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 National Teachers
Academy, 55 West Cermak Road, Chicago, Illinois,
commencing at 6 o'clock p.m.

PRESENT:
MS. JENNIE HUANG BENNETT, Presenter, Treasurer
MR. CHIP JOHNSON, Facilitator
MS. MARY DE RUNTZ, Deputy Chief Facilities
Officer

Reported By: Karen Fatigato, CSR
License No.: 084-004072
MR. JOHNSON: Good evening, everybody, let me introduce myself, my name is Chip Johnson, I am the Network Chief of Area 6. I have 29 schools in this area and far north, and it is a wonderful job to serve our principals in our schools every day. So today we're here to talk about our capital budget, and I know we have some wondering and concerns and we're going to address those tonight in the presentation and then we'll have questions and answers that you'll be able to give to us after the presentation. So all who signed to speak will be given the opportunity make a statement up to 2 minutes.

I'm going to slow down because we have a Spanish interpreter here and a sign language -- where's our sign language interpreter? Anybody need any devices, anybody need any assistive devices? Anybody need translation? I will make sure I go slow.

MS. LEWIS: Anybody need a cushion for these hard chairs?

MR. JOHNSON: I do. I do. I would love one. As a matter of fact, we can go to the
principal's office.

So anyway, let me just remind you of some things that all who signed to speak will be given an opportunity to make a statement up to 2 minutes. We do have a timekeeper here, we ask that you be respectful of the time so that it will keep us on task.

All those who wish to speak are asked to sign in at the table as you came in. From 5 to 6 that table is open with a speaker sign-in sheet at the entrance table. Each speaker will be given a number, and we will call that number.

Please note that nobody will be able to sign up after 6:30. So if you think you might want to speak, just go put your name on there. Questions may be answered during the course of the conversation.

Speakers will be limited to addressing topics related to the budget, including the capital plan.

Speakers are asked to also limit their comments to 2 minutes so that everyone who would like to speak will have an opportunity to do so. And when multiple speakers from the same
organization or school are listed, only one
member per organization or school will be
allowed to speak regarding the same issue.

If a speaker has a follow-up question,
we ask that you please speak to the CPS staff
members who will be on site to help you fill out
a follow-up card.

The full budget is also located on our
CPS website at cps.edu. You can provide
feedback or leave questions on the website. We
will respond to all questions on the website,
including that we are unable to respond to at
this meeting. So please visit
cps.edu/capitalplan or cps.edu/budget.

At this time we're going to get to the
presentation so I'm going to bring our treasurer
up, Ms. Jennie Huang Bennett to address you.

Thank you.

MS. BENNETT: Good evening, my name is
Jennie Huang Bennett, I'm the Treasurer of CPS.
First, I wanted to thank you all for taking time
today to come out and hear about our capital
budget. We know that you're taking time out of
your evening, and we appreciate the time you're
taking to give us feedback on what's being proposed in the capital budget. It's an important part of our budget process in terms of the improvements that are being made to schools in order to create a learning environment that's encouraging and as safe as possible, and so we're appreciative of all the time and effort that you made to get here.

This presentation is meant to provide a brief overview of the capital budget. It highlights the numbers and types of investments we're making. Just as an overview with capital budget comes long-term investments in the district, such as, construction of new schools, repairs, renovations of existing schools, other major projects, including relieving overcrowding, programmatic investments, et cetera.

Our capital budget is funded largely through bond issuance and also from outside sources, including TIF funding, as well as Federal revenues. Proceeds from the bonds that are being backed by the new Capital Improvement Tax levy, a property tax levy that was approved
by the Board and filed in Cook County. And it will be used to fund approximately $233 million in projects in the '17 Capital Budget.

We do expect as a part of fiscal year '17 to come back with a supplemental '17 Capital Budget in the fall. Because of our finances and some of the moving pieces related to those finances, we wanted you to see what the bond markets will provide to us in terms of funding, as well as hear back from you in terms of what capital projects you'd like to see in this budget and come back with a supplemental plan.

The '17 Capital Budget in terms of numbers, there's $338 million in investments to school repairs and improvements, overcrowding relief, classroom modernization. As I mentioned before, approximately $266 million of the budget is being funded by bonds, while $72 million will be funded by outside sources. Those outside sources include $54 million of funding from TIFs, as well as $17.6 million in funding from the Federal E-Rate program, which will help with information technology improvements.

