critical building needs support our academic initiatives.

So, basically, we will be focusing on the mechanical systems; the building envelopes; the roof; the exterior masonry; the windows; safety, which would include our fire alarms, security cameras; playgrounds and things that go along with the playground replacement.

And then included also with that is some turf field and AC replacements and pool upgrades.

And this year, which we'll talk about a little bit more, is the first of a multi-year program to ensure that all CPS buildings are first-floor usable.

So the critical building needs are geographically diverse. And they include all school quality rating program levels.

So our five-year capital plan and strategy includes the critical building needs, which we'll get into details shortly.

And the improved, as Mike talked about, fiscal position that CPS is currently in has given us a greater clarity and an opportunity to

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1 plan our budget out over the next coming years. 18:14:04

2 So our education programs and 18:14:08
3 enrollment provide also for capital investment. So 18:14:10
4 where we have programmatic changes, they also 18:14:14
5 include fixing some of the deferred maintenance in 18:14:17
6 those facilities. 18:14:20

7 So the capital projects were selected 18:14:24
8 in a three-step process. So the first step, as you 18:14:27
9 notice, is to assess the building conditions. The 18:14:30
10 second step was to rank the building systems based 18:14:33
11 on priority. Then we developed a budget. 18:14:36

12 Then we lay on top of that the equity 18:14:39
13 portion of it so that projects were spread out 18:14:43
14 throughout the District, which you'll see a map 18:14:48
15 showing how the projects are spread out. 18:14:50

16 So if you look at that first -- the 18:14:53
17 next lens, I should say, that we looked at is where 18:14:56
18 we were having programmatic changes. That also, 18:15:00
19 since those programs include deferred maintenance, 18:15:03
20 that factored into which schools we chose for 18:15:07
21 projects. 18:15:10

22 And so the Proposed Capital Plan and 18:15:11
23 Strategy was reviewed with the Chief Equity Officer 18:15:14
24 to help ensure that resources were distributed 18:15:17



1 fairly and equitably across the District. And I 18:15:20
2 think you'll see that in the maps tonight. 18:15:24

3 So the Capital Plan and Strategy 18:15:29
4 Summary, now we looked at these initiatives. The 18:15:32
5 ones we talked about warm, safe, and dry. And I'm 18:15:35
6 just going to go down the line here as far as what 18:15:38
7 our opportunities were. 18:15:40

8 So many of you may know that CPS has 18:15:42
9 \$34 billion worth of deferred maintenance, 1.8 18:15:45
10 identified as a critical prioritized needs. And we 18:15:50
11 are attempting to address those first. 18:15:53

12 And they go in the order of life 18:15:57
13 safety, which include, again, the fire alarm, 18:15:59
14 security cameras, turf and playgrounds; and then 18:16:02
15 environmental, which includes the envelope, any 18:16:05
16 lead or asbestos concerns. But also that would 18:16:09
17 take into account roof, masonry, and the interiors 18:16:12
18 of the facilities. 18:16:17

19 And then again, we talked about the 18:16:19
20 ADA being the portion where we need our facilities 18:16:20
21 to be first-floor usable. 18:16:24

22 So to ensure that we addressed the 18:16:27
23 life safety environmental concerns, academic 18:16:29
24 research suggests well-maintained buildings and 18:16:33



1 well-equipped school buildings support learning. 18:16:37

2 So the critical -- so the rationale 18:16:40
3 was to prioritize our capital needs based on the 18:16:42
4 educational facilities master plan. So it was done 18:16:45
5 in harmony with that. And although the need is 18:16:49
6 always greater than what we have, we attempted to 18:16:53
7 address what we could. 18:16:56

8 The educational programs, we'll get 18:16:57
9 into that a little bit more. Mike talked about the 18:17:00
10 preK initiative and then some of the programmatic 18:17:03
11 changes that are outlined in the budget. 18:17:06

12 And then for enrollment, as I said, 18:17:10
13 we have chosen this year to focus on renovation to 18:17:13
14 ensure that the facility, to ensure equity of 18:17:18
15 investment throughout the District in all the 18:17:22
16 facilities. 18:17:24

17 MR. SITKOWSKI: So Veny talked a little 18:17:25
18 bit about the strategy, about how we prioritized 18:17:31
19 our FY20 Capital Plan. I'm going to talk a little 18:17:34
20 bit about the funding and what we're doing with the 18:17:37
21 money. 18:17:40

22 So, as I mentioned before, the FY20 18:17:40
23 Capital Plan is \$821 million. And the larger 18:17:45
24 portion is funded through CPS bonds. 18:17:46



1 These projects that we invest in 18:17:48
2 typically spend out over the course of four, five 18:17:52
3 years. So we anticipate issuing \$553 million worth 18:17:54
4 of bonds to fund the various projects that are in 18:17:57
5 this Capital Plan. 18:18:00

6 In addition to that, we're getting 18:18:01
7 \$50.4 million from the federal government to 18:18:04
8 support our IT infrastructure. This is through the 18:18:07
9 E-rate program. 18:18:11

10 On top of that we have \$50.5 million 18:18:12
11 of identified external local funding. So this is 18:18:15
12 primarily through TIF funding and other local 18:18:19
13 sources that are identified for specific projects. 18:18:21
14 And these dollars are broken out to the project in 18:18:24
15 our 2020 Capital Plan. 18:18:27

16 As I mentioned before, we're working 18:18:29
17 with the State to identify the funding coming to 18:18:31
18 CPS in the State's \$45 billion Capital Plan. And 18:18:35
19 so that we've appropriated \$191 million to account 18:18:39
20 for those potential projects. 18:18:43

21 In the same vein, we've allocated 18:18:45
22 \$11 million for any potential external funding that 18:18:48
23 arises throughout the fiscal year so that we can 18:18:51
24 complete the project when the funds do arrive. 18:18:54



1 As far as what we're doing with the 18:19:01
2 money, this Capital Plan, as I mentioned, invests 18:19:02
3 in over 300 schools. And 93 percent of this 18:19:06
4 Capital Plan will support schools that serve the 18:19:09
5 majority low-income students. 18:19:14

6 Veny mentioned before that this 18:19:15
7 Capital Plan invests primarily in renovation of 18:19:16
8 existing facilities. And this -- this allows us to 18:19:19
9 eat into our deferred maintenance backlog and make 18:19:23
10 sure that we're investing where -- where we're 18:19:26
11 putting our various academic programs. 18:19:30

12 The largest category within our 2020 18:19:32
13 Capital Budget is our facility-needs category, 18:19:36
14 where we're investing \$263 million. So this 18:19:41
15 includes roof replacements; mechanical 18:19:43
16 replacements, like boilers and HVAC systems; and 18:19:45
17 any other building projects that come out 18:19:49
18 throughout the year. 18:19:51

19 We're also investing \$17 million in 18:19:52
20 interior improvements. We're allocating 18:19:54
21 \$180 million in programmatic investments. This 18:19:58
22 includes the money allocated towards the expansion 18:20:01
23 of full-day preK classrooms. 18:20:04

