

CHI CAGO PUBL I C SCHOOLS  
PUBL I C HEARING,  
FY2020 CAPITAL PLAN HEARING  
held on  
August 21, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS had in  
the above-entitled matter at Whitney M. Young  
High School , 211 South Laflin Street, Chicago,  
Illinois, commencing at 6:06 p.m.

PRESENT:

MS. LINDY McGUIRE, Presenter,  
Deputy Chief Operating Officer at Chicago  
Public Schools

MS. HEATHER WENDELL, Budget Director at  
Chicago Public Schools

MR. BRIAN ZATOR, Director of New Construction  
at Chicago Public Schools

MR. MICHAEL BORAZ, Moderator, Chief of  
Network 15

Reported By: Karen Fatigato, CSR

License No. : 084-004072



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(Whereupon, the following  
proceedings commenced at  
6:06 p.m.)

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MR. BORAZ: Good evening, everybody.  
Welcome and thank you for coming. I am Michael  
Boraz, I'm the new Network Chief for 15, which  
Whitney Young is an ISB, they're not in network,  
but if they were in the network they would be in  
my geographic area so I have the pleasure of  
doing a little bit of moderation this evening.

So I am going to start with the  
procedural aspect of this. I'm going to read  
you the rules and protocols for public  
participation this evening, and then I'm going  
to turn it over to the panel. So I will now  
provide an overview of Fiscal Year 2020 Capital  
Plan Hearing.

The capital Plan Hearing will begin at  
6:00 and end promptly at 8:00 p.m. or when the  
last speaker has concluded, whichever is  
earlier.

Those who sign up to speak will be  
given an opportunity to make a statement of up  
to two minutes until the meeting is adjourned.



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We will stick to the two minutes.

Speakers will be called in the order that they have signed up. Speakers will be limited to addressing topics related to the Capital Plan.

Speakers are asked to limit their comments to two minutes so that everyone who would like to speak will have the opportunity to do so.

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 CPS staff members who will be on site to help you fill out a follow-up card.

The full Capital Plan is on the CPS website. You can provide feedback and leave questions on the website, visit [cps.edu/capitalplan](http://cps.edu/capitalplan) for additional details.

We will now proceed with the presentation. Thank you.

MS. MCGUIRE: Good evening. My name is

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1 Lindy McGuire, I am the Deputy Chief Operating  
2 Officer for the Chicago Public Schools. And I  
3 am joined on stage tonight by Heather Wendell,  
4 the Director, the Budget Director for the  
5 District, and Brian Zator, the Director of  
6 Construction. Thank you for being here.

7 We are pleased to be here with you  
8 today night to present CPS's proposed Capital  
9 Plan for Fiscal Year 2020. After a quick  
10 presentation of the proposed plan, we will turn  
11 it over for public participation. As noted  
12 earlier, anyone registered to speak will have  
13 two minutes to provide remarks. We are happy to  
14 answer any questions that are raised. And in  
15 the event that we do not have the information  
16 readily available, we will take down your  
17 contact information and be sure to follow up  
18 with you as soon as possible.

19 On that note, it is my pleasure to  
20 provide an overview of the proposed Capital Plan  
21 for Fiscal Year 2020. And it works, yay.

22 Okay. A quick overview on the proposed  
23 FY2020 Capital Plan. The CPS capital budget  
24 funds long-term investments in the District,

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1 such, as repairs and renovations to existing  
2 schools and other projects. CPS FY20 Budget is  
3 funded through bonds issued by the District and  
4 funding from outside sources and will provide  
5 for capital projects at over 300 schools.

6 To build on the record-setting academic  
7 progress that has earned national recognition  
8 for Chicago Public Schools, CPS is investing  
9 \$619 million. And the budget will also include  
10 191 million in potential state and -- state  
11 funding and \$11 million in potential external  
12 funding. Such funding will go to support our  
13 state-of-the-art high school science lab  
14 program, which is a three-year program to  
15 provide the top-of-the-line science labs at  
16 every CPS high school across the District,  
17 high-speed Internet access and devices,  
18 fulfilling that four-year commitment to  
19 establish a one-to-one device to student ratio  
20 across the District, expansion of full day  
21 pre-K, accessibility improvements and expansion  
22 of IB, STEM, Magnet and Classical programming.

