CHICAGO PUBLIC SCHOOLS
PUBLIC HEARING
FISCAL YEAR 2017 BUDGET PRESENTATION
held on
Wednesday, August 17, 2016

STENOGRAPHIC REPORT OF PROCEEDINGS had in the
above-entitled matter at Bridge Elementary School,
3800 North New England Avenue, Chicago, Illinois,
commencing at 6:00 o'clock p.m.

PRESENT:

MS. ANNA ALVARADO, Presenter
MR. MATT WALTER, Budget Office
MR. CHRIS WILLIAMS, Executive Director
MR. JASON KEIRNA, Facilities Office

Reported by: Janet M. Stanton, CSR
License No.: 084-001905
MS. ALVARADO: Good evening, everyone, and welcome to the FY 2017 Chicago Public Schools Budget Hearing. My name is Anna Alvarado, Network Chief.

At this time I'd like to welcome everyone, and before I get started I'd like to introduce Alderman Sposato.

ALDERMAN SPOSATO: Good evening, everyone. It looks like we got a good turnout, but looks like there's potential for bad weather today, but the community came out, and it's very important to hear what's going on.

I did want to recognize Representative Rob Martwick who I saw on the way in, with that, welcome to the hearing.

Before we begin, I have a couple requests for you.

So we'll begin with the Pledge of Allegiance, and we have the Pastor here that will say a prayer for us.

If you will all stand, thank you.

(Whereupon, the Pledge of Allegiance was recited.)

ALDERMAN SPOSATO: I'd like the pastor, Pastor
Wallace, to start us off the prayer.

Would the pastor mind coming up in front of the people here, Pastor.

PASTOR WALLACE: If you can just please stand.

(Whereupon, a prayer was recited.)

ALDERMAN SPOSATO: Thank you, Pastor.

With that, we'll go ahead.

I want to introduce the principal of this school, so, Dr. Chris Brake, if you want to welcome everybody, come up on the stage. I'll give you the floor for a couple minutes.

(Whereupon, the audience was applauding.)

PRINCIPAL BRAKE: Thank you. Thank you very much.

I'm right across the hall. I'd like to welcome you tonight and thank you for being here. Hope it's a good one.

MS. ALVARADO: Welcome again.

I just want to run through our process for this evening and then I'm going to hand over the microphone to representatives from the district.
This is our budget hearing that starts at 6:00 o'clock and ends promptly at 8:00 o'clock or when the last speaker has concluded, whichever is the later. We are still allowing people to sign up until 6:30, and if you want to make a statement, please limit it to two minutes.

All those wishing to speak are asked to -- sorry, I mentioned that already.

There's a speaker sign-in sheet outside. Please note that you will not be able to sign up to speak after the 6:30 cut-off time.

We ask that speakers to please limit your comments related to the budget, including the capital plan.

Also, we ask the speakers, if you are coming as a group, that you choose a representative from your group. If a speaker has a follow-up question, we ask that he please speak to the CPS staff members who will be on site to help you and fill out a follow-up card.

And the full budget is on the CPS website, if you would provide feedback, we'd welcome that, and any questions on the website as well.

And we'd like to be able to respond to
those questions on the website, including any that we are able to respond at this meeting, and hopefully those who are not able to make this meeting simply will be able to have that information as well.

So I'd like to begin by introducing Matt Walter, who is our budget director right behind me, Jason Keirna, who is our chief facilities officer, and also Chris Williams, who is executive director of our facilities.

And with that I will pass on the microphone and I'll come back on to start calling our first speaker.

MR. WALTER: Thank you.

I first want to thank the great staff tonight, we appreciate the hospitality.

I also want to thank everyone for coming out tonight. We're here to help answer any questions you have and listen to any feedback on the FY16-FY17 capital budget.

But before we open it up for comments and questions, I'm going to give you a quick summary of this just to show what we've proposed for the FY17 capital budget and how we propose spending the
funds.

So, to start, I'll explain what the capital budget is and the operating budget.

The operating budget goes to fund the day-to-day operations of the district, mostly salaries.

The capital budget is used for long-term investments, so new schools, for example, IT infrastructure.

They're also funded differently, so the operating budget is funded largely through property taxes, through state and federal revenues. The capital budget is funded largely through CPS bond proceeds.

We also receive some outside funding in the capital budget which we'll talk about from federal sources and also from TIF.

Now the FY17 capital budget contains 233 million dollars in bond proceeds backed by the new capital improvement tax. We're going to issue these bonds in the fall.

And so until we know the exact amount of proceeds that we will receive, we've budgeted a safe amount, or allocated a safe amount in this
budget.

We will be coming back in the fall with a supplemental capital budget to appropriate the remaining funds based on how much the budget actually allows us to budget through the capital improvement tax.

So we're looking for comments and feedback today about what you would like to see in the capital budget as well as included in the FY17 proposed capital budget at this time.

The -- actually, go back, I'm sorry. So the total proposed FY17 capital budget is $338 million. $266 million of this is through CPS bond proceeds. About 30 of that was raised through a private placement bid and the other $230 plus million will be a new bond issuance in the fall backed by the capital improvement tax. $54 million is in TIF funding to fund overcrowded schools, and then about $17 million is in Federal E-Rate Funding which goes to help IT infrastructure.

