

CHICAGO PUBLIC SCHOOLS  
FY2013 SUPPLEMENTAL CAPITAL BUDGET

PUBLIC HEARING

Wednesday, April 17th, 2013

STENOGRAPHIC REPORT OF PROCEEDINGS had  
in the above-mentioned matter held at Truman College,  
1145 West Wilson, Chicago, Illinois, commencing at 6:00  
o'clock p.m.

PRESENT:

Ms. Dana Brink

Ms. Jennie Huang

Ms. Patricia Taylor

Ms. Pamela Butts

Reported by: Catherine S. Bradley, CSR

License No.: 084-004664

1 (Whereupon, the following  
2 proceedings commenced at  
3 6:00 p.m.)

4 MS. BRINK: Okay. The budget hearing will begin  
5 at 6:00 p.m., end promptly at 8:00 p.m. or when the  
6 last speaker has concluded, whatever is earlier. All  
7 who sign up to speak will be given an opportunity to  
8 ask a question or make a statement until the meeting is  
9 adjourned.

10 All those wishing to speak are asked to please  
11 sign in from 5:00 p.m. to 6:30 p.m. on the speaker  
12 sign-in sheet at the entrance registration and each  
13 speaker will be given a number. Please note that no  
14 one will be able to sign up to speak after 6:30 p.m.

15 Speakers will be limited to addressing topics  
16 related to the budget. Speakers are asked to limit  
17 their comments to two minutes so that everyone that  
18 would like to speak will have the opportunity to do so.

19 When multiple speakers from the same organization  
20 or school are listed, only one member per organization  
21 or school will be allowed to speak regarding the same  
22 issue. If this speaker has a follow-up question we ask  
23 that you please speak to CPS staff members who will be  
24 on-site to help you fill out a follow-up card.

2

1           The public hearing is scheduled to conclude at  
2 8:00 p.m. or after the last speaker, whichever is  
3 earlier. CPS has also set up a website where the  
4 public can share their thoughts on the budget. Visit  
5 [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan).

6           MS. HUANG: Good evening. My name is Jennie  
7 Huang. I'm the Treasurer for Chicago Public Schools  
8 and I'm joined by Pat Taylor, the Chief Officer of  
9 Facilities and Operation. We have a short presentation  
10 here to go through the details of the supplemental  
11 capital plan.

12           Slide one, we have some background for the  
13 supplemental capital plan. What is a supplemental  
14 capital plan? It provides funding for projects that  
15 must be completed before the start of the school and  
16 were not included in the original FY2013 capital  
17 budget.

18           The FY2014 capital budget won't be available until  
19 August. So summer work for 2013 would not be possible  
20 without a supplemental capital budget. The projects in  
21 this supplemental capital project were not known when  
22 we proposed the original FY2013 capital budget. So  
23 that's why we are here proposing the supplemental  
24 capital plan.

1           On the next page we have some detail relating to  
2 the projects that are encompassed by the supplemental  
3 capital budget. The total amount is for 363.7 million  
4 and they include two categories of projects. One is  
5 school-action related projects. They include projects  
6 for the welcoming buildings, for the proposed  
7 co-locations, iPads for students that are affected by  
8 the school actions, as well as capital projects for  
9 turnaround schools.

10           The second category of projects includes various  
11 time-sensitive district priorities. They include  
12 common core textbooks, IB high schools, full day  
13 kindergarten and projects related to that, a  
14 point-of-sale system for food services, Englewood Early  
15 Childhood Center and various other school improvements.

16           On the next page we have some more details  
17 surrounding the supplemental capital budget overview,  
18 including some numbers for various projects that were  
19 covered on the previous page.

20           Under school action priorities you'll notice the  
21 bulk of the capital expenditures are for the welcoming  
22 buildings. There's ten million budgeted for iPads, 51  
23 million for the co-locations and 11 million for the  
24 turnarounds.