23 The capital plan seeks to support three  
24 key academic initiatives. One is the -- the

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1 first is warm, safe and dry, deferred  
2 maintenance. As you may have heard, the  
3 District faces \$3.4 million in deferred  
4 maintenance need, 1.8 of that need -- 1.8  
5 million of that need is critical. The second  
6 academic initiative would be the educational  
7 programming. And the third is enrollment.

8 We have prioritized lists of critical  
9 building needs that support academic  
10 initiatives. Ninety percent of our capital  
11 building needs fall into the mechanical, which  
12 is your HVAC and control systems, as well as  
13 building envelope, things like roofs, masonry  
14 and windows.

15 Other prioritized needs are fire  
16 alarms, security cameras, playgrounds, as well  
17 as other systems, turf fields, air conditioning  
18 replacement, pool upgrades, as well as ADA.  
19 We're pleased to propose in this proposed plan a  
20 multi-year program to ensure that all CPS  
21 buildings are first-floor usable. This is in  
22 addition to the ADA requirements as outlined in  
23 the Chicago Building Code, the Illinois  
24 Accessibility Code, as well as federal

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regulations.

    Critical building needs are geographically diverse and include all SQRP levels. Five-year capital plan and strategy must include critical building needs. And as you are about to hear in detail, there's a significant -- there are significant dollars earmarked to support our existing footprint. Educational programs and enrollment provide capital investment opportunity.

    Capital projects are selected in a three-step process. The size of our portfolio and budget constraints necessitate a needs based prioritization approach for capital planning. So first we assess all of our buildings. From that we identify critical life safety issues, issues of the greatest urgency, and those are prioritized. And then -- and then the remaining school potential projects go through a filter -- an additional filter process.

    The next filter is, are there any program enhancements occurring or being proposed at the school?

    The next filter is, are there any

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1 potential investments aligned with the community  
2 input and feedback as described through our  
3 educational facilities master planning process.

4 The fourth slide is something that  
5 we've been really excited to do this year.  
6 We've been working closely with our chief equity  
7 officer to make sure that we are prioritizing  
8 schools that perhaps hadn't seen much investment  
9 previously and to make sure that they're  
10 prioritized this year. Said in another way, we  
11 wanted to make sure that the resources are  
12 distributed fairly and equitably across the  
13 District. After these filters we craft the  
14 proposed comprehensive capital plan.

15 This next slide -- this next slide  
16 basically goes into greater detail of the  
17 academic progress and the key initiatives that I  
18 outlined before. Again, you have the warm, safe  
19 and dry schools to make sure that our students  
20 stay warm, safe and dry and our existing  
21 footprint referencing that \$1.8 billion worth of  
22 need.

23 The second initiative is how do we  
24 support the educational programs? That's, for

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1 example, the expansion of IB, STEM, STEAM,  
2 Magnet programming and then, of course,  
3 universal pre-K.

4 And the third is enrollment, how do we  
5 ensure -- how are we ensuring that we're  
6 supporting equitable investments in neighborhood  
7 schools?

8 So how does CPS fund the FY20 Capital  
9 Plan? The majority of the funds come from  
10 anticipated bond offerings and other capital  
11 funds, federal E-rate funding, local external  
12 funding, think of MENU, TIF and other local  
13 philanthropic dollars, potential safe capital  
14 funding, which we'll get into in a little bit,  
15 as well as other potential external funding.

16 The FY20 Capital Budget includes \$821  
17 million for facility needs, programmatic  
18 investments, IT security and building system  
19 investments, site improvements, capital projects  
20 support services and contingency for additional  
21 outside funding projects. As a result of the  
22 District's focus on equity, 93 percent of our  
23 capital plan will support schools that serve  
24 majority low-income student population.