Now there are four categories of modulars, how we do the modulars..

So the first is overcrowding, the second is programmatic and how the facility operates,
the third is facility needs, and then the fourth is IT.

So I'll run through these quickly starting with overcrowding.

The FY17 budget proposal is $173 million for overcrowding in the classrooms with seven schools. Six of these are funded by CPS bond proceeds and then $54 million investment through TIF at the South Loop schools.

So I'll run through each one of these.

Bridge is the first overcrowding of a school that we propose today. This includes installing a new 8 classroom modular and building classrooms into the lunchroom.

Byrne is the next where we are proposing a new two-story 16 classroom annex with a link to the existing building along with a green space at the location of the demolished modular units.

Dawes, the proposed work includes providing a two 8 classroom modular units and demolishing the existing 2 classroom modular units and a playlot with some fencing installed and then existing parking lot improvements.

Dore will be a new 1200 student elementary
school along with a new parking lot and playlot. And Skinner includes a new 15 classroom annex.

While South Loop is a new 1200 student elementary school, as I mentioned, funded by TIF. And then, finally, Zapata, the proposed work includes a new 16 classroom annex. The existing modular unit will be demolished and additional parking and a new playlot space will be provided.

So those are the overcrowding projects. We propose $173 million.

The next category is facility upgrades and programmatic investment.

The largest portion of this $50 million dollar pot is related to air conditioning, which is $27 million for air conditioning at 61 different schools.

In addition, we are proposing a STEM program at Brown, a CTE program at Dunbar, and then major renovation at Dyett, which includes interior renovations in support of these programs.

Behind me it is showing labs, studios, production rooms, conference rooms for advanced
individual needs, so a confluence of renovations there.

The third category of our needs that we're addressing through this capital plan are the facility needs and these are building related needs.

So we have these in buckets:
ADA accommodations for $500,000.
We have a $20 million bucket for emergencies and unanticipated facility repairs throughout the year. This gives the district the ability to meet the needs for urgent repair needs as they occur during the year.

We're addressing emergency plumbing upgrades for $5.7 million in investments.
And then we have a $6 million maintenance priority line which allows our facilities team to invest in maintenance needs throughout the year.

The last category of projects includes IT and other projects.
The largest group is IT, and with $33 million of the $50 million total investment in school data network and wireless upgrades.
As I mentioned before, 17 of this is
federal E-Rate funded.

So they basically match us 50 cents on the
dollar, almost, for a total of -- so if we put in
$33 million, the federal government will put in $17
million, and this increases bandwidth in schools
and builds our IT infrastructure, improving
classroom experience.

In addition, we have $5.8 million in other
IT system investments that the district needs to
provide, and then capital project support services,
which is largely design fees and other architect
fees related to ongoing work.

So with that said, that concludes the
summary presentation of our FY16-FY17 capital
plan.

Myself and the facilities team is here to
answer any questions that you have regarding this
or anything else, your comments and feedback.

So with that we'll open it up to
questions.

ALDERMAN SPOSATO: Are we allowed to question
now or are we going to go down the list? It was a
little unclear to me.

MR. WALTER: I'm sorry?
ALDERMAN SPOSATO: Are we questioning you or waiting until everything is done and we go down the list?

MS. ALVARADO: We'll start with the first speaker who signed up.

I'm waiting for that list.

Alderman Sposato, you're the first here, do you want to go ahead?

ALDERMAN SPOSATO: Sure. I don't think that's working too well.

MS. ALVARADO: You'll have to put your glasses on.

ALDERMAN SPOSATO: That's fine. I'll be first. Doesn't make a difference.

So once again, welcome everybody.

I just have a couple questions, and I don't mean to be negative about this, just please don't take it the wrong way, but I do have a little problem with the timing of the meeting being in August. I know this is when we normally do them. I would like to see and consider for the future let's do them in September when kids are back in school.

I know you did a pretty good job of
getting the word out. I felt I did. I felt the
other principles in my ward did. But if we could
take that under consideration, I would greatly
appreciate it for future meetings.

And, secondly, when I talked -- I talked
to Frank about potentially -- it doesn't look like
there's going to be a lot of people here or there
will be a lot going on.

I talked about going until at least
8:00 o'clock, though, if we could at least consider
it. I don't expect it to fall into play here, but
if we can at least consider it when people are
still here and come in a little later and want to
ask questions, I would appreciate your
consideration there.

Then lastly, in your presentation up there
you showed 5.2 million for Bridge? I thought it
was 7.2 million.

MR. WALTER: I believe the remaining part was
funded out of this year's plan, so I think the
total is 7, but I can double check that.

ALDERMAN SPOSATO: That's it, thank you.

MS. ALVARADO: Thank you.

Our first speaker is Denise Pawelko from
Dirksen School and speaker two is Dan Lucas, Principal.

Please come to the podium and be ready.

Go ahead.

MS. PAWELKO: I'm a representative of the Dirksen School. I used to be a former chairperson there.

I've been doing this now for the past twelve years trying to get this board to listen to us when we say our school is basically deteriorating and we need to be on this improvement plan.

We have 870 some students in our school that was made for 570. We have a module that was put in 1971 and it's still there. God forbid if we get a big storm. That can collapse and then there's children in there.