24 We're investing \$87 million, 18:20:07



1 supported by the \$50 million in federal E-rate 18:20:09
2 money, in our IT, security, and building systems. 18:20:12
3 So this will allow us to do IT upgrades at over 130 18:20:15
4 schools. And it's a continuation in the plan 18:20:21
5 announced last year to get every school one-to-one 18:20:24
6 with devices. 18:20:26

7 We're investing \$44 million in site 18:20:28
8 improvements. This is going to include upgrades to 18:20:31
9 playlots, new turf fields, and investments in, in 18:20:35
10 our grounds of the like. 18:20:41

11 And then there's \$26 million 18:20:42
12 allocated for Capital Project Support Services. 18:20:44
13 This includes the design, the architects, and the 18:20:47
14 folks that manage our capital program. 18:20:50

15 So this is an overview of the \$618.6 18:20:54
16 million of the guaranteed capital funding. And, as 18:20:57
17 I mentioned before, we have the potential funding 18:21:00
18 both from the State and local resources to the 18:21:03
19 amount of \$202 million, which comprises the 18:21:06
20 remainder of our \$821 million Capital Plan. 18:21:11

21 Veny is going to go into a bit of the 18:21:16
22 details of what I've just highlighted. 18:21:18

23 MS. DYE: All right. So as he mentioned, 18:21:21
24 the budget includes 263 million for facility needs, 18:21:22



1 such as exterior and envelope repairs, mechanical 18:21:25
2 and maintenance projects. 18:21:29

3 The budget also includes the 17.4 for 18:21:30
4 interior improvements and 180 million for the 18:21:34
5 programmatic investments, such as, the 18:21:36
6 state-of-the-art high school science labs, 18:21:39
7 expansion of full-day preK, and the IB and STEM, 18:21:41
8 magnet and classical expansion. 18:21:46

9 So if we look at it a little bit 18:21:48
10 closer, under the Facility Needs, again, we'll be 18:21:51
11 addressing things like the roof, the building 18:21:53
12 envelope, the windows, and the mechanical. That 18:21:57
13 includes, when we do those things, the interior 18:22:00
14 improvements that go along with that -- so fixing 18:22:02
15 the roof and fixing the classrooms that have been 18:22:05
16 affected by the leaks and things like that. 18:22:10

17 We have 19 schools here, of which we 18:22:12
18 are doing those things. And I think Megan 18:22:15
19 mentioned that the budget is listed on the website. 18:22:20
20 And it details those schools that will be receiving 18:22:25
21 the Facility Needs projects. 18:22:28

22 So the Emergency and Unanticipated 18:22:33
23 Facility Repairs. I'm excited about this one. 18:22:37

24 It's \$50 million for those unforeseen 18:22:40



1 emergencies, those projects that come up, where we 18:22:44
2 have prioritized, and we have tried to pick the 18:22:47
3 projects that have the -- the schools that have the 18:22:52
4 most need, we pick projects for those schools. 18:22:55

5 But unforeseen occurrences come up. 18:22:58
6 Mechanical systems deteriorate quicker than we 18:23:02
7 thought. Roofs deteriorate quicker. And we need 18:23:06
8 money emergently to fund those things on an 18:23:10
9 emergency basis. 18:23:13

10 On the chimney stabilization and the 18:23:16
11 fire alarm. So the, which includes the ADA and the 18:23:18
12 student accommodations. So there's \$50 million for 18:23:22
13 that. 18:23:25

14 So this chimney stabilization, this 18:23:25
15 is where we look at all of those tall chimneys that 18:23:29
16 we may or may not be using as a part of our HVAC 18:23:33
17 system. And where we can demolish or lower the 18:23:38
18 height of the chimney so that we won't have any 18:23:44
19 accidents later from masonry issues, where the 18:23:47
20 bricks are falling or any safety issues. So we 18:23:51
21 have moneys in there for that. 18:23:55

22 And along with that comes some 18:23:56
23 interior improvements, possibly to the boiler 18:23:59
24 system or to the breaching. But that's all 18:24:02



1 inclusive in the chimney stabilization. 18:24:06

2 The fire alarm replacement, we are 18:24:10
3 looking at those systems that long-term 18:24:13
4 functionality might be affected. 18:24:18

5 Of course, if a system is not 18:24:22
6 working, we would repair and/or replace it right 18:24:23
7 away. However, there are some that have been 18:24:27
8 identified. And we are systematically going 18:24:30
9 through the District and replacing those with 18:24:33
10 newer, more modern, up-to-date systems. 18:24:37

11 And so that's what that is for. 18:24:41

12 And we talked about the ADA 18:24:43
13 accommodations. So, again, the District, this is 18:24:45
14 the first, I think it was 10.5 million in the 18:24:47
15 budget for ADA accommodations. Now that's in 18:24:51
16 addition to the ADA portions of the projects. 18:24:55

17 So projects, capital projects where, 18:24:59
18 for schools that are ADA accessible, we wouldn't 18:25:02
19 need that, we wouldn't need that for part of the 18:25:06
20 project. 18:25:09

21 But for those schools that are not 18:25:09
22 ADA accessible, if we're doing a capital project, a 18:25:11
23 portion of that project is dedicated to making the 18:25:15
24 building compliant based on City codes and federal 18:25:18



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guidelines.

So that's, that's about the Facility Needs.

So for the Interior Improvements, these are critical structural or physical building issues that need to be addressed. And so we are doing those -- I think Eberhart is one of the ones where we're doing an interior improvement.

And then these Programmatic Investments. So the nice thing about this, Programmatic Investments is that these are going to also address deferred maintenance as part of the projects. And so we are working closely with those schools that have been identified. I believe it's 34 schools that are getting the program initiatives.

Those schools, part of that initiative includes addressing some of the deferred maintenance that is in the school.

And then Mike talked about the all-day preK.

So this year there are, as part of the FY19 budget, 20 million has been dedicated to renovating, upgrading, updating the facilities.

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1 And I believe that we are on target to open up 106 18:26:32
2 preKs this year. And then the hundred million that 18:26:35
3 is in the budget FY20 we are working with the 18:26:39
4 communities, the stakeholders, the school to 18:26:43
5 develop the plan for where and how those funds will 18:26:46
6 be utilized. 18:26:48

7 So the high school science labs. We 18:26:50
8 are in Phase Two of a three-phase initiative to put 18:26:52
9 high-tech science labs in all of our high schools. 18:26:58
10 And so we are on target for that. 18:27:02

11 And, again, this is Phase Two. So 18:27:05
12 this is Stage Two of a three-year program. 18:27:07

13 We talked about the programs, I think 18:27:12
14 there's 34 schools that received the Program 18:27:14
15 Initiative as part of the RFP that was put out last 18:27:16
16 year. And so I'm looking forward to working with 18:27:21
17 that. 18:27:24

18 And then the budget also includes 18:27:24
19 \$87.4 million for IT and security investments. 18:27:26

20 And this goes hand-in-hand with the, 18:27:29
21 the District's initiative to have a one-to-one 18:27:36
22 ratio for student devices and also have supports, 18:27:39
23 the infrastructure that's needed in order for that 18:27:44
24 to happen in all of our schools throughout the 18:27:46



1 District.

2 So the FY 2020 Capital Budget also
3 includes 44.7 million for site improvements such as
4 the Space-to-Grow, playlots and turfs and fields.