The following pages provides an
overview of different types of investments in
the capital plan. The first category in
investments includes overcrowding relief, of
which there is a total of $119 million being
funded from CPS funds, and the other $54 million
being funded from outside sources for a total of
$173 million to address overcrowding. These
projects include new additions and new
facilities. Some of the projects are listed
here in terms.

On this Page 5 we have a picture of the
bridge modulars, there are eight classroom
modulars being built. The Byrne annex, which
includes 16 new classrooms. Dawes modulars,
which include eight new classrooms and two
different modular facilities, as well as a new
play lot. For Dore, there's going to be a new
school, 1200 student capacity, as well as a new
field and parking lot and play lot. Skinner
West annex, which is the proposed annex you'll
see in red at the top of the picture. South
Loop expansion, which is a picture in terms of
the school that will have a 1200 student. And
then Zapata annex, which the location is still
being determined.

Another category of improvements includes facility upgrades and programmatic investments. This includes $51 million to fund a variety of projects, including air conditioning at 61 schools for $27 million, a STEM program at Brown for approximately $5 million, a CTE program at Dunbar for approximately $4 million, and then major renovation program improvements at Dyett for approximately $15 million. On this page we have a picture of the renovation program investments at Dyett High School as an example.

And then the next category includes facility needs. The capital budget includes $32 million to address critical building repair and maintenance. A significant portion of this is reserved for urgency and unanticipated facility repairs. There's approximately $6 million for emergency funding upgrades likely to remediate lead. And then another $6 million in maintenance priorities, which include certain maintenance issues that come up at various schools.
And then the last of the projects includes IT and other projects. There's approximately $64 million funded from CPS, with another $17.6 million funded from outside sources, which is Federal grants, which is a total of $81 million for upgrades to school Internet access, IT infrastructure and business systems, security equipment and capital project support services.

So that concludes the overview of our capital budget. At this point I'd like to open it up for public comment.

MR. JOHNSON: You ask and you shall receive. We're going to open it up to questions. Do I have the speakers list? So I do have Marcy Berman, who is our sign language, and she's going to help us to assist with anybody that needs services. I don't know if you need it from Marcy, but she's available.

Also, I'd like to introduce someone, she just walked in, Felicia Sanders, Network 9. Please stand. Felicia Sanders.

It is my honor, I've never had this honor to do this, but she is one of our leaders
at the city, at this time we're going to hear
from our CTU President, Mr. Karen Lewis.

    MS. LEWIS: Thank you. I haven't done 2
minutes in a while.

    I just have a couple of questions. I'm
not sure that I understand some of the choices
made. For example, I don't understand an
expansion of South Loop when we have this
beautiful building in which you're standing in,
National Teachers Academy, when all you need to
do is redraw the attendance boundaries. That
would save a significant amount of money and
would get you a school that is currently kind of
underutilized for a school that's not that far
away. And if the communities are interested in
that, why couldn't that be some of the options?
I would like to know -- I would like to
understand the need for brand new buildings or
even annexes or whatever when we have other
schools that -- I look at Penn (phonetic),
for example, that's a school that's supposed to
be done on the southwest side, but that didn't
show up in any of this. So is that already
organized from last year's fiscal budget, from
FY16?

And I guess the last thing I want to ask and get some clarity around is why aren't the TIFs that they were put out of important like $500 million in TIF funds. And I thought that was the whole purpose of TIFs was to use them for capital spending and especially, you know, we're in that area. So let's figure out why can't we use that and so we can close some of these gaps that we have in your operating budget and your capital budget.

I'm a little concerned about the debt service on $945 million worth of new bonds, and that seems like we're now counting year over year over year over year, that is where your largest expenditures are coming from, that and charter expansion. But I'm a little concerned that the characterization has always been that (inaudible) give up something, and I'd like to make sure we're clarified around that and we have some understanding. Thank you.