So on behalf of Dirksen, we're just asking for consideration. We know, we get it, trust me. My husband's a city employer, I get it. But we need to do more for the schools on this side of the city to get this together.

So I thank you for your time.

MS. ALVARADO: Thank you.
Thank you, Denise.

Mr. Lucas?

The next speaker is John Casey, please get ready.

MR. CASEY: Good evening, everybody. My name is Dan Lucas. I'm the principal of the Dirksen Elementary School.

I see at least two familiar faces here. Hi, Matt. Hi, John. Welcome to the club, because the last time I spoke here the table was totally different.

But as Denise indicated, there are a lot of things that are in need of attention in regards to the school, and as I saw the presentation I saw Dirksen was not included in the plans, but there may be plans in the future for theirs so we're sort of making a preemptive strike.

I'm going to give you a little bit of the details of where we're at in our story.

In school year 1999-2000 the enrollment at Dirksen School was 560 students. By school year 2008-2009 the enrollment increased to 640 students. From school year 2007 to 2008 the enrollment exploded. It increased by over 30
students a year. The school population as of last year was at an all-time high, 865 students, and the ability to pay for about 500.

In July of 2015 CPS attempted to alleviate the overcrowding at Dirksen by offering school vouchers and changing a portion of Dirksen to go to the new Memorial Park annex, which it was supposed to be something like 31 students, and, unfortunately, the enrollment continued to increase.

And also because of the quality of Dirksen only ten families decided to exercise their right to go over to the other school.

This level of overcrowding has put barriers and challenges to the parents and students at Dirksen School.

I'm going to -- I'm not going to read the list, but I have a list for the panel to look over and anybody who likes to after the meeting.

The following is a list of the daily challenges faced by the community at Dirksen School due to our severe overcrowding.

And just as sort of a final plug, the Dirksen Elementary School is an outstanding
neighborhood Chicago Public School serving the Northwest Side of Chicago.

It has an incredibly diverse student body, culturally, ethnically, economically, and linguistically, and has been rated as a level one school for its excellent academic achievement and other factors as measured in its school report card over the past several years.

THE TIMEKEEPER: I please wrap it up.

MR. LUCAS: The severe overcrowding will soon have a negative effect on our ability to meet the needs of our students and maintain the stellar performance we've achieved over the past seven years.

So if there is any extra money in this budget or in the future budgets or any way that you guys could let us find a way to plug in to some of those funds, we would appreciate having access.

We know that the faces and the names have changed over the past several years, and I know it seems that you lose a little traction when you have a turnover.

So we would appreciate that.
And I have copies available for the panel.

MS. ALVARADO: Thank you, Mr. Lucas.

Our next speaker is John Casey, Cameron Elementary School.

Cindy Ok from Vaughn School is next, please get ready.

MR. CASEY: My name is John Casey. I'm a parent of two CPS students from the Northwest Side park area.

I noticed in the budget that $54 million used for capital improvements through TIF funds. As I understand the TIF funding, that's money that was taken from our tax dollars and used for the operating budget of CPS.

Cameron is a school that will open in September with 160 kids that will require special needs. Last year we had 145.

Last year we had a speech therapist for two and a half days a week and she will only have two. Last year we had a nurse two days a week. This year it will only be a day and a half. Last year we had a psychologist for a day and a half. This year it will only be a day.
While I see a need to improve our capital situation in schools, I wonder if TIF funding might be more appropriately used to meet the basic needs of our students in this situation.

Thank you.

MS. ALVARADO: Thank you very much.

Cindy Ok from Vaughn High School, and Natasha Carlsen from Camras Elementary, please be ready.

MS. OK: Hi, my name is Cindy Ok, and I am the chair of Jacqueline Vaughn Occupational High School, which is one of two specialty high schools on the North Side.

So all of the students in our school have disabilities, and we're very excited that our budget was not so decimated this year as it was last year.

In regards to capital funding, we know that our school is going to be getting an elevator upgrade because many of our students have physical disabilities or mobility issues.

So we're very anxious to have the elevators working in our school so that the students can go to their classrooms.
And we're also very grateful to Alderman Sposato who has been instrumental in pushing forward our curb grants so that the students can get off the bus and into the building and not have to go through the mud.

I wasn't prepared to just speak about the capital, so that's all I want to say.

If you're ever invited to our school for a meal from the culinary arts students, I hope that you will accept that invitation.

And this is Rose. She's also from our school.

MS. MCDONELL: I'm very grateful that this year there were barely any cuts 'cause last year we were the worst in the district.

I love my son's school and the staff there is awesome and every time there's cuts it hits close to home because it affects -- the cuts are made in the special ed first.

We have to stop taking away from all kids, but especially the special needs community who need that extra more education.

They need all the therapists there at the school as well as the classroom aids because
they're the back bones of that class. The teachers need those aids so they need to keep their jobs just as well as the teachers.

    Thank you.

    MS. OK: I also want to say something really quickly.

    I also know that we are going to get decreased nursing money for our school. We're not going to have a nurse every day, which is questionable for a school that has students with disabilities.

    I believe we should have a nurse every day, and there are some other positions that were also impacted like the psychologist and the social worker.

    So we hope that some gains can be made for those services.

    Thank you.

    MS. ALVARADO: Thank you, Cindy Ok from Vaughn High School.