5 And so the playgrounds, we are
6 prioritizing those schools that have no
7 playgrounds, those schools where the, there's
8 safety issues or the equipment is grossly outdated.

9 That is how we have -- those are the
10 lenses that we're looking through to prioritize
11 those playgrounds that will be replaced in this
12 part of the budget.

13 The turf fields, the District is
14 working to replace as we -- as we do turf fields,
15 we're looking to replace it with a more sustainable
16 product underneath, to take out the crumbled
17 material and maybe go with sand or something. And
18 so we are working to making it more sustainable.
19 And that is for every turf field that we do.

20 And then for the -- I think I had
21 just some examples of where we are doing it. But
22 if you look at the budget -- so I think, like,
23 Beasley. I think we're doing a site improvement at
24 Beasley. We're doing some site improvements at Vic

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and here also at Morgan Park.

So the Space-to-Grow Initiative. The Space-to-Grow Initiative is a joint venture between CPS, the Department of Water Reclamation, and the Department of Water Management. And the primary goal of this venture, rather, is water retention. All right.

Water retention is good for all our neighborhoods. And it helps the City as a whole.

But what it also does, it gives us site improvements to the schools, so that the community and the school have a place that they can go and have science class and what have you.

So this Demolition Program. Okay.

So as you know, we talked about the deferred maintenance, \$34 billion worth of deferred maintenance. We also have some field houses and obsolete buildings in our portfolio that need to be demolished. And so we are working to identify those.

I think of Washington Elementary School. We -- on an emergency right before school started, maybe last year or two years ago -- had to demolish the modulars there. And those are what

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those funds are for.

So the Capital Project Support Services. So there's \$26 million that we are using for Capital Project Support Services. And this includes our program management and the capital support system.

So you can imagine with all of the projects that we're currently in the process of finishing, which we had more projects -- I can't remember the number this year; but we had a significant number of capital projects that require -- some were one year; some were two year projects; some were even up to three years, depending on the complexity of the projects.

So these funds allow us to maintain the program management for those. But it also allows us to start, once the budget is approved, the design work needed to support this \$826 million budget.

And so I talked about, I talked about this map. So if you look at this map, you can see the budget categories that we've discussed tonight are Facility Needs, Interior Improvements, Programmatic Investments, and Site Improvements.

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And so you can see from this that the number of schools that we are touching this year with the budget is throughout the District. And that was done purposely to, so that we could -- it was done purposely so that we could spread the funds throughout the District in a more equitable manner.

And, again, it includes the Masonry Programs, the Critical Building Controls, ADA, Emergency and Unanticipated Repairs, our Maintenance Priorities, Full-Day PreK For Four-Years-Olds, and Critical School Security Equipment, IT Infrastructure, Additional Site Improvements, and Our Capital Support Services.

And so that is the end of our presentation.

We will take questions now.

MODERATOR HOUGARD: Okay. We're going to begin calling our first speaker. And just a reminder, you'll have two minutes to speak.

UNIDENTIFIED MALE VOICE: Are we going to take questions from the audience, did she say?

MODERATOR HOUGARD: No. We're calling our first speaker.

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Everyone would have -- if you wanted to be a speaker, there is a -- is there still an opportunity to sign up?

UNIDENTIFIED MALE VOICE: I didn't understand what she said when she said, when she mentioned questions.

Can you clarify that for me?

MODERATOR HOUARD: We are calling the first speaker. So the questions come up as speakers, to the microphone. People have numbers to be called. So I'm going to start with the first speaker, Ms. Darlene O'Banner.

MR. SITKOWSKI: If I could just quickly speak to -- if folks haven't signed up to speak, and you would like to sign up to speak, I think we can keep that open for a bit.

The hearing will end in two hours; but if folks do want the opportunity to speak, you can still sign up.

Do you know where the sign-in sheet is? Out in the front desk.

So if you still want to speak, make sure you sign your name, sign up outside; and we'll call your name.

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DR. PALMER: I think that the confusion is, those who may have signed up may have wanted to make a statement. And I think what was the question was to the young woman on the mike is in followup of closing statement, if there were questions.

So is there a Q-and-A session? And then those who are going to speak can make statements? Or we would like questions.

We don't have any handouts.

MODERATOR HOUGARD: So the questions are coming from the speakers who have a number to speak.

If you do want to ask questions or speak, then when you get called to the mike, that can be your turn.

DR. PALMER: So that wasn't explained, because I have -- I planned to make a statement. But there are questions.

MODERATOR HOUGARD: So it's for your pleasure, either a question or a statement when you come up.

DR. PALMER: Is there a Q-and-A, and then the speakers get a chance to speak? Yes or no?

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MODERATOR HOUGARD: No.

DR. PALMER: Okay. That's what I think was being asked.

There should be. I'm going to make that statement. There should be. This is a ton of information.

We pay these taxes.

MODERATOR HOUGARD: Ms. O'Banner.

Thank you.

MS. O' BANNER: Hi, good afternoon.

I'm Mrs. O'Banner from Earle STEM Academy of Englewood. I have my principal, Mr. Pettus; teacher, Ms. Morgan; preK teacher, Ms. Yoki (phonetic) here with me today.

And I want to thank you for the investment that you're giving to Earle. I saw the website that Earle will be receiving 17 million. I'd like to thank you for the investment -- and well-deserved and well-appreciated.

In the presentation, I saw where you were talking about preK investment. I would like to ask someone -- we had two full-day preK at Earle. They closed one of our preKs.

And I was wondering, because now when

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1 you look at it, it was due to COPA and Impact was 18:36:05
2 not saying the same numbers. And you had to clear 18:36:10
3 up COPA. And it was saying, like, we have a wait 18:36:13
4 list, wait list. 18:36:16

5 So you had to put a wait list up. 18:36:17
6 And if you didn't put a wait list up, you couldn't 18:36:18
7 take any incoming children. 18:36:21

8 So I was wondering, could we get that 18:36:23
9 full-day preK back; because I think that was taken 18:36:26
10 from us in error. 18:36:29

11 If you could look into that. You 18:36:32
12 don't have to tell me today. I'm going to call 18:36:34
13 somebody. But I want you to look into it and see 18:36:37
14 if you could help us get that full-day preK back. 18:36:39
15 I believe it was due to a system problem with the 18:36:42
16 way COPA and Impact is set up. 18:36:45

17 But I want to let you know I 18:36:48
18 appreciate the investment in Englewood. Stagg got 18:36:50
19 280,000. And Miles Davis received \$50,000. And I 18:36:55
20 would like to thank you for the investment in West 18:36:59
21 Englewood. Thank you. 18:37:02

22 But help me with that full-day preK. 18:37:03

23 Thank you. 18:37:06

24 MODERATOR HOUGARD: Thank you. 18:37:07



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Speaker number two, Ms. Hughes.