1 Under the time-sensitive priorities there's 40  
2 million for common core textbooks, 15 million for IB  
3 high schools, 15 million for full day kindergarten, 32  
4 million for various school improvements and eight and a  
5 half million for lunchroom point-of-sale as well as a  
6 million for the Englewood Early Childhood Center at  
7 Libby. Total CPS funded projects amount to 329  
8 million.

9 And in addition to that there are two projects  
10 funded by TIFs. One includes Old Jones NTA Field for  
11 about 14 million and Coonley for about 20 million, for  
12 total supplemental capital plan and budget of 363  
13 million.

14 On the next few pages we have some more detail  
15 regarding the investments in each of the categories  
16 that we just went through. This page four, the 155  
17 million that's being invested in welcoming buildings,  
18 some of the projects include air-conditioning in each  
19 classroom, library in every school with new books and  
20 digital materials and computer labs as needed for  
21 programming, newer upgraded technology, security and  
22 safety supports, improved ADA accessibility, upgraded  
23 interiors and improvements, lunchroom capacity,  
24 building repairs, new and upgraded academic labs, art

1 rooms and technology for new STEM and IB programs as  
2 well as Ipads for students in grades three through  
3 eight.

4 The following page has information on the 51  
5 million that's set aside for co-locations. It includes  
6 some more efficient use of space to provide for some  
7 options for students and families and to relocate  
8 students from low quality buildings. Also includes for  
9 students in the co-locating buildings that are going to  
10 benefit from air-conditioning and includes new library  
11 and building infrastructure and IT upgrades.

12 For turnaround investments there's some more  
13 detail here surrounding the projects that will be  
14 included in the turnaround investments. On the  
15 following page there's also some additional details to  
16 the specific projects related to the district school  
17 support. Improvements, the IB high school programs,  
18 full day kindergarten and some more details surrounding  
19 those projects.

20 And for more information related to all these  
21 various projects and the capital plan overall you can  
22 access our website for which we have an address later  
23 on.

24 On page seven we have some information related to

1 timeline and next steps. The projects will begin  
2 immediately upon board approval, which is anticipated  
3 for the April 24th board meeting. Work is expected to  
4 be completed by early August, in time for the 2013 or  
5 '14 school year.

6 The PBC will carry out most of these projects  
7 which allow CPS to focus on education rather than  
8 construction. PBC utilizes a design-build process  
9 which allows for shorter completion time versus bidding  
10 each project, provides for increased accountability,  
11 generates material cost and time savings by  
12 professional service providers and construction  
13 contractors. Fifty percent of the work is to be done  
14 by city residents and there's a strong commitment to  
15 minority and women owned businesses and they also  
16 include hiring requirements for CPS students.

17 So as I mentioned, for more information our  
18 website has more details on all of the various  
19 categories of projects that we went over. It's  
20 [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan).

21 And at this point that concludes our presentation.  
22 Like to open it up to questions and comments.

23 MS. CUNAT: In the overall scope of things there  
24 doesn't seem to be any accommodation for overcrowded

1 schools at all. So I'll be speaking, you know, when I  
2 have my turn to speak.

3 But I'm really curious about how schools that are  
4 so overcrowded, who've already given up their  
5 libraries. We don't have a lunchroom. We don't have a  
6 lab. Our science lab has become a homeroom. Our  
7 library's become a classroom, how these schools who are  
8 living with these overcrowded conditions are now  
9 watching these schools that are receiving students --  
10 which are wonderful that things are being done, not to  
11 take away from, but it's a fact that there's no equity  
12 for schools that have already given all that up.

13 I'm 175 percent overcrowded. I don't have a  
14 lunchroom. My students are learning in the hallways.  
15 So even though I have my time to speak and address this  
16 specifically, I'm wondering why is there nothing in any  
17 of this five year plan, which I've looked at very  
18 closely, for our overcrowded schools and in the  
19 supplemental budget -- the supplemental budget there's  
20 nothing for overcrowded schools.