MS. BENNETT: Thank you, Karen. So just to answer some of your questions in terms of the choices made. You know, one thing I
would point out is that this is not a complete
capital plan. So there are other projects that
are on the list of projects that we'd like to
fund. Before we commit to projects, we want to
make sure we have a funding source for them.
And so there is a process and a plan to come
back and evaluate other capital projects that
aren't on this list that we may want to be on
this list.

In terms of the choices made, you know,
that's always one of the most difficult parts of
the capital planning is figuring out how is it
resources are going to be able to fund all
capital plans that we want to do at various
schools. The capital projects that you see here
include some of the most pressing needs by way
of overcrowding. Some of the schools on this
list have over 200 percent utilization rates.
So, you know, if you look at the projects on
this list and you compare them to some of the
specific projects, there were significant
overcrowding needs at various schools.

As it relates to your question on TIFs,
you know, the capital plan at this point does
include $54 million of TIF funding, that means you have approximately $30 million of TIF funding in the operating budget as well for Fiscal Year '17 and are continuing to look for other sources for funding. The more TIF funding we have, the less we need to rely on debt service bonds. So that process is ongoing. It's not complete. And when we come back we'll have a revised capital budget which will have -- which will have, you know, additional information related to over budgets and lending sources.

As it relates to debt service, one of the new things about how we're running the capital plan is it's being funded from a capital improvement tax levy which was authorized by the state specifically for capital projects. It can't be used for operating, it can't be used for certain types of capital projects that we normally fund but, you know, specifically capital projects, for example, construction at schools or, you know, additional annexes or repairs or other types of, you know, true capital projects. And because of that dedicated
revenue source, the bonds that we issued for the capital projects, this capital plan and the supplemental that we plan to approve, won't have operating (inaudible). I know (inaudible) previously and it's something we are focused on is the debt service that talks for this cause for on the operating fund. So, you know, at the very least the capital plan, you know, these capital projects we don't except there to be an operating capital bond itself. The 945 was not (inaudible) at this point the capital plan $266 million and then the come back capital plan to see what else can be funded out of the anticipated bond issuance.

MS. DE RUNTZ: Hi, my name is Mary De Runtz, Deputy Chief Facilities Officer at CPS. To speak to the specific projects, Penn (phonetic) was on last year's budget, that's why it's not showing here. South Loop, as we all know South Loop is one of the fastest growing areas in the United States, and so it takes two years to build a new school. We anticipate that the census this year will be extremely high in the next two to five years so we want to see a
new school to relieve overcrowding. Skinner West is also a very high area of people moving into, the next facility up, so it's another way to provide relief of overcrowding relief.

MR. JOHNSON: I'm going to call the second speaker, Curtis Harris, if you can come to the podium. I'd also like to recognize our Alderman, Alderman Pat Dowd. And, Alderman Dowd, should you choose to address the crowd, you can do so at any time.

MR. HARRIS: Hello, my name is Curtis Harris, (inaudible) Percy entered this program on January 9th, 1984. (Inaudible) to the program for this (inaudible) for two years. I wanted severe profound program autism (inaudible) severe autism (inaudible) severe development learning for my freshman and sophomore years in high school. I was director of Learn To Speak program for my junior and senior year of high school. Offered special education for 13 years five awesome teachers, a severe learning teacher two years at the (inaudible) and just three months through my freshman year by having the behavior in the for
restaurant (inaudible) it deprived me of as I went to college and I'm prepared. I had a very low score on my ACT exam (inaudible) for special education program. I suffered from lack of qualified special education teachers from the 7th grade to end of my freshman year of high school. The year special education funding from the state and federal sources through stability from qualified teachers and qualified education. CPS has failed many special education students(inaudible) to be unprepared for college and life according to the Bureau of Labor Statistics 75 percent of people with this (inaudible) employed before 65 percent of people (inaudible). Providing a good education through the district will not add to a good paying job. If you make budget cuts in special education and the qualified teachers they will fall through the cracks in the school system. Qualified education students will not have jobs because education good effort to have those suffer as well. We urge you to fund special education fully and act and (inaudible) corporate students get more support (inaudible).
MS. BENNETT: Thank you for your comments. We take special education funding very seriously. There are State requirements as to what is required to be funded for special education. But obviously, you know, it's not -- there is more to it. And, you know, as part of the budget this year a training and focus on, you know, how it is that we can schedule special education and the broader, you know, scheduling for general education and we hope to try and do it as we move forward.