    I'd like to call State Representative Rob Martwick as our next speaker.

    Chirag Mehta is our next speaker. Please be ready.
ALDERMAN SPOSATO: He's getting a little ambushed. He didn't know he was signed up.

REPRESENTATIVE MARTWICK: So good evening, everyone. I'm State Representative Rob Martwick.

I just had a question -- and thank you, everyone, for coming here and for your work on this.

I had a question about our schools, and I noticed there was nothing, at least in the presentation, I'm wondering if it's further in.

About a year-and-a-half ago we had a rather notable incident at Prussing Elementary where the boiler failed.

And has there been anything done, those boilers are over a hundred years old, it sent 76 people to the hospital, and the staff.

Is that being at least planned, to upgrade that boiler room to prevent this from happening, or any sort of major repair work?

MR. KEIRNA: So, actually, the boiler is being replaced as we speak, so that work is ongoing and we plan on having that finished before the start of the school year.

And we -- yes, before the start of the
school year. And we also made a lot of -- there
was a lot of operational lessons learned out of
that that we've taken and applied across the
district.

So we did take that very seriously. It's
something that not only the facilities department,
but the organization as a whole took very seriously
and that we're working to correct, literally as we
speak.

REPRESENTATIVE MARTWICK: Thank you very much.

MR. KEIRNA: No problem.

MS. ALVARADO: Thank you.

Chirag Mehta.

Did I say your name right? It says

Parents 4 Teachers.

MR. MEHTA: That's right, yes.

My name is Chirag Mehta. I'd like to take
the opportunity to thank the CPS staff.

I'm here representing a group called

Parents 4 Teachers.

What I want to say is basically this
looks all fine and good, the capital investments,
I'm sure everything's necessary that people are
investing in.
At the same time, what's happening in the city is that operationally within these buildings, they are under attack.

That as parents we are seeing services wither away, whether it's special ed, whether it's class sizes going up, whether it's teachers getting laid off, which just strikes me as so contradictory that we're here talking about it.

Again, I'm sure there are hundreds of millions of dollars that we need in capital facilities and we're here exploring it today, the facilities and investments, but at the same time it strikes me as being contradictory.

I just want to say that I just want to reiterate a point I heard earlier. We should be using every TIF surplus dollar right now with an operating budget gap.

There is absolutely no need for the cuts that we are seeing that we are going to face this coming year. Every TIF dollar should be going to that operating budget.

Second of all, we really should be -- we should not be investing as much as we do in selective enrollment schools. I didn't see Obama
Prep on this list.

I see enrollments in the school --

(whereupon, the audience was
applauding.)

MR. MEHTA: -- we're not taking a position
against investing in those schools, but I do have a
specific question about Obama Prep.

I'll wrap up my comments, but I had one
more question here.

The last thing I would say, I didn't see
borrowing or operating expenses in this district,
CPS borrowing and operating expenses for many
years, and that has put us deeper and deeper and
deeper into a hole, and we're mortgaging our kids'
futures. I didn't see it on there.

So there's two questions.

One is, what is the status of Obama Prep?
Is there going to be this year any capital spending
plan for Obama Prep, spending on the high school,
which we are opposed to.

And, two, are you going to come back later
with a plan that says we're going to borrow over
thirty years to fill this budget gap?

MR. WALTER: So I don't believe Obama -- there
are any plans for Obama college prep. This year it's not included in this plan.

Regarding borrowing for the operating budget, one of the huge strides we've made as a district this year is we are not resorting to scoop and toss or borrowing, you know, bonds for the operating fund to pay our operating deficit this year.

We've been able to balance the deficit given increased revenue from the state, from the Chicago taxpayers, and then through cost-cutting initiatives.

So we don't need to resort to scoop and toss this year, which is why you don't see it up here. We're not going and issuing bonds to help pay for operating expenses.

The only bonds we're issuing are to help pay for the capital expenses, which are backed by the capital improvement taxes that were passed, and those have to be used for capital purposes. So we can't redirect those to operating.

So those will help fund the bonds that we're issuing for capital.

MS. ALVARADO: Thank you, Chirag.
Our next speaker is Jerry Skinner from Kelvin Park High School.

Norine from CTU is our next speaker. Be ready, please.

MR. SKINNER: I'm Jerry Skinner, teacher and local school council representative at Kelvin Park High School.

Looking at the presentation you gave and listening to the comments from previous speakers, the question I have is, why is CPS not demanding more revenue sources for our schools and students?

For example, why is CPS, or why is it that it's not demanding that more TIF be given to our schools and students?

In fact, why is CPS not demanding that TIFs be ended. The TIFs have over 1.4 billion dollars' worth of TIF funds. That's according to Tom Tresser of the civics lab. We've done much research on this stuff. Over $700 million of that would go to our schools. That's one source of revenue.

Another thing is, many parts of Chicago, LaSalle Street, many are doing great, but they're
not being taxed that they owe the other people, the residents, the children, and our schools, why not a financial transaction tax, why not a corporate head tax —

(Whereupon, the audience was applauding.)

MR. SKINNER: — those are other sources of hundreds of millions of dollars for our schools and students.

People are not paying their fair share.
People are getting benefits of this city. Chicago is not working.