21 MS. HUANG: I'm sorry. You missed our  
22 introduction earlier. If you wouldn't mind just  
23 stating your name.

24 MS. HUANG: My name is Mary Beth Cunat and I'm the



1 principal at Wildwood World Magnet School, which is a  
2 magnet school, not selective enrollment. We take  
3 students where we have seats, but we are overcrowded.  
4 We're a neighborhood magnet, so we take neighborhood  
5 schools. We are very crowded in our primary years. We  
6 are six years of authorized primary years program for  
7 IB, 11 years authorized middle years program IB.

8 So we're a school that's an authorized,  
9 established high-performing IB school, that we would  
10 like our students to be able to articulate to these new  
11 IB high schools and we just can't continue the kind of  
12 programming in the conditions we're under.

13 MS. HUANG: I'm going to make a couple of comments  
14 and then I'm going to turn it over to Pat.

15 I guess one of my comments would be, as you  
16 mentioned, we have a five year capital plan and it  
17 looks like you've had a chance to take a look at it.  
18 It's a constantly changing plan and I certainly  
19 encourage you to sort of make your requests known and  
20 let me actually turn it over to Pat.

21 MS. TAYLOR: So in the five year plan actually,  
22 and I think it's the last two years of the current five  
23 year plan, there are dollars actually set aside for  
24 expansions. It's not identified which buildings that

1 would be at this point because the five year plan was  
2 really done last year prior to the master education  
3 plan.

4 By SB 630 we were required to post a five year  
5 plan, but then following up with a year later a master  
6 education plan which would drive a lot of those  
7 decisions. So I think as soon as that gets posted  
8 there will be amendments to what that five year plan  
9 is, but as Jennie has already said, the five year plan  
10 will be amended every year based on things that change.

11 So I think that the first run -- there's a couple  
12 of things. One, we're facing a billion dollar deficit.  
13 So that has certainly changed how we can prospectively  
14 think about doing business. When you think about  
15 looking at the FY 2013 budget as a whole there was very  
16 little dollars set aside for improvements.

17 The reason for the supplemental plan is really  
18 driven by the changes that are going on in the district  
19 and the overall savings that it would bring that would  
20 hopefully offset the cost of doing these things.

21 But you're right and I think that you have to  
22 continue to say that and I happen to know we've talked  
23 about your school. I've been out to your school. I  
24 know.

1           There is definitely dollars set aside for things  
2   in the further out years and I think that just once we  
3   get the master education plan published, then I think  
4   everyone will have a little more of a comfort level of  
5   when those things will start to fall into place.

6           MS. CUNAT: Thank you.

7           MS. HUANG: Would anybody else like to comment or  
8   have any questions?

9           Well, we're here until at least 6:30. So if there  
10   are any other questions or comments, we're here to  
11   listen or answer any questions that people have until  
12   6:30.

13          MS. CUNAT: You'll take speakers starting at 6:30  
14   then? Is that the plan?

15          MS. HUANG: You can start now.

16          MS. CUNAT: Do you want me to do it formally or  
17   can I just do it from here?

18          MS. TAYLOR: Absolutely.

19          MS. HUANG: We have a microphone.

20          MS. CUNAT: I don't need a microphone. I want to  
21   show you the bucket that my parents put together when  
22   they went to the ISBE Task Force on Saturday and the  
23   bucket is symbolic of being shovel ready.

24          And what my parents are asking for and our

1 community is asking for is a plan to address both our  
2 short term needs. We think we need at least two  
3 classrooms next year. Real estate has been working  
4 with us really searching heavily for places where we  
5 can rent space for kindergarten. But we're bounded by  
6 Niles on the north, a very small community business  
7 district on the south, railroad tracks on the east and  
8 a forest preserve on the west.

9 So within our boundaries we haven't found anything  
10 and we're finding that we're having to go further and  
11 further afield to find classrooms space for  
12 kindergarten next year and we haven't had any luck.  
13 We've been looking since September. So we're really  
14 feeling a little desperate.