MR. JOHNSON: Thank you. I want to make sure everybody can hear because everybody -- it's important. Are you all okay? Let me call the next speaker from the CTU, Martin Ritter.

MR. RITTER: Good evening, my name is Martin Ritter. I like the capital plan, but most people came here because they lost teachers at their school, they lost programs at their school and after school programs and sports and things that kids like and things that kids need. And CEO Claypool says we're going to do what we can with the money that we have. However, in
July, Alderman Cardenas and Alderman Garza introduced an ordinance to City Council called the Chicago Public Education Revitalization Ordinance, which would potentially give CPS an additional 200 million. I think everybody here their schools could use more money so they could provide a better education, but CPS hasn't done anything to get that money. You have numerous inter-governmental staffs, some of them are here I saw. They could easily call the mayor's office and say, hey, our schools deserve more money. We need this TIF ordinance brought in September at the City Council and voted on and we need CPS to join hands with CTU and ask for progressive revenue in TIF reform so that our schools have the dollars they deserve.

Every school that I've talked to over the last month has lost special ed teachers, has lost English teachers, social studies teachers, math teachers, classroom sizes increased. This is unfair and unacceptable. If we're going to provide the public education system for the 21st Century that our kids deserve, you guys and your superiors need to do a better job fighting for
the proper dollars to fund that education. New schools are great, annexes and modulars are great, but we have hundreds of schools that are asking for adequate and appropriate resources for these students and we need CPS to do a better job. Thank you.

MS. BENNETT: Thank you. I agree we need more funding, there's no question about it. In the past years we spent a lot of time and effort looking for more revenue sources from the State and frankly from other stakeholders, including Chicago taxpayers. We are always constantly resources, we have gotten more funding. I'm not saying there's more to do, but certainly, you know, we do need more revenue sources for funding for education.

MR. JOHNSON: Thank you. From Access Living of Chicago, Rod Estvan.

MR. ESTVAN: My name is Rod Estvan, I'm the education policy analyst for Access Living of Chicago. We're a disability rights organization, and I'm here to talk about the issues in the budget.

We're ecstatic that you guys
(inaudible) ADA issues. It was down to $150,000, it was zero at one point, now it's up to 500,000, that's the level it was around 2015.

For five years under the Daley administration over $140 million was devoted to renovation. $500,000 was paid for only two bathrooms maybe, a water fountain or two maybe. Your outstanding ADA director, who had vast experiences with the Department of Justice, was laid off. The ADA accommodations are not just for children, they're for teachers who need it, they're for grandparents who need it, they're for community members who need it. This building is fully accessible, but inner schools are not in the city.

And one of the bigger issues that I saw immediately in this budget was the use of modular and annexes. If you don't attach an annex, the law requires you to make the whole building accessible. If you do a modular, only that modular unit would be accessible. And that makes it ancient, since I'm quite old, and to things like that. And those of us that lived though those days knew that CPS chose the
cheapest possible route, more dealing with overpopulation. For instance, in my school, which is in an excellent neighborhood, now at that time Macon Elementary, I had 39 children in my classroom.

So the annexes that are not attached really need to be rethought because you get much more bang for your buck. Thank you.

MR. JOHNSON: From the Chicago Teachers Union, Sarah Haines.

MS. HAINES: Hi, I'm speaking also on behalf of the Chicago Education Facilities Task Force, which I am the CTU delegate of. You mentioned earlier that it's hard to do the long-term capital planning, but I want to say that the reason why we passed the law in 2011 to require CPS to do a ten-year facility master plan to be updated every two-and-a-half years is precisely because that is what the planning process does. And every other major city except for Chicago does this, most of them do it pretty well. They have much better utilization formulas, they are much more in depth. They have a huge community input process. It is
very, very thoughtful.
The document you published July 1st, I don't even know what to say about it. I mean, it's a slight improvement from the one that was published in September of 2013, but it is not a facility master plan. There are models across this country, there are experts who do this for a living, and CPS just gave it total lip service, and now you're saying we don't have any money and we don't know how to plan for these things because the city keeps changing. Well, we know the city changes, people move, we are completely aware of this, that's why there's a Planning Department in City Hall that we're supposed to be collaborating with.