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1 This next slide provides greater detail 18:16:25  
2 of the proposed plan. Yes, great. The FY20 -- 18:16:29  
3 the FY20 Capital Budget includes \$261 million -- 18:16:35  
4 \$263 million for facility needs, such as, 18:16:41  
5 exterior envelope projects, mechanical and 18:16:44  
6 maintenance projects. Also included in that 18:16:47  
7 \$263 million is a \$50 million contingency 18:16:52  
8 bucket, if you will. Given our improved fiscal 18:16:57  
9 state, we are relieved in being able to set 18:17:02  
10 aside some dollars for -- to address any issues 18:17:06  
11 that come throughout the school year. 18:17:10

12 The budget also includes \$17.4 million 18:17:14  
13 for interior improvements, and \$180 million for 18:17:18  
14 programmatic investments. The bulk of the \$180 18:17:21  
15 million for programmatic investments is to 18:17:25  
16 ensure the District -- to ensure the District 18:17:27  
17 rolls out universal pre-K. 18:17:31

18 And if I could just for a moment for 18:17:34  
19 fall of '19, 106 schools will receive 18:17:37  
20 renovations to fulfill the District's commitment 18:17:42  
21 to universal pre-K. And then a hundred million 18:17:45  
22 dollars is proposed for the additional pre-K 18:17:48  
23 rollout for fall of '20. Communities have been 18:17:51  
24 identified and we are working to finalize exact 18:17:55



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Locations with communities and school leadership.

Additional programmatic investments include, as I referenced before, our three-year commitment to providing top-of-the-line high school science labs in every high school across the city, as well as the expansion -- the \$30 million for the programmatic expansion, 32 schools will be receiving STEM, STEAM IB, Magnet or CTE programs. And those were decided through a rigorous RFP process.

Budget also -- the budget also includes \$87.4 million for investments in IT and security improvements. Again, this references a one-to-one device -- the one-to-one device to student ratio, as well as IT infrastructure.

Additionally, the FY2020 Capital Budget includes \$44.7 million for site improvements, such as, space to grow, play lots and turf field. The budget also includes \$26 million to support services to implement over \$800 million in capital projects.

And the last slide is my favorite slide. So here you see a map obviously of the

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1 city, and then you see a dot, each dot 18:19:27  
2 represents a proposed project in the FY20 18:19:31  
3 Capital Plan. What I -- my favorite part of the 18:19:34  
4 map is that each dot -- I don't know if you can 18:19:38  
5 see, but I'll voice it over for you. Each 18:19:41  
6 specific color represents feedback that we 18:19:45  
7 received in our planning document, the 18:19:48  
8 Educational Facilities Master Plan. So the 18:19:51  
9 green dot is for facility needs. The orange dot 18:19:54  
10 is for interior improvements. The pink/purple 18:19:57  
11 dot is programmatic investments. And the blue 18:20:00  
12 dot is for site improvements. 18:20:03

13 Thank you very much for your attention. 18:20:06  
14 We'd be happy to answer any questions you may 18:20:08  
15 have. I'll turn it over to Chief Boraz now. 18:20:11  
16 Thank you. 18:20:14

17 CHIEF BORAZ: We're ready to begin the 18:20:16  
18 public participation. And the sign-in sheet 18:20:19  
19 would be helpful because that is going to 18:20:24  
20 dictate the order. 18:20:26

21 Okay, you have numbers. You can still 18:20:34  
22 sign up if you'd like to participate if you 18:20:36  
23 haven't. Speaker number 1. 18:20:38

24 MR. WU: Hello. My name is David Wu, 18:20:46



1 I'm with the Coalition for a Better Chinese  
2 American Community. I'm here to advocate for  
3 the needs for a near south high school. I feel  
4 that it aligns with some of the priorities that  
5 I heard mentioned, such as, it being -- that you  
6 want to spend your capital funds on low-income  
7 communities, neighborhood high schools and for  
8 future population growth.

9 I've testified numerous times that  
10 there is no neighborhood high school in the near  
11 south side for the Armour Square, Chinatown,  
12 Bridgeport, South Loop and North Bronzeville  
13 communities. These areas continue to grow in  
14 population. Many of the elementary school kids  
15 in that area go to 1 plus schools but are  
16 scattered to high schools all across the city  
17 because there's no neighborhood high school  
18 within those neighborhood areas. Just in Armour  
19 Square and Bridgeport I think they go to about  
20 50.