15 So my parents are hoping for a short term plan,  
16 but within the context of a long term plan for our  
17 school. So the bucket is symbolic of being shovel  
18 ready with the idea that if capital could be freed, to  
19 at least do the planning and then when more capital is  
20 freed then we can hit the ground running with an  
21 addition or an annex or whatever the district feels  
22 that we need.

23 I want -- I know, Pat, you know my school well so  
24 I don't feel like I have to sell it. We're a high

1 performing school. We work really, really hard. We  
2 are trying to create the kind of learning community  
3 that every parent would like their child to be at and  
4 the reality is people do.

5 Our waiting list is in the thousands. We can only  
6 take students where we have seats and I stopped taking  
7 students younger than third grade at all and I've taken  
8 some siblings where there's room. So we're  
9 articulating kids in where there's room only, but we'll  
10 take kids from anywhere in the city who can get in by  
11 the luck of the numbers and we do well with them.

12 We got the principal award last year for closing  
13 the achievement gap and for growth. So we're taking  
14 kids who are doing well and we're helping them do  
15 better. We're taking kids that are struggling and do  
16 well with them. We're taking kids because we are  
17 handicapped accessible with a single story. We have a  
18 lot of students in wheelchairs, with mobility issues,  
19 with medical issues.

20 So we're really having a lot of success with  
21 whatever students we have and we want to be able to  
22 continue that plan and it's just we're bursting at the  
23 seams.

24 So I would like to leave -- I wanted to leave my

1 yearbook so that you could see who the students are. I  
2 would be happy to do that. But I also have a letter  
3 just articulating some of the specific issues and the  
4 specific data and a flyer that we've been putting out  
5 at some of the capital meetings that kind of hopefully  
6 will get some heartstrings to recognize that even  
7 though we're in a somewhat affluent part of the city  
8 we're struggling.

9 We don't get federal funds. We don't get much  
10 state chapter one funds because we're only about 27  
11 percent poverty. So anything we do extra is coming  
12 from the fundraising of our parents and from the hard  
13 grant writing of our staff.

14 So we're doing great things and we just need space  
15 to do it in. So I don't know if you'd like this.

16 MS. TAYLOR: Absolutely.

17 MS. CUNAT: I just appreciate that you're hearing  
18 us and I appreciate, Pat, that this is not a done deal,  
19 that that five year plan has some flexibility in it.

20 MS. TAYLOR: There are definitely dollars set  
21 aside in two of the years in the plan that is posted  
22 for expansions. As I said, they have not been  
23 identified yet. I mean we really need to wait until we  
24 have the master education plan as that prospectively

1 will drive how all decisions are made. But, you know,  
2 clearly you're one of the schools that have been on the  
3 list.

4 MS. CUNAT: Thank you.

5 MS. TAYLOR: How are you handling full day  
6 kindergarten?

7 MS. CUNAT: We've been doing full day  
8 kindergarten. So we've had it already. I'm going to  
9 have to go to split grades next year and they're going  
10 to be really crowded rooms with split grades, because  
11 I'm anticipating two -- at least we had 44 kindergarten  
12 this year. I'm either expecting at least that many  
13 this coming fall.

14 And I'm going to have to go to split grades with  
15 primary and I'm probably going to have to split at the  
16 top end too and my plan is to get soundproofed  
17 earphones and then having my space become another  
18 classroom for virtual learning for our upper grade  
19 students who are able to take high school classes.

20 MS. TAYLOR: Didn't you do a cart over there at  
21 one point?

22 MS. CUNAT: We did.

23 MS. TAYLOR: Is there any other cart to open a  
24 room, to make it a more flexible environment, art on a

1 cart, science on a cart?

2 MS. CUNAT: Our art is on a cart.

3 MS. TAYLOR: It is.

4 MS. CUNAT: Our library is likely to go on a cart  
5 because we need the library space for classroom space  
6 now. We have Spanish. Just the complexity of an IB  
7 schedule with the various programming that you have to  
8 do in middle school IB. We just don't have the room.