So I think it is really -- it's unfair to the citizens of Chicago that you're going to be just throwing $300 million at the capital budget. And, I mean, Karen mentioned, we could be doing boundary changes instead of all these annexes. People have been saying this all along. It's been in CPS policy for at least 15 years that one of the first things that we will look at is a boundary change before we spend
money on an addition. You have underutilization across this city because of charter expansion and you claim you have no control over that. These are -- this is our property, this is our tax paying dollars and it's -- you can't say that you can't control this. Other cities do this and you need to look and see what other cities are doing.

MR. JOHNSON: Thank you. From Raise Your Hand, Jennifer Biggs.

MS. BIGGS: Hello, I'm a CPS parent and I also a board member of Illinois Raise Your Hand, a city-wide parents organization. We hear from parents and educators across the city who continually ask what is the overall CPS plan both for CPS education policy and CPS educational facilities? I'm here tonight to comment on the latter.

A law was passed in 2011, which Sarah just brought up, which required CPS to have a ten-year educational facilities master plan. In September of 2013 this plan was approved and supposedly implemented. Before the plan was written and even now the Chicago Educational
Facilities Task Force, all volunteers, hosts meetings to gather input on the plan and on actual CPS facilities, and they document best practices in terms of educational facilities. Right now we are in the period of time when this ten-year educational facilities master plan is to be updated via community input and CPS gathering info on each facility.

The preliminary draft of the plan is posted and available to the public. The existence of this master plan needs to be put in the record of this hearing. CPS should be using this as a way to engage with communities across Chicago to determine true facilities needs and to develop an actual, honest, long-term, overarching facilities plan that would drive capital spending from here on out.

Findings within the preliminary updated plan show that there are many capital needs, as well as maintenance and repair for existing schools which should take priority over other capital spending. Speak to any CPS parent, educator or engineer, they will show you and/or itemize the investment needed within each of our
buildings where our children learn.

Further, there needs to be a transparent more equitable process for determining capital spending. We are in a financial crisis, Chicago does not need another selective-enrollment high school that serves the fuel -- the few, excuse me, while redirecting scarce resources from the many. Cancel Obama Prep. Canceling the Obama Prep project would free up $60 million in TIF funds and 30 million of that could then be directed back to the taxing body it was withheld from, CPS. And again, the Board of Ed and City should work together for the highest TIF surplus declaration possible. Thank you.

MR. JOHNSON: Thank you. From Dyett, Tenille Jackson.

MS. JACKSON: Hi, my name is Tenille Jackson, I'm a community resident of Bronzeville, as well as a CPS parent, and I work for institutions such as art gallery(inaudible), and we are very excited to have Dyett come to the community. So it's great to see CPS investing in our students in this packet, not
only just the arts, but the digital media
because it's really important. I hire a lot of
the students and young adults from the community
often in the business that I work for and a lot
of times what happens is they just don't have
the skill set that we need for them to make them
employable. So it's really exciting and I look
forward to working with Dyett High School in the
future.

MR. JOHNSON: Baulah Mcloyd who will
come and speak on behalf of Dyett as well.

MS. MCLOYD: Good evening, everyone.
First, I'm a Bronzeville resident so I'm surely
excited about that. Second, I'm a mother of a
13-year-old who is a Chicago Public School
student. And thirdly, I'm the principal of
Dyett, in that order.

I just wanted to talk about Dyett by
telling a story of something that happened to me
earlier today. I met with a parent and her
daughter who is interested in enrolling and
talked to her about all the great programs we
are having, high quality arts education, the
advanced placement option at the freshman level,
five years of math we're able to offer in four years, dual enrollment, as well as three different arts pathways that we are able to offer her child. And she said, you know what, Principal Mcloyd, I need to apologize to you. She said, before I talked to you, like I never thought a neighborhood school could offer that.

So I wanted to say thank you to district leadership for re-envisioning the way we see neighborhood schools and for the resources that we divert in neighborhood schools because I am surely proud and honored to be the principal of a neighborhood high school that offers such high quality options for kids so that the student who lives on 51st and King Drive can walk across the street and have that high quality option.