MS. HUGHES: Hello. My name is Mary Hughes. I'm a CPS parent with Raise Your Hand and IT Board Parents For Special Education.

We are happy to see many schools receiving facility investments. We believe that 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 transparent and more equitable framework where every school that has a crumbling roof or failed plumbing system is considered equal and worthy of capital dollars.

Kellogg Elementary, for example, is in need of capital investment to make it ADA compliant. There's currently a child who is wheelchair dependent who wants to attend their neighborhood school, because it has a strong culture of diversity, acceptance, and inclusion. But they can't, because CPS has failed to make needed improvements to allow the student access to

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second-floor classrooms at their home school.

With respect to ADA investment generally, making buildings first-floor usable does not make any multiple-story building ADA-compliant. It does nothing to provide actual accessibility to students who are mobility-impaired who need elevator or lifts to access upper floors.

Your money would be better spent with fewer schools getting actual ADA compliance so that students in wheelchairs can have meaningful access to more CPS buildings.

With respect to capital improvement decisions, there's no current system to inform and engage parents. Instead we have begging and politics driving CPS capital budget decisions.

We continue to ask CPS for long-term, overarching, city-wide, educational facilities master plan, which is informed by robust community engagement. That is not a crazy ask. It's actually in the law.

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.

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Also, with billions of dollars in unmet facilities needs and EFN (phonetic) may be the only way to address school facility needs.

MODERATOR HOUGARD: Thank you, Ms. Hughes.

Speaker number 3 is Ms. Payton, Dawn Payton.

MS. PAYTON: Hello, my name is Dawn Payton. I am a parent of six -- I have three, four children that graduated from Beasley.

When the recess was instituted back in 2011, Beasley didn't have a playground. So all of the parents were wondering where would the kids play for recess. And for years we've been tug-of-warring with trying to get a playground for our children.

I just want to say thank you. And we still need more things at Beasley, like, bathroom doors, dryers for the children's hands, and stuff like that.

So I'm hoping in this packet that we'll get some things done inside the building too as well.

I just want to say thank you, and don't forget about us.

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Thank you.

MODERATOR HOUGARD: Thank you, Ms. Payton.
Speaker number 4 is Tim Noonan.
Is that correct?

MR. NOONAN: Hi.

Kate Starr Kellogg is a one-plus school with a growing attendance. As a matter of fact, Kellogg is ranked 24th in the current issue of Chicago Magazine's Top Elementary Schools.

If you take out selective enrollment schools, Kellogg is the top five neighborhood public school on the south side.

And in 2016 a plan that was floated for closure for Kellogg, extensive improvements were planned for the building and to accommodate selective enrollment schools for its facility. These improvements included ADA compliance and repairing of outdated classrooms.

As you can surmise, the closer plan was defeated. This 82-year-old building still needs these improvements.

This past year CPS administrators and CPS Board of Education Member and our alderman supported Kellogg. As a result, we're receiving

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some short-term fixes; but, sadly, not long-term solutions.

Kellogg still will not be ADA-complaint. All the while, a little girl who is confined to a wheelchair was unable to access the second floor.

Our bathrooms are eighty years old and continuously running in this ancient urinals.

Our gymnasium is a cafeteria, an auditorium, and a classroom for physical education. Scheduling lunch, gym, school assemblies, and other events becomes difficult. Food service workers need to make sandwiches during gym class.

We have multiple classes within a single classroom for diverse learners. I sat in one of these classes, as my son is a diverse learner. It is difficult to focus on the instructor in front of you, while the instructor behind you is presenting their lesson. And these students are diverse learners.

As we speak, our modular is being patched, though it's past its useful life. During the winter, our children are subjected to the polar vortex while switching between buildings for

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Spanish, art, gym, and lunch, back and forth.
There is no fire alarm that connects both buildings. There is no security guard protecting these children in the modulars. What would happen in the case of an active shooter? There would be no way to alert the other buildings without giving up your location.

Finally, as many other CPS schools, we'll be welcoming preK students very soon.

We have come here tonight for desperately-needed funds for an addition, an addition that would take our children to another 80 years of excellence.

Thank you for the opportunity to talk about Kellogg and their serious capital needs.

MODERATOR HOUGARD: Thank you, Mr. Noonan.

Speaker number five is LaDonna Wormley -- is that correct?

MS. WORMLEY: Good evening. My name is LaDonna Wormley. I am a Morgan Park alumni, graduated class of '75 in a family of four generations.

I want to thank you. What you're doing is wonderful. I appreciate it. We all

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1 appreciate it. We have a great principal , 18:43:29
2 Dr. Skanes -- I love her to death. 18:43:33

3 I'm here representing the band -- 18:43:35
4 more or less the band room. There's a lot of 18:43:37
5 maintenance problems that we need some real 18:43:41
6 engineers in there to take care of. 18:43:44

7 We have a paint problem that may have 18:43:45
8 lead. We have mold that's growing. We have the 18:43:48
9 acoustics tiles that are coming up. There's a 18:43:52
10 floor riser that needs to be removed. 18:43:57

11 The air-conditioning unit is a 18:44:00
12 problem. What's happening is it's so cold in that 18:44:02
13 room that even the students, you know, want to put 18:44:06
14 on a coat to come in. 18:44:08

15 What's happening is, once they turn 18:44:12
16 the air off in the evenings, then the instruments 18:44:13
17 start to sweat. So when the instrument starts to 18:44:18
18 sweat, mold and rust gets on the instruments. 18:44:21

19 So we have to have those instruments 18:44:26
20 cleaned. We've got some to get cleaned now, which 18:44:28
21 is no problem. 18:44:31

22 But if the air-conditioning unit -- 18:44:32
23 maybe they need to be on a separate unit. I don't 18:44:34
24 know what needs to be done. I'm not that person. 18:44:37



1 I'm just putting this out here, that, it would save 18:44:39
2 a lot of money getting the instrument cleaned. 18:44:42
3 Because once they get really bad, and they start 18:44:45
4 cleaning, the guy said they're no good, and we have 18:44:48
5 to purchase more instruments. 18:44:52

6 So I'm just wondering if in this 18:44:53
7 budget can we allocate some kind of maintenance 18:44:55
8 with some real engineers over in that band room. 18:44:59
9 We don't want our children breathing mold, you 18:45:02
10 know. We don't want lead dropping off the 18:45:05
11 ceilings. And we need help. 18:45:08

12 And the band room has always been the 18:45:09
13 last priority. The band has been the last 18:45:11
14 priority. Things are picking up. We've got a 18:45:15
15 great principal now. So things are really getting 18:45:19
16 much better. 18:45:21

17 So when I saw that wasn't on there, I 18:45:23
18 want to put the band on the list to get some 18:45:24
19 maintenance work.