21 In the past few years CPS has allocated  
22 capital funds for construction of new high  
23 schools, 75 million in the FY2017, the Englewood  
24 high school in 2019, there was 70 million for

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1 the near west high school that hasn't been built 18:22:03  
2 yet. And I know that to build a high school is 18:22:06  
3 a huge ask, but at least from the perspective of 18:22:09  
4 the Chinatown community, the Chinatown community 18:22:13  
5 that lives in Bridgeport, any investment that 18:22:16  
6 the city makes we will ensure that it's a 18:22:18  
7 successful project. Because if you're going to 18:22:22  
8 spend 20 million, 50 million, a hundred million 18:22:24  
9 dollars on a project, you want to make sure it's 18:22:28  
10 a success. 18:22:30

11 This week Chicago Magazine ranked high 18:22:31  
12 schools -- I mean, elementary schools, and 18:22:34  
13 Haynes School, this little school in Chinatown, 18:22:37  
14 was fifth ranked in the city. The Chinatown 18:22:40  
15 public library has the third highest number of 18:22:44  
16 visitors, just behind Harold Washington and 18:22:47  
17 Sulzer Regional. We just blow past all of the 18:22:52  
18 regional high schools. And so the community -- 18:22:54

19 CHIEF BORAZ: Thank you, sir, your time 18:22:56  
20 is up. 18:22:58

21 MR. WU: -- is committed to working with 18:22:58  
22 CPS to make sure that capital funds are used 18:23:00  
23 well and the project successful. Thank you. 18:23:03

24 CHIEF BORAZ: Thank you. 18:23:07



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Number two, please.

As you come up, please state your name for the stenographer. Number two.

MS. McGUIRE: Chief Boraz, if I may. Mr. Wu, again, thank you for your continued advocacy. I know that we have met previously and certainly appreciate you being here tonight in your continued advocacy. We want to continue this conversation with you. We hear you. And certainly know that we have been down a path together, and we want to continue this conversation. So thank you.

MR. WU: So if we could help with advocacy for more state capital funds, just let us know where to push.

MS. McGUIRE: Yes. Thank you.

MS. BIGGS: Hi. My name is Jennie Biggs, I'm a CPS parent, and I am with the organization Raise Your Hand. We're happy to see many schools receiving facilities investments. We believe every school should get the necessary repairs and upgrades they need. Most schools have waited far too long for such investments. Parents continue to ask Raise Your

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1 Hand how does CPS choose who has to wait and who  
2 doesn't? Parents, schools and the public  
3 deserve to know this and to have a more  
4 equitable framework where every school that has  
5 a crumbling roof or failed plumbing system is  
6 considered equal and worthy of capital dollars.  
7 I was excited to see your process slide about  
8 making decisions, you really need to make that  
9 public. Thank you.

10 There is no current system to inform  
11 and engage parents, instead all that we parents  
12 have for us to do is beg and rely on politics,  
13 and that seems to be what drives actual CPS  
14 capital budget decision-making, and that's  
15 really not the way it should be. We continue to  
16 ask CPS for a long-term, overarching city-wide  
17 Educational Facilities Master Plan, which is  
18 informed by robust community engagement. This  
19 is not a crazy ask, it's actually the law. And  
20 as far as we can tell CPS is not in compliance  
21 with this law. The current state of how capital  
22 plans are made is no way to run any kind of  
23 system.

24 Also, with billions of dollars in unmet

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1 facilities needs and EFMP may be the only way 18:25:15  
2 out of addressing school facilities needs. All 18:25:20  
3 students deserve well-resourced, well-maintained 18:25:22  
4 clean healthy comfortable school buildings. And 18:25:25  
5 all communities deserve stable well-resourced 18:25:27  
6 schools. Thank you. 18:25:31

7 The CPS Board of Education should 18:25:32  
8 engage in a transparent process to determine 18:25:34  
9 capital projects from here on forth. Thank you. 18:25:37

10 CHIEF BORAZ: Thank you for your 18:25:40  
11 comments. 18:25:41

12 Number three, please. 18:25:41

13 MS. ROTHSCHILD: Hi. I'm also a CPS 18:25:43  
14 parent. I work -- I'm a researcher for CTU. My 18:25:56  
15 name is Sarah Rothschild, and I'm on the Tilden 18:26:00  
16 LSC. And I've actually been studying CPS 18:26:05  
17 facility planning and lack thereof for over ten 18:26:09  
18 years. And this is more of the same. There is 18:26:12  
19 nothing in the plan -- this is not a plan, this 18:26:14  
20 is a list. And calling it equitable doesn't 18:26:16  
21 make it equitable. That's a misuse of the term 18:26:18  
22 in a very gross way. 18:26:22