So again, I'm proud to be the leader of this work, and I'm extremely and humbly grateful, and it is making a huge positive impact on our neighborhood options. Thank you.

MR. JOHNSON: And we are looking forward to what's happening at Dyett and all of our schools. Speaking of our schools, let me
defer to my Alderman, Alderman Pat Dowd, who will address the crowd.

ALDERMAN DOWD: Good evening. I wasn't going to speak but I was inspired by the principal at Dyett, we're really excited about that opportunity coming to our community. But I really wanted to thank CPS for recognizing the rapidly growing South Loop community and to see the new South Loop Elementary School in the budget. As you know South Loop is about 133 percent overcrowded.

I also wanted to thank CPS for working with me to surplus two of the TIFs in my area to free about $1.6 million to go to my neighborhood schools and high schools for things like computers and iPads, special ed support, after school support, IB program, textbooks and band equipment. And I think that we should focus our energy on trying to find additional revenue for the operation of our schools. While I was able to do this, there needs to be a city-wide response and a city-wide effort to find more money to fund the operations of our schools.

Thank you.
MR. JOHNSON: Thank you, Alderman. And now the principal from Dunbar High School, Gerald Morrow.

MR. MORROW: Good evening, everyone. I'm here on behalf of the Bronzeville community to say thank you guys. The CTE program, as you stated in the earlier slides, has around $4 million, but that really doesn't even tell half the story. Dunbar is being revitalized through these programs. It's going to help our improvement, it's going to help change the image of Dunbar in the Bronzeville community, that along with Dyett. I'm sure it's a healthy competition because the students in Bronzeville will have a different type of opportunity, they have a trade, they have various things, things that are not offered throughout the city, most of what we have at Dunbar.

So to the same point, it has enlightened our buildings, enlightened our students, enlightened our teachers to go forth and make sure to persevere not only a trade but career as well. So from that standpoint, it is helping Dunbar totally and we totally appreciate
it from the Bronzeville community. Thank you.

MR. JOHNSON: Thank you, principal.

Also from the Dunbar community, Sharon Baker.

MS. BAKER: Hello, my name is Sharon Baker, and I am a parent at Dunbar High School. Thank you that you're bringing the trade into our school. It's new, and it's going to be hard work, and we need your help, we need your help more than anything. And we are fighting to get that, we need more students.

And as you all know Dunbar has been where everyone is getting tough to come, we'll welcome you, believe me. Our children are much better and thank you for bringing trade to the school.

MR. JOHNSON: Thank you very much.

Dori Collins from Dunbar would also like to address the crowd.

MS. COLLINS: Good evening. Good evening. My name is Dori Collins, I'm a community resident of Bronzeville and the Dunbar High School community. I currently serve as a community advocate and a parent advisory mentor. I am here today to support the funding to
support construction trades program over at Dunbar High School. I feel this program will prepare students with lucrative jobs in the construction trade in the 21st century learning careers. The construction trades program will also offer skills, education, competitive training and internship opportunities for students that enhance the quality of life for our youth.

Currently Dunbar High School student population is 97 percent African American, this new school model and funding to support it will not only prepare students for careers in trade but also once underutilized for African Americans allow them the opportunity to bid for jobs in general construction, carpentry, heating, ventilation, air conditioning and so forth and so on. It will also lead to the creation of small businesses for our youth and the opportunity for them to become entrepreneurs, a tri-diversity in student population at Dunbar and also increase the student enrollment. The plan and funding for this project will return Dunbar to its roots as
a high school providing hands-on education in
careers that will enhance the lives of not only
the students of Dunbar High School but the City
of Chicago and the community at large. Thank
you.

MR. JOHNSON: Thank you. Kenneth
Newman.

MR. NEWMAN: Good evening, my name is
Kenneth Newman (inaudible). In another era I
used to work at Pershing Road, and I know a lot
about the school district that the public
doesn't know about. So the bottom line is our
number one issue in this city right now is
violence, and until CPS works better with not
only the police department, City Hall, with more
neighborhood organizations, we're not going to
end the violence and people are going to be
afraid to send their kids to city schools.