20 And that's all I have to say. 18:45:29

21 MODERATOR HOUGARD: Thank you. The band 18:45:29
22 looked great in the Bud Billiken Parade as well, 18:45:32
23 for the record. 18:45:35

24 MS. WORMLEY: I was there. 18:45:37



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MODERATOR HOUGARD: Speaker number six is La-Marr Fallie. I apologize if I mispronounced it.

MR. FALLIE: Good afternoon, everyone. Good evening, I'm sorry.

My name is La-Marr Fallie. I am the vice-chair of Beasley LSC, the president of Beasley PTA; and we're just here to say thank you.

This is something that, I've been on the Local School Council for three terms. I've been fighting with the alderman and everyone trying to get a playground. I want to thank you all.

My children have been there since kindergarten, one going to eighth grade, never had a playground. Now they're probably too old for a playground. But my daughter's in fifth grade, and I think she'll enjoy it right now.

Like I said, thank you; and keep up the good work with the Chicago Public Schools.

MODERATOR HOUGARD: Thank you, sir.

Speaker number seven is Norine Gutekaust.

MS. GUTEKAUST: Good evening. Good evening to everybody in the audience.

I am a teacher, veteran teacher. And

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I'm also a staffer for Chicago Teacher's Union.
I support the repair of our crumbling schools. That's absolutely important.
But one of the most important things that we hear from our members is about how filthy the insides of the schools is.
CPS, for the last several years, has privatized out the custodial services. And there's really been a degradation of the cleanliness inside our schools.
And so I really urge you to get rid of those privatized contracts and return to full staffing of our custodial staff. Because if you ask any teacher, they're going to tell you how filthy the schools are.
Schools -- another question that I have, I hope you can answer this at the end is, what is the plan for the changing the lead piping inside schools. Because we've been hearing about so many problems of lead in the drinking water of our Chicago Public Schools. And so I'd like to know what this Capital Plan plans to do to address lead in the water.
There are schools -- you've been

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1 saying that you're not going to be funding annexes 18:47:53
2 or additions. But there's a school I've been 18:47:57
3 working with, which is on the east side, which is 18:47:59
4 called Grissom Elementary. They have at least four 18:48:01
5 classrooms that are over 40 children. And they 18:48:03
6 have another three classrooms where they're over 30 18:48:05
7 children. 18:48:08

8 And you talked about education and 18:48:08
9 critical initiatives. It's a fine arts and 18:48:10
10 performing arts program. Yet there is absolutely 18:48:14
11 no space inside the building for fine and 18:48:17
12 performing arts. They don't have a music room. 18:48:21
13 They don't have a music teacher. They don't have 18:48:23
14 an art room. They don't have an art teacher. 18:48:26

15 If we're going to be able to support 18:48:28
16 those wonderful programmatic initiatives, we also 18:48:29
17 have to have a building that supports that and that 18:48:30
18 allows for that to happen. And there should not be 18:48:32
19 40-plus kids crammed in this building. 18:48:35

20 On the funding sources -- CPS has the 18:48:38
21 opportunity to benefit from some, from a very large 18:48:41
22 TIF surplus this year. But the budget only shows 18:48:45
23 about a hundred million dollars in TIF funding when 18:48:48
24 there's actually a surplus of \$800 million. 18:48:53



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So I'm wondering why Chicago Public Schools is not using more of those TIF funds to do that.

MODERATOR HOUGARD: Thank you. That's the timer.

MS. GUTEKAUST: Can I sign up at the end to speak again?

MODERATOR HOUGARD: I think so.

MS. GUTEKAUST: Awesome. Thanks.

MODERATOR HOUGARD: And we can answer the question about the lead.

We do have a court reporter here, as well, who's taking all of the questions to be responded to as well.

Do you have --

MS. DYE: Well, with regard to the lead in the pipes, you know, CPS has a large portfolio of schools.

However, we do have a program in place where we are -- I want to say we've tested all of the -- over one year we tested the lead in all the schools. And for those schools where we found an elevated level of lead, we mediated those fountains.

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And then we have an ongoing program where we are testing 25 percent of the District every year -- so it's ongoing -- to make sure that we are in compliance with the even more stringent laws that are coming out with regard to lead.

And then weekly, there's a program where the engineers and the custodians, a flushing program. Because, of course, the kids, to keep the -- since we have these pipes to keep the water moving through.

So we do have a program in place that's addressing that. And we are tested it on a systematic basis. And the results are on the Internet.

So if your school has not been tested within the last two years, then it's probably online to be tested again shortly.

MODERATOR HOUGARD: Thank you.

Speaker number eight is Bridgett White.

MS. WHITE: Good evening. My name is Bridgett White. I have two children in CPS -- one at Miles Davis, one starting at Poe this year.

First of all, thank you for the

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opportunity to speak tonight.

First, I want to point out as far as using funding to build stronger partnerships with the City Colleges. It's good to have a dual enrollment. But why not use the funding as far as filtering in students to become teachers by providing them with paid internships and/or stipends. That way you might get more students into the field of teaching.

And then also you can help by providing those opportunities with students who are struggling at school that the teachers don't have time for during the day to provide some type of aftercare program with them as well as teaching the new teachers common core, SCO package.

That's really important for Chicago Public Schools should look into fund more for, as well as helping make everything more beneficial for the students and for the parents as well and then the help with the overcrowding as someone else has spoken tonight also.

I also want to point out, I had a few friends who wanted to come to this tonight. This is good at the various locations. But maybe look

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1 into technology as far as streaming it so parents 18:52:20
2 who have three and four children who want to come 18:52:24
3 to things like that, they can still give their 18:52:26
4 input as well also. 18:52:29

5 Lastly -- excuse me. And as far as 18:52:30
6 more nurses onsite, so on a weekly basis. I know 18:52:35
7 funding is tight for that. But that's more 18:52:39
8 critical as far as students who have constant 18:52:41
9 illnesses, allergies, to make sure that nurses are 18:52:44
10 onsite. Because when children get sick, it's not 18:52:47
11 the one day that the child gets sick. You have 18:52:50
12 children have needs that's on a consistent basis. 18:52:53

13 So for CPS to look into funding for 18:52:56
14 that as well. 18:52:59

15 And, again, somebody chimed in from 18:53:00
16 Raise Your Hand Illinois, Raise Your Hand. As far 18:53:02
17 as just spreading the funding across the board 18:53:06
18 fairly to everybody, not just based on zip codes, 18:53:09
19 not just based on, okay, this is more parents -- 18:53:12
20 but across the board where everybody, so everybody 18:53:15
21 has the same fair resources. Parent universities 18:53:17
22 are all the same across the board, not just in a 18:53:22
23 certain area. 18:53:25

24 Thank you again for tonight. I 18:53:26



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appreciate it.