23 There -- you stated that there's \$1.8 18:26:25  
24 billion in critical needs and this plan only 18:26:29



1 addresses 32 percent of it, which is really  
2 terrifying to think how many schools have  
3 boilers that are going to fall apart like they  
4 did at Prussing sending children to the  
5 hospital, how many roofs are going to leak, how  
6 many serious issues are just waiting while we're  
7 putting STEM and IB upgrades in schools. This  
8 doesn't make any sense whatsoever. There was no  
9 process to ask the schools what they wanted.  
10 Tilden was supposed to get a science lab last  
11 year, never happened. So the plans don't even  
12 come to fruition, they're literally just lists.  
13 And this year Tilden is getting an IT upgrade  
14 with Chromebooks when last year we wrote our own  
15 grants and got Mac books. So, I mean, there's  
16 just no connection to what the schools actually  
17 need. We need investments that if it was really  
18 equitable you would know -- like what Jennie was  
19 alluding to, you don't know when you're next in  
20 line for a roof. You know the facility  
21 assessments are from 2014 and 2015, so I'm not  
22 sure if you even know what schools need it. And  
23 the schools beg, beg, beg, and then all of a  
24 sudden some north side school gets an addition

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1 when they were told that there was no money in 18:27:43  
2 the District. This plan doesn't address any of 18:27:46  
3 these. These are real needs. I've been doing 18:27:50  
4 this for over ten years. I know what I'm 18:27:53  
5 talking about. I talk to parents in schools all 18:27:55  
6 over the District. You're not addressing the 18:27:57  
7 needs of the District. Thank you. 18:27:59

8 CHIEF BORAZ: Thank you for your 18:28:00  
9 comments. 18:28:02

10 Next please, number four. 18:28:02

11 MS. SALINAS: Hello. My name is 18:28:13  
12 Betzabeth Salinas. I'm here on behalf of Orozco 18:28:15  
13 Academy. I am a parent mentor, and I just want 18:28:20  
14 to thank you for the expansion of the preschool 18:28:23  
15 classroom. It's very big for me as a parent, 18:28:26  
16 and being a parent mentor I get to see 18:28:29  
17 everything in there. I have a little kid in 18:28:32  
18 there, he's in preschool so it's very important 18:28:34  
19 and big for us. Also, knowing the bathroom will 18:28:38  
20 be inside the classroom. I got to see them in 18:28:41  
21 the hallway when they would line up and have to 18:28:45  
22 go to the bathroom, it wasn't -- it was a little 18:28:49  
23 bit of a walk, but knowing that the bathroom 18:28:51  
24 will be in there is a big plus. I just really 18:28:54



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want to thank you for improving that. Thank you.

CHIEF BORAZ: Thank you for your comments.

Number five.

MR. MARTINEZ: Hello. My name is Efrain Martinez, I'm the proud principal of Orozco Academy, and I'm here with Ms. Salinas and her son Giovanni. I'm here to thank many people. I want to start with the Mayor. Mayor Lightfoot came into the position and Orozco was on that list of beneficiaries, and we are extremely thankful that our preschool students are going to have a better learning experience.

And thank you Janice Jackson for your years in Chicago Public Schools, chief of public schools. I feel she's doing an awesome job. I am very, very pleased.

And at the end all I want is the best thing for the students at Orozco, and I feel that I'm getting that support. So thank you very much.

CHIEF BORAZ: Thank you for your comments.

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Number six, please.  
MR. BALDIN: I walked in right on time.  
Good evening, everyone. My name is Roy  
Balder, and I'm here on behalf of a couple of  
schools. I represent Marshall High School,  
Laura Ward Elementary School and Leif Erikson  
Elementary School as an LSC member. There's my  
chairperson right there.  
I just wanted to thank you guys for  
having this meeting, also affording us the  
opportunity to get extra funds for our school  
because Lord knows we need them. There is so  
many things that we need for our students, and I  
would hope that with the moneys that are being  
provided today that we would be able to get  
additional funding and provide more input and  
have more meetings like this to let you all know  
what we need for our schools because after all  
it is for our children. And with so many  
resources being taken away because of funding,  
it kind of bothers me at times because then it  
lessens the things that are available for our  
students to keep them occupied and out of  
trouble.