And the last question I want to ask, if CPS officials, the current officials are not going to take actions on these doable, practical ways to get more revenue for our students, why do we not have an elected school board in Chicago.

(Whereupon, the audience was applauding.)

MS. ALVARADO: Thank you, Mr. Skinner. Norine?

MS. GUTEKANST: Hi, everybody. My name is Norine Gutekanst. I'm a teacher and staff worker for Chicago Teachers Union.
I want to bring up the cuts across the city first and then some revenue solutions that CTU has been proposing, and I want to mention the cuts that are going on in this ward right now.

Our preliminary estimates are that there are $800 million in cuts overall across the city and cuts -- excuse me, $800 million in -- $400,000 in Ward 38, and across the city 11 million from Fiscal Year 13 to 17.

So although the district is saying that the cuts to the classroom are minimal, across the district budgets are really down 6 percent this year, and that's about a $184 million cut that the schools and educators and school communities have been giving up for year after year after year.

As everybody knows, the CTU doesn't have a contract, our members don't have a contract, and the board is including in their budget a 7 percent pay cut to all educators.

On top of this, there's been a layoff of 1,000 educators.

So our music has been cut, librarians, like Mr. Casey discussed, the losses in nurses,
speech path, and also other ancillary services.

And then the educators who are being disproportionately affected are black teachers.
They represent only 7 percent -- excuse me, 24 percent of our teachers, but actually 37 percent are being laid off, and so that is quite unconscionable.

Now CTU and other community partners, and Alderman Sposato is one of the co-signers on this, have proposed a TIF ordinance.

An elected school board would be partnering in the community to find revenue solutions so that we could solve the problems of our schools.

Yet instead we now have a TIF revenue ordinance that has been bottled up in city council.

THE TIMEKEEPER: Wrap it up.

MS. GUTEKANST: Yes, I'll wrap it up, thank you.

Where the mayor and the CPS are doing nothing to get this passed.

There are over -- there are hundreds of millions of dollars available for capital expenses inside that TIF -- inside those TIF surplus
budgets, and this money could be used instead of continuing to incur further debt.

Debt in CPS now is approaching 10 percent of CPS costs, which is the highest it has ever been.

So I am going to urge Alderman Sposato to do everything that he can do to get this TIF ordinance passed in the city council, and I'm also going to urge all leaders and representatives of the Board of Education to use these TIF revenues instead of putting our students further in hock to the bankers.

Thank you.

(Whereupon, the audience was applauding.)

MS. ALVARADO: And so we have our last speaker who signed up, but anyone who wants to come after this speaker, please just get in line.

This individual is Ed Bannon from Dever.

Ed, come up, please.

Thank you.

MR. BANNON: Thank you.

I guess one thing I want to say and just wanted to get off my chest is after the budget
meeting passed our budget act, I walked out of the
taking the act, you know, thank God we only got
cut that much. Then I heard someone else say thank
God our budget was only decimated -- or wasn't
decimated. And I heard someone else say I'm tired
of the levels setting up, thank God we aren't hit
hard.

So I'd like to somehow -- and I know
Alderman Sposato and Representative Marwick will
get as much money as we can.

Please send a message or figure out a plan
of -- to get us to the point where we're not
holding meetings for thinking that, you know, we're
just getting by for six more months or one more
year.

Us parents and teachers, and I'm sure the
administration for sure, you know, are hoping
you'll give us some hope and encouragement that
we're not running from crisis to crisis each year
and only to bail out Chicago or our state.

So that was my -- what I was going to say,
and what I wanted to ask was, a lot of the schools
here are overcrowded, Bridge, Cameron, Dever, all
are overcrowded.
Mayor Emanuel said in this school a while back when he talked to Alderman Sposato about getting a new school built here in Oak Park, and Alderman Sposato was very supportive of that.

So I want to ask, specifically, what's the timeline for building that school, and what is the possible structure gradewise for that school.

MR. KEIRNA: I mean --

ALDERMAN SPOSATO: I can answer that if you want me to, is that okay?

MR. KEIRNA: Yes, sure, go ahead.

ALDERMAN SPOSATO: So there's no timeline right now. So, you know, these rumors that the periodical put out that we initially started a conversation, it was right here, talked to them over here about, you know, doing it this year, doing a high school, maybe doing a high school with a junior high also.

So initially it was about maybe nine months ago, ten months ago when we had our initial talk.

There's been no promise of anything. I've talked to them about it a few times. We're actually supposed to get together this month and
continue our conversation again about potentially putting the high school over there.

So I don't believe there is any timeline. I'm asking these guys and they say they have no knowledge of it. There is nothing in the capital improvement plan or anything like that.

So we're in the infant stages right now. It's all talk right now. It's a big -- a big wish that I have and it's also a wish that the mayor's office has had.

The one thing I can assure you, and this fella right over here said that a selective enrollment school, he didn't want to spend on the selective enrollment school. The one assurance I got is I do not definitely want a selective enrollment school and the Mayor was very supportive of it.

So right now we're still in the talking stages. I'm hoping within the next year or so we'll have something a little more solid to give to CPS and they can come back to us with it and get the ball rolling.

But what does it take like 80 million, almost a $100 million to build a new high school?
MR. WALTER: Yes, depending on the structure, right, that's about what it is.