MODERATOR HOUGARD: Thank you, Ms. Walker (sic).

Speaker number ten had to leave. So we're going to go on to speaker 11.

Sherretha Richardson.

I'm sorry. I did skip nine.

Terri Walker.

Thank you.

MS. WALKER: Good evening. My name is Terri Walker. And I'm a parent at Burnside Elementary School. I currently have three children enrolled -- kindergarten, third grade, and preK.

I'm here with fellow parents and members of the parent -- the Burnside Parent Advisory Council. And on behalf of the parents of Burnside, we'd like to thank you for the approval of our new preK expansion.

We truly appreciate the opportunity to develop and grow more of our children and the opportunity for new teachers to plant roots. We know the value of education and how it can advance the minds of our children.

So again we say thank you.

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MODERATOR HOUGARD: Thank you, and I
apologize for skipping you.

Now speaker number 11,
Ms. Richardson.

MS. RICHARDSON: Hello. Hello we
represent Bouchet --

MODERATOR HOUGARD: Ms. Richardson, I'm
sorry. Can you please -- there we go, so the court
reporter can hear you better.

MS. RICHARDSON: Should I start over?

MODERATOR HOUGARD: Yes.

MS. RICHARDSON: Hello. We represent
Bouchet IB, a Network 12 school. My name is
Sherretha Richards. And this is Diallo Marisme and
Cisse Toure. And these are the children who attend
Bouchet IB.

We are very excited about the preK
expansion and the preK playground and all the other
capital improvements Bouchet has undergone next
school year.

The playground has a real sentimental
value to me, because it was originally dedicated
for my 7th and 8th grade teacher, Solomon
(phonetic) Bennett, who also was Michelle Obama's

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7th and 8th grade teacher.

I stand here today as a Bryn Mawr alumni, which is Bouchet's former name, ten-year elected past-Chair Person. And I have four children that were educated to graduate through Bouchet.

They have three 2019 graduates from Bouchet. And Cisse Toure's daughter was also featured in Michelle Obama's graduation at Bouchet.

We would like to thank you very much for the capital improvements. As we know, Bouchet is a longstanding landmark and is one of the biggest schools in Network 12. And we look forward to other capital improvements.

We see that you all are putting equity in the south side schools. Thank you.

MODERATOR HOUGARD: Thank you. Thank you all for coming.

A YOUNG VOICE: Thank you for the new Bouchet playground.

MODERATOR HOUGARD: Thank you so much.

MS. MARI SME: Like she said, my name is Diallo Marisme. I want to thank CPS for everything for our kids at Bouchet Academy. We're so, we're

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so glad -- we're happy for everything.

And we thank you for the new playground at Bouchet and the new preK classroom at Bouchet. Thank you so much. I'm sorry, for --

MODERATOR HOUGARD: No, you're the next -- you were speaker number 12. So you're right in order. Thank you.

MS. TOURE: Hello, my name is Cisse Toure. I come for Bouchet. Thank you. Thank you so much. Thank you.

MODERATOR HOUGARD: Thank you. Also speaker number 13.

Speaker Number 14 is Greg Seaphus.
Mr. Seaphus.

I just want to mention he's the best-prepared speaker. He brought his own sticker with his information.

MR. SEAPHUS: And I have a handout, too, one for each of you.

And the handout pretty much summarizes in a couple sentences what I'm going to say.

Good evening, everyone. Am I talking in this one or that one?

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Good evening, everyone. A couple of recommendations.

A few mayors have asked me to help support Chicago Public Schools. My associates and I spread out to different colleges and universities and institutions and have the capability of supporting Chicago Public Schools by a few billion dollars.

Here is your problem. I looked at the, through the master plan online and done a number of school facility assessment plans. You don't have a prototype indicated. And you haven't -- you didn't outline a prototype in your presentation.

Why a prototype? If I'm General Motors, I'm going to build your car in one prototype before I give you a billion dollars to make a whole lot of them.

You need a prototype. Number one. What facility or facilities do you want to use for a prototype?

Secondly, if you want major funders -- and I represent a number of them -- to communicate with you, you have to have an updated

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1 e-mail address listing and put it on the site. How 18:59:54
2 do you expect them to communicate with you? 18:59:59

3 It's like you're running a private 19:00:01
4 institution, and you're public schools. 19:00:04

5 That's unacceptable. 19:00:08

6 And I'm glad you say there's a Board 19:00:10
7 member here. She needs to hear that. So that the 19:00:13
8 Board members can, can help more, and the staff can 19:00:17
9 produce more. 19:00:22

10 Lastly, I'll talk just briefly of -- 19:00:22
11 Hubbard High School has been leaking for many years 19:00:28
12 back to when Mr. Manual, Manno (phonetic) was 19:00:32
13 principal. 19:00:35

14 And while you have ponding -- and I 19:00:36
15 grew up in construction, engineering, and medicine. 19:00:41
16 Ponding is not leaking. 19:00:46

17 You need a list of -- you need to 19:00:49
18 indicate the ponding; but alongside the ponding, 19:00:52
19 which roofs are leaking. You don't have Hubbard in 19:00:56
20 there. It's been leaking for years. 19:01:01

21 To the Network Chiefs, we need to 19:01:04
22 develop, through the Network Chiefs a list of those 19:01:07
23 facilities within their network that are both 19:01:10
24 leaking and ponding. 19:01:13



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And then put that list on the website for each of the networks.

Then once I see that, and my colleagues see that, we'll support all of the networks and make it easier for them to accomplish more.

Just like we can make it easy for each of you to accomplish more. We want to be colleagues not antagonists.

Thank you very much.

MODERATOR HOUGARD: Thank you, Mr. Seaphus.

MR. SITKOWSKI: One point in response.

I believe on both our Budget and Capital Plan website, we do have a Contact Us section. So you can provide feedback there.

And if you leave feedback there on Contact Us there, we'll do our best to respond to you as soon as possible. We'll also take down your information if you're interested in asking any questions.

MODERATOR HOUGARD: Thank you.

Speaker number 15, Bridgett Earls.

MS. EARLS: Good evening. My name is

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Bridgett Earls. I am a resident principal at Scott Joplin Elementary School, the Pearl of 79th.

I am here just to say thank you. In our changing society, it is imperative that our students are able to understand and communicate effectively with all citizens in our country.

Currently with the Latino-American student population growing faster than any other population in the nation, it is wonderful that we are able to add the World Language Initiative to our school.

And with that, our students will have an opportunity to grow and develop in our changing society. Learning Spanish will provide our students with the opportunity to access and understand knowledge and skills to promote their personal growth and effectively communicate in today's society.

So we just want to say thank you for that World Language Initiative and continue to filter money into our schools. Thank you.

MODERATOR HOUGARD: Thank you, Ms. Earls.

Number 16 is Bonita Burns.