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1           So with that being said, I just want to           18:31:18  
2           thank you all for allowing me to be here. As I           18:31:20  
3           said, I'm here on behalf of Marshall, we have           18:31:23  
4           Leif Erikson and Laura Ward. Thanks.           18:31:27  
5           CHIEF BORAZ: Thank you for your           18:31:32  
6           comments.           18:31:32  
7           Is there a number seven? That's           18:31:35  
8           everyone who has signed up. Thank you again for           18:31:41  
9           your comments and your questions. And at this           18:31:46  
10          time we can conclude the hearing.           18:31:50  
11          Yes, sir.           18:31:56  
12          MEMBER TRUSS: Since I got a lot of           18:31:56  
13          time to fill in. I'd like to thank, you know,           18:31:58  
14          staff who put this together. My name is Dwayne           18:32:04  
15          Truss, I'm one of the members of the Board of           18:32:07  
16          Education. My colleague is also in attendance.           18:32:09  
17          I just wanted to say it's something           18:32:11  
18          that, you know, that bears attention on our part           18:32:11  
19          to make sure that we're connecting with those           18:32:17  
20          who come in here and let you know that we're           18:32:18  
21          here to listen in a very organic manner.           18:32:19  
22          (Inaudible) processes and engagement, you know,           18:32:22  
23          sometimes change doesn't come with (inaudible)           18:32:24  
24          snap on my Marvel comic book fanatic, but we're           18:32:28



1 here to go ahead and make sure that we're 18:32:32  
2 meaningful in what we do and engage in what we 18:32:33  
3 do and have a very clear process on how we go 18:32:36  
4 about doing it. Because I got to commend CPS 18:32:40  
5 staff because this budget is very thoughtful and 18:32:42  
6 intentional. And we got to go with some facts, 18:32:43  
7 I think Dr. Jackson has only been at the helm 18:32:45  
8 for how long? Like a little over a year. So 18:32:48  
9 it's been a year so just within that short 18:32:51  
10 amount of time there has been, you know, 18:32:55  
11 tremendous changes. You know, and we're going 18:32:56  
12 to work hard to go ahead and make sure that we 18:32:58  
13 meet the needs of our children and our families. 18:33:01  
14 You know, we have a fiduciary responsibility to 18:33:04  
15 make sure that we operate with a certain amount 18:33:07  
16 of strength. 18:33:09

17 And I just wanted again to thank you. 18:33:09  
18 And also please feel free to e-mail us, we're 18:33:11  
19 all accessible, we do answer our e-mails. 18:33:14  
20 Dissertations of 30 pages doesn't necessarily 18:33:18  
21 always help, but if you have some bullet points 18:33:22  
22 in there, we can get through it a little easier 18:33:25  
23 because, you know, many of us do have our day 18:33:28  
24 jobs and, you know, we're not making excuses, 18:33:30



1 but we're just trying to keep it respectful. 18:33:31  
2 Thank you all for coming out tonight. Feel free 18:33:31  
3 to call me, I'm very cautious about giving out 18:33:34  
4 my phone number -- 773 -- all right. Adam, 18:33:38  
5 don't tackle me when I do this. (773) 879-5216. 18:33:48  
6 Because we want to make sure that we're 18:33:55  
7 connected. Please engage CPS staff who has been 18:33:56  
8 here before, they've been doing a tremendous 18:33:59  
9 job. And again thank you all for coming out. 18:34:01  
10 Chief, was that under two minutes? 18:34:04  
11 CHIEF BORAZ: I think so. 18:34:10  
12 MR. RITTER: Hi. I didn't sign up. My 18:35:06  
13 name is Martin Ritter, I'm an organizer for the 18:35:07  
14 Chicago Teachers Union. This is the capital 18:35:09  
15 plan. These investments are important. What's 18:35:12  
16 also important is who works and how many adults 18:35:14  
17 are in the schools, right? We could have new 18:35:17  
18 roofs and new pipes and new electricity and all 18:35:22  
19 these new things, that's good, but if we don't 18:35:25  
20 have enough social workers in our schools or 18:35:26  
21 librarians in our schools or bilingual and 18:35:28  
22 special education teachers in our schools, 18:35:31  
23 enough paraprofessionals in our schools, your 18:35:34  
24 children are not going to get the support they 18:35:37





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deserve.

CTU is fighting for a fair contract. We would like the promises from Mayor Lightfoot, the Board of Education and the CPS CEO to be in writing, not just in press releases but to be in writing. The Mayor is a lawyer and lawyers know that it doesn't matter unless it's in writing, right?