ALDERMAN SPOSATO: We don't know if it's going to be just a high school, if it's going to be a junior high slash high school. That will alleviate the overcrowding.

So there's a lot to be talked about, a lot to be worked out. I feel good about it, but we have along way to go.

Unfortunately, certain things come up all the time, but we're close to wrapping things up.

MR. BANNON: No, I really just wanted to ask a question on that. Thank you for your time. Thank you.

MS. ALVARADO: Thank you, Ed.

I'd like to call on Representative Lilly from the 78th District.

REPRESENTATIVE LILLY: Good evening.

I just wanted to come and say thank you for having this capital discussion that we have of what is on the minds of the parents and the citizens in our community.

It really makes a difference when you can
hear what you're thinking and also provide input.

As a legislator of the 78th District just
neighboring Representative Martwick, and, actually,
 alderman, my alderman at one time, but we had a new
year and lost them, but it's always a joy to be
here and listen to the comments and being a part of
the team that makes our school system better.

I truly believe that education is the
number one priority in our great state.

(Whereupon, the audience was
applauding.)

REPRESENTATIVE LILLY: And as we have our
discussions in Springfield not only with the
general assembly, but with the governor, we are
looking to move forward in that direction so that
the plans that the city is putting together for our
children, whether they're capital, whether they're
structural, you have the resource to do so.

Together we must make education our number
one priority, and I am looking forward to that
continued work and our continued discussions.

Thank you.

(Whereupon, the audience was
applauding.)
MS. ALVARADO: Thank you.

We have Ed Locke, Principal of Reinberg School.

MR. LOCKE: Good Evening, gentlemen.

I wasn't expecting to talk tonight, but I wanted to kind of put a plug in for my school.

I am also a proud parent of two CPS graduates and two CPS students right now.

My school is the next -- just south and east of here.

We've had some issues with some of our facilities that need attending.

And going through the channels, the engineers, things have not been done, the ice guards on our annex are all gone, and snow slides off of it, you may have seen pictures of it. Also, someone's going to get hurt.

After a good snow, the sun comes out, we have to close down our playground. We have to keep people, the kids off certain areas or someone's going to get hurt.

We've been asking for this for two years and nothing's been done. We've gone through FMs, the terminals, and nothing seems to get pushed
through.

We're looking for that kind of thing in our parking lot. There's giant potholes in it. A teacher is going to break their leg getting to it.

Little things like that that need improvement, and not just my school, there are a lot of schools that need the attention that should get it taken care of during this time, too.

Also, our modular unit was put in in 2000, the year 2000. It was used when we got it. The siding is coming off.

The kids are able to climb onto the roof of it because of the way the light pole is and the electrical comes into it.

The bottom skirt has got holes sticking through it and we don't know what really is living underneath it.

So -- and my engineer, who is fantastic, has probably already saved you guys $50,000 for the work he does.

So I think that is something for not just my school, but other schools in the area to help us maintain and keep up to par what we should have for
MR. KEIRNA: Can I ask, what school are you the principal at?

MR. LOCKE: Reinberg Elementary School, R-e-i-n-b-e-r-g.

MR. KEIRNA: Thank you.

MR. LOCKE: I'm in the neighborhood with Chris.

MR. KEIRNA: Okay.

MS. ALVARADO: Thank you.

Would anyone else like to come up?

Mr. Toledo, Principal of Thorp.

MR. TOLEDO: Good evening, everybody.

I want to make a case for our school. We are near Irving Park and Austin. We serve kids from all over the city.

We are a magnet school, but we have kids from the West End of Chicago and also from Jefferson Park and also -- all over.

Our -- what we really need is a kitchen, a cooking kitchen. We have parents who are willing to show that they're -- that they are willing to put, you know, their money behind a capital improvement project, so they funded a new playground and raised money for us in terms of
fundraisers and things like that.

But there are stoves that are at the
warehouse that are sitting there because there have
been buildings that have been closed.

We have the facility. We have -- or we
have the natural gas lines. We have everything
there. I just can't get anybody out to do it.

So I mean it would be minimum cost. The
kids are calling for it. There have been videos
and there's been lots of budgets and campaigns and
things like that, but I think it's about time we
get money for that.

MR. KEIRNA: Say the school one more time?

MR. TOLEDO: O.A. Thorp Scholastic Academy.

MR. KEIRNA: Got it.

Thank you.

MR. TOLEDO: Thank you.

MS. ALVARADO: Thank you.

Do we have any other speaker?

ALDERMAN SPOSATO: Can I speak again? I forgot
something that's come up.

I did forget something, so it's actually
for you guys, but if it's all right, I'll address
the audience.
So it's a concern I have and that's the development, the change, and we put the principals on the spot, but it's switching these building engineers.

(whereupon, the audience was applauding.)

ALDERMAN SPOSATO: These engineers are a principal's best friend. They're his right-hand man. They do everything for him.

And now they put somebody in here that they really have no say over, it's almost like maintenance people in the school, I've been meaning to reach out to the board about this. I think this is a disaster waiting to happen.

I know we're saving the state money, but with everything on here, we're not going to be really saving money.

These guys are, you know, these engineers, they're your life blood out here. They do everything and anything. They don't question anything.

So the kids in the Chicago Public Schools, the engineer was there, and they're -- you know, the engineer and the principal are our best
friends, you can always count on them.