I grew up in the city, I know the city
very well, and the long-term future of the city
will only get better when athletic facilities
are built to accommodate those students across
the city in CPS schools who don't have a stadium
near them. Just building one new stadium a year
could help another 300 to 500 students stay out of prison.

   Every single suburban high school has its own stadium. I know, I referee at those stadiums. I travel all over the 5, 6 county area to referee soccer. And I've seen what stadiums and high schools in both poor communities and rich communities can keep kids out of trouble. The long-term solution is more athletic facilities, especially stadiums, indoor and outdoor.

   Finally, why does CPS still have to be monitored by the Federal Government for Title 9 violations that go back more than 40 years? I don't know how many attorneys are in your Legal Department, but frankly, they shouldn't be fighting the Federal Government, the Feds should be fired -- the attorneys should be getting ready to fire principals and athletic directors at both elementary and high schools who continue to violate Title 9. Thank you.

   MR. JOHNSON: I want to make sure I have your last name correct, it's Newman, correct.
MR. NEWMAN: Yes.

MR. JOHNSON: We have Hollis Beecher on our list here.

MS. BEECHER: Good evening, I didn't think I'd get a chance to speak. I am a sub teacher at CPU, and I've been at many schools around Chicago. And my question is how can we spend so much time talking about buildings when the children are suffering from lack of teachers and lack of supplies? That should be the first thing on the agenda.

When I come into the schools to take over classrooms that didn't have a teacher for the whole year, I don't understand. And these are the questions we as adults, educated people, should be addressing first especially because of the violence.

I'm a physical education teacher major, but I couldn't work on the south side, I live in Bronzeville, Bridgeport because there's no physical education except for about three or four schools. So something really should be done about that. I agree with the man that just spoke. It just saddens me to see adults not
address children's issues.

MS. BENNETT: So I think you brought up an interesting point as it relates to capital projects, how we fund it and how we fund operating programs. You know, one of the differences in terms of our capital planning this year is that we do have a dedicated revenue source specific for capital projects, the money is used for capital projects, not for operating purposes. So it's money that you couldn't use for teachers or for other operating purposes in terms of that money coming through.

In terms of sports funding, the budget this year, the operating budget, includes additional funding of sponsorships specifically related to sports funding. Again, the other issue is always funding for additional programs and we have committed to engaging partners and other sponsors across the city in order to be able to try to find additional revenues to fund additional sports programs. So it's a first step, it's obviously not a complete solution, but it is an effort that we are committed to undertaking this school year.
MR. JOHNSON: Okay. Meosha Thomas.

MS. THOMAS: Hello, my name is Meosha Thomas, my daughter was in Dyett, she graduated recently. We are Bronzeville residents as well. My concern is that from where South Loop Elementary School is going to be built until where Dyett is, there are three abandoned schools. So why are we using money to build new schools? What are we going to do with the schools that were closed, that stand there in the community, overgrown, why can't those schools be repurposed and save money?

MS. DE RUNTZ: Again, with the overcrowding and the locale, it would appear that South Loop in this area a distinction. Those three schools, we tried to repurpose them, we tried to repurpose them for community use, and so we're still in that process. And there is a public hearing process that goes with it so it's in the process. So I don't know the status of those three, I can get that information for you.

MR. JOHNSON: I'm not sure of the last name, but I'm going to call you Bill, you can
MR. IAWLLO: Hello, my name is Bill Iawllo, I'm president of the Engineering Union for the Chicago schools, the ones that you're trying to throw out right now. Let me speak about the capital budget.

First of all, my qualifications are I'm a 43-year employee of the Chicago schools and I've been in over 150, 200 schools. The capital budget keeps talking about building new schools, but we have a hundred, 115-year-old buildings that have had no rehabilitation. Why are we wasting money when, as it's been said, you have other buildings you can send those students to. Those three schools, I live in this neighborhood, they're right down the street, there's no reason to be building new buildings. Second of all, I know you can't spend capital money on operations, but you can use operation money for capital. Why are you going to do an IFM program that's going to cost 500 to $600 million when in-house, for all the years I've been with the system, costs less than a hundred million. You're filling pockets of
vendors who have given campaign donations to the
mayor, Forrest Claypool. Nobody wants to hear
us. We're being ignored. We've tried to talk
to Forrest Claypool, he totally ignores us.