MS. BURNS: Good evening. On behalf of

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Burnside, we are excited about the initiative of another preschool. The opportunity will support scholars as they matriculate through elementary by ensuring they will enter with basic education foundation skills to be successful in kindergarten and beyond.

Additionally, it will, it has the potential to increase enrollment in Chicago Public Schools.

We want to thank you for what you have given us. And we thank you for the addition of the schools.

Ms. Kelly Thi gpen is our principal .

MODERATOR HOUGARD: Thank you, Ms. Burns.

Moving on to speaker 17, Chris James.

MR. JAMES: Good evening.

I wanted to thank you guys for the effort and the hard work that you did to upgrade some of our schools. I'm currently the head football coach here at Morgan Park. And I just wanted to say thank you -- but also to see if there will be a plan to make sure that you guys coordinate with the schools.

At our school we have been working

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1 extremely hard to kind of fix the grounds with some 19:05:02
2 of the facilities and like that. We've obtained 19:05:05
3 some resources on our own, along with our great 19:05:08
4 principal, who has been working alongside of us as 19:05:12
5 well. 19:05:14

6 So I know in the future there will be 19:05:15
7 more plans. There will be more details and things 19:05:17
8 like that. I want to let you know at our school we 19:05:19
9 put in a ton of hard work thus far to update our 19:05:21
10 facility. And we want to bring those resources 19:05:25
11 into hard work as we had as well to the table as 19:05:28
12 well. But I know those things will be done. 19:05:30

13 So thank you. 19:05:32

14 MODERATOR HOUGARD: Thank you, Mr. James. 19:05:33

15 Speaker number 18 is J. B. Paulus. 19:05:37

16 MR. PAULUS: Thank you for your time. 19:05:41

17 I have a daughter who started at 19:05:42
18 Burnside in kindergarten and just graduated and 19:05:46
19 another who is there in third grade. And I just 19:05:47
20 wanted to -- and I'm also involved with the Parent 19:05:51
21 Advisory Council and Local School Council at 19:05:55
22 Burnside.

23 And I wanted to echo a big thank you 19:05:57
24 for the preK that we saw in the Capital Plan. 19:06:00



1 Over the years, I've tried to recruit 19:06:04
2 families to come to Burnside. And the preK will be 19:06:07
3 a huge help for that in helping to establish and 19:06:10
4 growing our school, which has lost students over 19:06:15
5 the years. We are a one-plus school. 19:06:20

6 But I also want to encourage you, 19:06:23
7 whether you do it this year or in the future years, 19:06:23
8 there's other aspects of our school that really 19:06:26
9 need a lot of help. 19:06:28

10 Our school's been around for over a 19:06:29
11 hundred years. And so things like the bathroom 19:06:31
12 lighting and also cameras would also be a huge help 19:06:33
13 in helping parents just see just how great Burnside 19:06:38
14 is and being able to help our students and overall 19:06:42
15 help with that. 19:06:45

16 As I looked at the Capital Plan, just 19:06:45
17 looking at it online, it's all here. I notice that 19:06:48
18 there's a lot of -- with the funding there's very 19:06:51
19 little, there was a column for outside funding in 19:06:55
20 addition to CPS funding, but the outside column was 19:06:58
21 very small. 19:07:01

22 So I would really want to encourage 19:07:02
23 you to help us, whether it's schools or 19:07:04
24 organizations -- but help us come together to help 19:07:06



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add in that column.

I know CPS has a limited budget. We have other resources that we need to tap. We need to work together to do that so that next year that column will be much larger.

Thank you.

MODERATOR HOUGARD: Thank you, Mr. Paulus.

Speaker 19, Dr. Palmer.

DR. PALMER: So, just to give you an idea of the voices that I'm representing -- I am a Founding President of the Educational Village Keepers that has been in existence since 2007; but, more importantly, I work very closely with Allcat (phonetic) very much so this year identifying a City-Wide strategic education plan collective vision.

In addition, I have had the pleasure of working with CPS for 35 years, 25 of those years at the Beasley Academic Center as one of the founding faculty members.

I also serve on the Illinois PTA, Chicago Region Board, as the Last Chair over the areas of concerns of education issues for Chicago parents within our PTA.

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With that, it allows me to tentacle out and to get in contact with the concerns of the parents, community, educators at large.

While what is being done is magnificent, it is absolutely needed. But always and forever on my heart and the hearts of those whose voices I represent will be that the school buildings are not going to be better taken care of than are the children in them as we speak today.

Because these babies, a year of their life is gone in a wink of an eye.

Programs and services. Programs and services. Again, and programs and services are absolutely a priority.

School nurses, counselors, social workers, psychologists, our numbers in our school houses, especially on this side of town, are growing with homeless babies, special ed.

So while they may come into a much better and safer school house, they are not having their needs met adequately.

And so this voice is going to always be championing the voices of others who have communicated with me and with whom I have the honor

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to work, that we must take care of children first.

The building, of course, in which they enter; but we have to have the programs and the services that they need.

There's a bit of concern about the possibility of getting the schoolhouse buildings ready for the full plan of gentrification -- I'm just going to throw it on out here.

So that while we're paying for the gentrification, our babies that are in these schoolhouses now are not getting their academic needs met; not because they don't have excellent educators and administrators, but because the funding is not there.

I'm not going to say any more.

But thank you. Programs and services.

MODERATOR HOUGARD: Thank you, Dr. Palmer.

Speaker number 20, we have Carisa Parker.

MS. PARKER: Was somebody trying to clap for me?

MODERATOR HOUGARD: You might recognize Ms. Parker from her daughter's appearance in the

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Mayor's press conference.

MS. PARKER: Yea. My daughter, Erica is a proud sophomore here at Morgan Park. She is a University of Chicago collegiate scholar. I'm a proud graduate and also have two adult children who have graduated from Morgan Park.

So I'm actually here today to say thank you in public, that you carry the message back down on behalf of myself and our Local School Council.

We have been advocating and will probably continue to advocate for updates to our facility as long as we're here, because we know that our children deserve it. But we thank you for what has happened here at Morgan Park.

The history of Morgan Park and our alumni is etched in the fabric of Chicago. So we who are here advocating for Morgan Park continue to believe in the students who are here. We have the best and the brightest. And many of our students, athletes, and academic students go on to be leaders across the country.

And so we know that these facilities will help them with their confidence. We know that

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students, when they have great facilities, they believe in themselves. They learn more, and the teachers feel better. And it enhances their overall experience.

We also want children of color to feel that they are not less than and that they are also deserving of great facilities.

So I hope that as our new president and CPS and our Mayor continue on this journey of enhancing facilities at Chicago that you can continue to remember that for all of our students.

And I thank you. That's it.

MODERATOR HOUGARD: Thank you, Ms. Parker.

MS. PARKER: And welcome. We're glad to see you at Morgan Park. Thanks for being here.

MODERATOR HOUGARD: Speaker 21, Joseph Williams.