9 MS. TAYLOR: I can send somebody out to the school  
10 to actually work through some of that with you, at  
11 least in the immediate term. Because if you're going  
12 to do something with the library and you want to make  
13 something within the classrooms to make them more  
14 resource centers -- I've seen that in a lot of other  
15 schools where maybe one of the walls or bookshelves,  
16 something set up there and then if you're going to  
17 reconfigure the library.

18 MS. CUNAT: We might not have a choice for next  
19 year if we don't get external kindergarten space. So  
20 that's my contingency plan right now.

21 MS. TAYLOR: If that happens get me involved  
22 earlier.

23 MS. CUNAT: Thanks, Pat. I really appreciate it.

24 Did you guys understand this is report card

16



1 pick-up day; right?

2 MS. TAYLOR: Yes.

3 MS. CUNAT: What happened with that? How does  
4 anybody get here then?

5 UNKNOWN SPEAKER: That's why you got a big crowd.

6 MS. TAYLOR: I don't think every school --

7 MS. HUANG: I know some were yesterday.

8 MS. CUNAT: Elementary, but elementary is --

9 MS. TAYLOR: All elementaries are today.

10 MS. CUNAT: People are saying it was a strategic  
11 move.

12 MS. TAYLOR: No. I can promise you it was not  
13 strategic.

14 MS. CUNAT: I know. There's just so much to do.

15 MS. TAYLOR: It's just so many meetings going on.  
16 So we were trying to schedule the budget meetings as  
17 well as doing the community hearings and now the  
18 hearings which are just beginning.

19 MS. HUANG: Yeah. We've all been busy.

20 MS. TAYLOR: We have.

21 MS. CUNAT: Is this the best place for advocacy?  
22 Because I was actually thinking of going to the board  
23 meeting next week. Is that probably unwise?

24 MS. TAYLOR: I think that the board meeting is

17

1 just as fine. You can certainly talk to your chief  
2 first. If I were going to give some advice I'd say  
3 probably you'd want your chief to at least be aware you  
4 were coming. There's never anything wrong with voicing  
5 your statement. That's what the board is there for, to  
6 hear and listen to what your concerns are. They may  
7 not give you a response at that time, but certainly you  
8 should bring in the things that you want to submit to  
9 them and as long as you present yourself as you have,  
10 respectfully, that's what they're there for. That's  
11 what those meetings are for.

12 MS. CUNAT: Okay.

13 MS. HUANG: Mary, thank you for coming and  
14 speaking with us today.

15 MS. CUNAT: Thank you.

16 MS. HUANG: I appreciate it's getting close to  
17 6:30. Looks like we don't have any other speakers. So  
18 in about a minute we'll be ready to adjourn. So feel  
19 free to wait here for the next minute or so.

20 MS. CUNAT: I figured it would be an hour and a  
21 half that you guys have back in your lives. How nice.  
22 Thank you so much for having the meeting.

23 MS. HUANG: The time is 6:30 and we are adjourned.

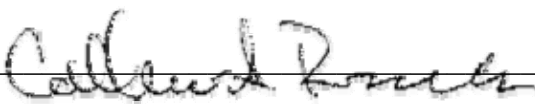
24 (Off the record at 6:30 p.m.)

1 STATE OF ILLINOIS )  
2 ) SS:  
3 COUNTY OF C O O K )  
4

5 CATHERINE S. BRADLEY, as an Officer of the  
6 Court, says that she is a shorthand reporter doing  
7 business in the State of Illinois; that she reported in  
8 shorthand the proceedings of said meeting, and that the  
9 foregoing is a true and correct transcript of her  
10 shorthand notes so taken as aforesaid, and contains the  
11 proceedings given at said meeting.

12 IN TESTIMONY WHEREOF: I have hereunto set my  
13 verified digital signature this 18th day of April,  
14 2013.

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Illinois Certified Shorthand Reporter



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