There is nobody in Operations that ever
worked in a school building so they don't
understand the operation. The schools are
filthy. You did it with Aramark. I have never
seen dirtier schools in my whole career, and I
started as a custodian. It's not fair to the
teachers and more importantly to the kids to
have filthy bathrooms. So now you're going to
do it with the engineers? The new director of
Operations said to me, Bill, we can't pay you to
do everything for the principal, you should not
be doing as much as you guys do for the
principal. And you know why, the private
contractor will not, they'll charge the
principal every extra for hanging bulletin
boards and things we do.

I think you should re-look at that
program, stay in-house and you'd have another 3
or $400 million to put in capital and take care
of some buildings. So I wish this committee
could at least bring it back to the Board of Ed, re-look at that. We've done it successfully since 1902. Our track record is there. There's no problems. The problem is there's nobody downtown that's managed us, they don't understand and nobody from our ranks works down there. So nobody understands how schools operate. We're licensed engineers, we know what we're doing. There's hundred year old boilers out there still operating. Why? Because we've done it. And now you're going to build new schools instead of fixing the old ones. You're going to have some more problems like we did at Prussing.

That's all I have to say, but I appreciate the chance to address you. I know this is a capital hearing, but I've given you some ways to save more money to put in the capital. So I'd appreciate it if you could bring the message back. I'm sure they don't want to hear it, but I had to say what I have to say as a 43-year member of this system and as an engineer. We care about our schools. We care about the kids. We work for you, for the CPS.
The private vendor -- once we start working for a vendor, we work for them, so our focus would be to our boss. Please bring the message back, I'd appreciate it and maybe you'll have more money to fix up some of the old schools and the kids will have some nice places to go to school next year. Thank you very much.

MR. JOHNSON: We hear each and every voice with concerns that you want to know about and that you want answers to and we'll do our best to make sure that those are addressed. Again, you can go to the website if you have any questions that you didn't get answered tonight, please go on our website. And I'm not sure -- I know you want to speak, but I got to run protocol, but everybody will be around after the session is over to ask some questions. Is that okay?

MS. CASTENDA: Well, this is a matter of the life of our children, they're learning. And I know everyone has been addressing, of course, the money, that's very important, but I think we're being too nice. Teachers, parents, children, we're being too nice and a crime is
being committed. It's not going to be for now, it's going to let us. It is affecting our children of color more than anyone else, and that's why -- I'm sorry, I was late a little bit getting here. And my name is Monica Castenada, I'm with Pilsen Alliance, an organization, and I've been an activist almost all my life. I'm 66 years old. I had an accident years ago, but you know what, I don't give a rat's ass about that. What's important here is the fact that we're too nice. We've got to stop being nice. And these are three things that I think can be of use to the people planning the actions. Let me in there, let me in there to help plan some of the actions. I think we need to go further. We need to make a citizens arrest, even if it's only in motion, even if it's only in symbolism, but we need to address it. The nation has to look at this mayor and see what he has done to our children, to our families and we have to do that. We cannot wait any longer. I am a militant. Yes, I am. And I'm proud to say that I am.

The other part is we need to have a
debate that is covered by media, a debate between our wonderful president from the union as well as the mayor. Let's have them together so people can see and envision and then give ideas. So I'm sorry I spoke out of turn.

MR. JOHNSON: That's okay. Thank you.

MS. BENNETT: Well, thank you everybody for coming. You know, we heard your comments today, some of which we have heard before and some of which we haven't heard before. To the point that I mentioned in terms of bringing comments back, these are all comments that we do talk about and we'll consider as it relates to the capital plan and the capital plan moving forward. So I appreciate everyone taking the time today. The time that you spend here is well worth it and we appreciate the feedback. Thank you.

(Whereupon, the public hearing concluded at 6:55 p.m.)
STATE OF ILLINOIS  
)  
) SS:  
COUNTY OF COOK  
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Karen Fatigato, being first duly sworn, on oath says that she is a court reporter doing business in the City of Chicago; and that she reported in shorthand the proceedings of said hearing, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the proceedings given at said hearing.

Karen Fatigato, CSR  
LIC. NO. 084-004072