Okay. We also obviously -- you probably sympathize with the hard-working teachers and paraprofessionals and clinicians, they'd like a good pay and health benefits package. They'd also like smaller classroom sizes for your students so that they may get one-on-one opportunities to educate them in important things like math, reading, social studies, science, all right.

So please pay attention to the contract negotiations over the next couple of weeks. Pay attention to this capital plan and throw a plug in there for that so they let me keep talking. But most importantly when you go back -- when your kids go back to school in a couple of weeks, talk to their teachers and support them

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and say that you support their demands for a fair contract. Thank you.

MEMBER OF THE AUDIENCE: Are you taking questions now?

CHIEF BORAZ: We don't have a formal question-and-answer period so we are going to conclude at this point in time, but I imagine there's some of the staff that would be happy to stay around and entertain questions. There's also comment cards in the front, if you would like to do a comment card. I'm sorry, you came in a little bit after we read the protocols for the hearing.

Again, we'll conclude for those who want to leave. For those who want to stay around, I'm sure we can do some informal Q and A at this time.

(Whereupon, the proceedings adjourned at 6:37 p.m.)

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<p style="text-align: center;"><b>A</b></p> <p><b>able</b> 10:9 21:15</p> <p><b>above-entitled</b> 1:8</p> <p><b>academic</b> 5:6,24 6:6,9 8:17</p> <p><b>Academy</b> 19:13 20:8</p> <p><b>access</b> 5:17</p> <p><b>accessibility</b> 5:21 6:24</p> <p><b>accessible</b> 23:19</p> <p><b>actual</b> 16:13</p> <p><b>ADA</b> 6:18,22</p> <p><b>Adam</b> 24:4</p> <p><b>addition</b> 6:22 18:24</p> <p><b>additional</b> 3:21 7:20 9:20 10:22 11:3 21:16</p> <p><b>Additionally</b> 11:17</p> <p><b>address</b> 10:10 19:2</p> <p><b>addresses</b> 18:1</p> <p><b>addressing</b> 3:4 17:2 19:6</p> <p><b>adjourned</b> 2:24 26:19</p> <p><b>adults</b> 24:16</p> <p><b>advocacy</b> 15:6,8,14</p> <p><b>advocate</b> 13:2</p> <p><b>affording</b> 21:10</p> <p><b>aforesaid</b> 27:11</p> <p><b>ahead</b> 23:1,12</p> <p><b>air</b> 6:17</p> <p><b>alarms</b> 6:16</p> <p><b>aligned</b> 8:1</p> <p><b>aligns</b> 13:4</p> <p><b>allocated</b> 13:21</p> <p><b>allowed</b> 3:13</p> <p><b>allowing</b> 22:2</p> <p><b>alluding</b> 18:19</p> <p><b>American</b> 13:2</p> <p><b>amount</b> 23:10,15</p> <p><b>answer</b> 4:14 12:14 23:19</p> <p><b>anticipated</b> 9:10</p> <p><b>apart</b></p>	<p>18:3</p> <p><b>appreciate</b> 15:7</p> <p><b>approach</b> 7:14</p> <p><b>area</b> 2:9 13:15</p> <p><b>areas</b> 13:13,18</p> <p><b>Armour</b> 13:11,18</p> <p><b>aside</b> 10:10</p> <p><b>asked</b> 3:6</p> <p><b>aspect</b> 2:12</p> <p><b>assess</b> 7:15</p> <p><b>assessments</b> 18:21</p> <p><b>attendance</b> 22:16</p> <p><b>attention</b> 12:13 22:18 25:18,20</p> <p><b>AUDIENCE</b> 26:3</p> <p><b>August</b> 1:5</p> <p><b>available</b> 4:16 21:22</p> <p><b>awesome</b> 20:17</p> <hr/> <p style="text-align: center;"><b>B</b></p> <p><b>back</b> 25:22,23</p> <p><b>Balder</b> 21:4</p> <p><b>BALDIN</b> 21:2</p> <p><b>based</b> 7:13</p> <p><b>basically</b> 8:16</p> <p><b>bathroom</b> 19:19,22,23</p> <p><b>bears</b> 22:18</p> <p><b>beg</b> 16:12 18:23,23,23</p> <p><b>behalf</b> 19:12 21:4 22:3</p> <p><b>believe</b> 15:21</p> 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