And when things switched, the maintenance people have no say over it. The principals are constantly calling downtown, need some help getting some maintenance.

So it's something I wish you guys would pass on, and I will be calling to reconsider that because I feel that's a disaster waiting to happen.

That's it.

MS. ALVARADO: Thank you, Nick.

REPRESENTATIVE LILLY: I just wanted to point out, I represent the 78th District, and the district includes the Austin community, which is the largest community area in the City of Chicago. Over 133,000 people reside in that community, and it doesn't have a traditional solid high school.

It's sending a message to the residents and to the greater Chicago that the largest community area in your city doesn't warrant a school.

And I'm not saying it, but when I'm knocking on the doors, the community residents are
saying it.

So are you telling us we need to go
someplace else to educate our children or are you
telling us you need to move from Chicago.

So -- and it does impact the entire
perception of what we -- well, what the citizens
feel about the school system.

It's the largest community in the City of
Chicago and it doesn't have a traditional high
school. So imagine what they're thinking is
happening in the other communities.

So I just wanted to put that out because
this is what I'm hearing when I'm knocking on the
doors and just really listening to the citizens
that we represent, and as a capital plan, I just
wanted to share that information.

MR. WALTER: Thank you.

MS. ALVARADO: Thank you.

Go ahead, sir.

Please state your name.

MR. SCHAEFUR: My name is Trevor Schaefur. I
work at Foreman High School, which is little bit
due east of here.

And so the question I have is why would
someone choose to go a high school that's
ninety-six years old when you just built two
charter schools within a half mile.

That's the question
(Whereupon, the audience was
applauding.)

MS. ALVARADO: Natasha?

MS. CARLSEN: Right.

I just want to say one fact.

My knowledge is not based in the capital
plan. I'm a special education teacher. And so my
concern is more the general budget hearing.

But why has CPS set it up where there's
three budget hearing meetings in more locations.

There's still issues with the locations
being accessible for the majority of our population
that is strewn throughout the city where there's
not one necessarily conducive for the population on
the West Side, but there's three budget meetings
for the capital plan and only two for the actual
operation budget.

Because while this is an issue, there is a
privatization issue of our engineers.

My school had four gas leaks in one year,
one where we had to walk all the way to a neighboring elementary school.

And in that year we get a privatized engineer that's been very unresponsive and puts us in a position where -- we are in an old Catholic school building, and we have an engineer that my principal can't even get ahold of to fix a basic things like a light bulb, and instead, I have it broken and not fixed for two days.

And -- or the ADA requirements where it's very -- not the percentage that it should be and there's very little money in this capital plan to be respectful of that, when the overall capital plan or operating budget, that CPS continues to lack the community input, the detailed actual developed plan, and be equitable and equal for all schools.

Because we got the money from the state and the first capital budget that was announced was Skinner West, which we all know is not necessarily representative of the dominant population in CPS.

MS. ALVARADO: Thank you.

MR. KEIRNA: I have a question.

What school?
MS. CARLSEN: Marvin Camras. It's in the old high school building. The gas leaks were two school years ago.

MR. KEIRNA: Okay. Thank you.

MS. ALVARADO: Thank you.

A VOICE: I just had a question.

There was a notice about CPS borrowing up to nine hundred -- $900 million. How does that relate to -- is that for this plan?

And if it is, what's the other 700 or whatever, $600 million for that you intend to borrow?

MR. WALTER: So that's an umbrella authorization that's good for three years, so this plan will fall under that, but -- I guess there's a couple things.

One, we're not sure how much we'll be able to get in the market when we go out with the capital improvement tax backed bonds. We hope that it's significantly more than the $230 million we have here.

So that provides some room for that borrowing to be larger, and then it provides room for future borrowings years down the road.
So that's an umbrella authorization, this will fall under it, and it's good for three years.

MS. ALVARADO: Go ahead.

A VOICE: I'm aware that a number of schools are in the pilot program, and the compost and the waste, industrial compost, I'm wondering in the capital plan if there's any cost that might result in greater reductions in cost in the future by environmental programs like light bulbs to save energy, moving our waste into compost for the landfill, are these things included in the capital plan.

I also was a sustainability manager at one time and my position was cut.

What happens now?

Are you making any efforts to try and address savings for that or --

MR. WALTER: So we've actually invested tens of millions of dollars in energy efficiency through lights and everything like that.

I don't know if you want to talk to that.

MR. KEIRNA: Yeah, so, actually, I'd like to engage you in a discussion after this because in my department there is an individual, even though the
position in itself was cut, the activities are still taking place.

So we are constantly looking for matches with schools to increase our composting presence. I'm actually working on a couple projects with that individual right now to look at lighting solutions and different things that we can do with unique funding sources.

So, yes, the opportunities are there. I think it's just about connecting with the right individuals.

So I'm happy to talk to you a little more, get your contact info and see how we can create a partnership, and I can link you with that individual, which ultimately I think the more momentum we get in that department, the sustainability department, the more that I can bring that out within CPS and continue to leverage the program and increase its presence throughout the district.

A VOICE: But there's no major funding that goes toward an initiative like that right now? There's no office looking for the opportunities to get funding to do that?
MR. WALTER: So we're constantly looking for the opportunities. There's nothing spelled out in this capital plan dedicated to that right now.