MR. WILLIAMS: All right. Good evening everyone. My name is Joseph Williams, father of five children that attend Beasley Academic Center.

And, again, just like a few of the members have stepped up and told you guys, I would love to say thank you on behalf of Beasley Pack and LSC.

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1 Just as a parent of children that go 19:13:34
2 to Beasley, we've fought very hard to get a 19:13:36
3 playground outside. And we just want to give our 19:13:39
4 children a safe place to be able to play and kind 19:13:42
5 of just live a good life during recess time and be 19:13:44
6 able to go out there and kind of do their thing but 19:13:47
7 not do it where they're running over rocks and dirt 19:13:50
8 and that type of stuff. 19:13:53

9 To know that we're finally going to 19:13:54
10 be able to get a playground, it just warms my 19:13:56
11 heart. And I really appreciate the collaboration 19:13:58
12 of work that we've done together to make this 19:14:01
13 possible. 19:14:04

14 And I really appreciate you guys for 19:14:06
15 being so transparent for having these types of 19:14:07
16 meetings and giving the public the opportunity to 19:14:09
17 just have a voice and to be a part of the process. 19:14:12
18 So I really appreciate that. 19:14:12

19 I guess my last piece is big shout 19:14:14
20 out to the Mayor, because she's coming in. And you 19:14:16
21 guys, it shows that when you work together, 19:14:18
22 anything is possible. 19:14:21

23 But I also have to give a big shout 19:14:22
24 out to our principal who came in today, Mr. Donnell 19:14:23



1 Rader, who is right here in the yellow shirt, who 19:14:27
2 came out here. And he takes no time off when it 19:14:29
3 comes to Beasley. And he's out here to continue to 19:14:33
4 show that support. 19:14:34

5 So it just shows that when we come 19:14:35
6 together, anything is possible. 19:14:36

7 But I really, really appreciate you 19:14:38
8 guys, you know, getting it together for us and 19:14:41
9 helping our children again have a safe place to 19:14:43
10 play and enjoying themselves in their time out 19:14:45
11 there.

12 Thank you, again. 19:14:49

13 MODERATOR HOUGARD: Thank you, sir. 19:14:49

14 Speaker 22, Ms. Norine. 19:14:51

15 MS. GUTEKAUST: All right. Thank you very 19:14:55
16 much for letting me speak again. And I will be 19:14:56
17 very brief. 19:14:58

18 I want to echo some of the comments 19:14:59
19 that Dr. Carmen Palmer made about the importance of 19:15:01
20 the programming side of our schools but in 19:15:04
21 particular about staffing. 19:15:07

22 We have over 530 schools. And we 19:15:08
23 only -- and we have under 200 nurses. And every 19:15:11
24 school should have a full-time nurse. We're in 19:15:15



1 negotiations right now with the Board of Education. 19:15:19
2 And we think that these things can be written into 19:15:21
3 our contract. And we think they're going to 19:15:24
4 benefit the daily experience of every child. 19:15:26

5 We don't have enough social workers. 19:15:29
6 This is a city that is riddled with violence. And 19:15:31
7 we need, we need mental health and socioemotional 19:15:35
8 support for our students every single day in our 19:15:40
9 schools. We need counselors and psychologists, as 19:15:43
10 it was said. 19:15:46

11 And there are -- there are very few 19:15:47
12 libraries in Chicago Public Schools. Parents 19:15:52
13 should go home and ask their children if they've 19:15:56
14 ever been to the library. 19:15:59

15 The vast majority of our schools, in 19:16:02
16 particular our high schools, which is absolutely 19:16:04
17 appalling, do not have libraries for our kids to be 19:16:07
18 able to further expand their ability to access 19:16:10
19 technology and to, you know, to have access to 19:16:13
20 different types of expansion of their minds through 19:16:17
21 books and through other media. 19:16:19

22 We are asking for these things -- oh, 19:16:19
23 the last thing I want to say is, given the violence 19:16:21
24 that we have, that children experience in our city, 19:16:24



1 we also believe that we should have fewer police 19:16:27
2 officers in our schools but more socioeconomic 19:16:31
3 supports. 19:16:35

4 In particular, we want to have a 19:16:36
5 really well-elaborated, or well thought-out 19:16:37
6 restorative justice program in our schools, where 19:16:40
7 teachers get support and where children get support 19:16:42
8 to be able to recognize the consequences of their 19:16:45
9 actions so that our kids stay as safe as possible. 19:16:48

10 And, you know, sort of -- well, so 19:16:52
11 that our kids stay as safe as possible. 19:16:55

12 We're asking these things be 19:16:58
13 enshrined in our contract. And we hope that 19:17:01
14 Chicago Public Schools takes that into account and 19:17:03
15 that parents also see that these are the kinds of 19:17:06
16 things we're trying to win in our contract this 19:17:09
17 year. 19:17:12

18 MODERATOR HOUGARD: Thank you. 19:17:12

19 We have one final speaker. 19:17:13

20 Alderman O'Shea, would you like to 19:17:15
21 join us. 19:17:18

22 While our alderman is joining us on 19:17:19
23 the stage, I do want to acknowledge that we had 19:17:22
24 multiple principals here this evening in addition 19:17:25



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to Mr. Rader.

We had the principal of Earle. We have assistant principal from Hubbard. We have the Leonard principal, the Westcott principal, Morgan Park for hosting us as well.

Thank you.

ALDERMAN O' SHEA: Good evening. My name is Matthew O' Shea. I'm proud to serve as alderman of the 19th Ward.

I'd like to start out by saying thank you for CPS officials. This \$820 million Capital Plan is much needed. I have worked closely with CPS officials. And I'm here to say publically, I'm a huge fan of Dr. Jackson for always putting our children first.

Much of the capital investment this year will come here in my community. And we appreciate that. And we still have so much more to do.

Many of my public schools here in the 19th Ward, Beverly/Morgan Park/Mount Greenwood, they're older. Esmond School, two blocks from here, built in 1891; Barnard School, a mile from here, one of our feeders, 1929; Sutherland 1931;

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Kellogg, 1937 -- older, beautiful buildings that need a lot of reinvestment.

So I'm here to say thank you so much for everything that is going on, that has happened in recent years, that will be happening this year.

But I look forward to working with Network 10 Chief, Mr. Carmona, here addressing needs moving forward at some of our schools.

I think it's important that we have events like this, where you guys have the opportunity to hear from parents, families here in CPS.

Thank you for the opportunity.

MODERATOR HOUGARD: Thank you, Alderman.

That is our final speaker. I want to thank everybody for --

MS. PARKER: Can I get another turn?

I'm just kidding.

MODERATOR HOUGARD: I'm going to take that right now.

Thank you all for coming. Thank you again to our Board member as well as the Network Chiefs and to all the parents, the students, the teachers, the cast members who are here.

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We appreciate you greatly coming out
and participating in the process. Thank you.

(Which were all the proceedings
had in the above-entitled
matter ending at 7:19 p.m.)

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