It would be through the operating budget and what we have funded there through the facilities.

MR. KEIRNA: And that's what I've -- yes, so it's through the operating side right now.

So, again, I'd be happy to talk to you about what that looks like.

MS. ALVARADO: All right.

I'd like to -- I'm sorry.

A VOICE: What about -- I have a question.

What about the lead in the water? That's kind of --

ALDERMAN SPOSATO: I can't hear you, ma'am.

A VOICE: The lead in the water.

MS. ALVARADO: Oh, the lead in the water.

Jason?

MR. KEIRNA: Sure. So --

A VOICE: Because most levels are going up, then all of a sudden it's like disappeared. It's not being publicized any more.

MR. KEIRNA: So, I'll answer that.
So I actually was the representative, and it's nice to see you again. I think I ran into you at Walter Payton High School.

A VOICE: Oh, yes, at Walter Payton that was switched from Whitney Young and nobody knew about it, yeah.

MR. KEIRNA: So all of the information has continued to be published on our website. If you go to CPS.edu -- hang on one second.

CPS.edu/leadtesting. We've continued to update that website.

Most recently we've published the schedule for continued sampling in the fall.

I think the reason why it's died down a bit, and, again, this was part of our protocols which are also published, is that the EPA recommends that normal use conditions be present in buildings when we conduct that sampling.

So we've taken a variety of sources and leveraged them to create our protocols.

So sampling will resume when school starts and that entire schedule -- so if your school has not been sampled because it didn't fall within the original -- the 324 schools and the criteria that
was outlined for those schools, you can see what date the school will be sampled.

And I believe right now we're targeting the beginning of November to have all schools in the district with that initial sampling.

And concurrently we're also working through the resolution process for all devices that were found to have at least one sample taken above the action limit.

We're making significant progress on those 324 schools, and I believe it was the 180-ish devices that we found out of about 6,000 tested. We're making significant progress on remediating the source of lead in those endpoint devices, all the way up to and including a complete replacement of the device or plumbing work that needs to be done.

So we're making significant progress, and, again, if you want to see that information, I really do encourage everybody because it's a -- it's been basically a cornerstone of the program is the transparency.

If you go to CPS.edu/leadtesting, every single test that we've conducted, every single
sample that we've taken is published online with every single result along with all of our revised protocols as well as the testing schedule for the fall.

So again -- and then there's contacts on there as well if anything's unclear to resolve issues.

It's -- there's a lot of information, but I think a lot of good information that everybody should be aware of and should look to -- to just, you know, read and make themselves knowledgeable about the subject.

MS. ALVARADO: And, Jason, if I may add, our principal has actually received notification, they can attest to that, and they are mandated to send letters home, do robo calls informing the community, the parents and families of the results of the testing, and as of this morning I actually had two schools sending letters to their parents.

A VOICE: If it's implemented, what are the kids supposed to do?

THE INTERPRETER: I didn't hear.

MS. CARLSEN: If the schools are contaminated
what are the schools supposed to do she asked.

MR. KEIRNA: So part of the remediation process
is if we find out any device that has one sample
above that action limit, the devices are
immediately shut off.

And it's a three-phased remediation
process that comes into play.

We try and handle two of those phases,
phase one and phase two within the operating
department before moving it on.

If we cannot successfully remediate and
every stage is concluded with another set of tests,
another set of five samples that are taken that are
run through and screened by an EPA certified lab to
make sure that the remediation process was
successful.

And then the third phase again is more of
a time intensive monetarily intensive phase with
large scale remediation that's needed.

And so far that's been very few and far
between.

We've been able to resolve a lot of the
issues within the operating department, again
through the protocols that are published.
There's various remediation steps that have been taken, but, again, that's all been communicated and we're trying to get the information out as best as possible, but there's really nothing that the school has to do if they're, quote/unquote contaminated.

That's all part of our protocols, to make sure that water is not coming out of that device, and we're working through the remediation process and ensuring that that device is safe before any water is allowed to pass through it for consumption again.

MS. ALVARADO: Go ahead, ma'am.

MS. PIPER: Does the mayor understand families are moving out of the City of Chicago to the suburbs because the classes are swollen and need better resources.

People are leaving the city because they want smaller classes and they want more resources.

Have you ever seen the special ed resources in DuPage County. It's like so awesome, and people are leaving the city over this.

Does the mayor understand this, that our schools have to have smaller classrooms, better
resources. We're going to lose our current population, or we're going to lose the population that has the money to move out who pays higher taxes to the city.

MS. ALVARADO: Can you please state your name so we have it for the record?

MS. PIPER: Joan Piper.

MS. ALVARADO: Thank you, Joan.

Do we have any additional comments, questions, or feedback?

Thank you, and that concludes our budget capital meeting.

I do on behalf of the CPS want to thank each and every one of you for coming this evening and partnering with us in thinking through steps that we could take to make education a really top priority on the city.

Thank you.

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

                   )   SS:
COUNTY OF DU PAGE  

JANET M. STANTON, as an Officer of the Court, says that she is a shorthand reporter doing business in the State of Illinois; 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.

IN TESTIMONY WHEREOF: I have hereunto set my verified digital signature this 22nd day of August, 2016.

[Signature]
Illinois Certified Shorthand Reporter
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