FULLERTON COMMUNITY MEETING No. 2
February 28th, 2013
7:00 o'clock p.m.

The Report of Proceedings had in the meeting of the above-entitled cause, taken before PAMELA A. MARZULLO, a Certified Shorthand Reporter and Notary Public in and for the County of Cook and State of Illinois, at 2451 North Kedzie Avenue, February 28th, 2013, at the hour of approximately 7:00 o'clock p.m.

PRESENT:

MS. LESLIE BOOZER, Chief of Schools, North Northwest High Schools
MR. PHILIP SALEMI, Deputy Chief of Schools, Ravenswood Ridge Network
MS. FELICIA SANDERS, Deputy Chief of the Fullerton Network
MS. LYNDIA WILLIAMS, Chief of Schools Fullerton Network
MR. QUENTIN M. MUMPHERY, Director, Community Action Council Family & Community Engagement
MR. ADAM ANDERSON, Office of Portfolio Planning & Strategy
MR. ARNIE RIVERA, Deputy Chief of Staff
MR. LES KNISKERN, FACE Manager of the Ravenswood Network
MR. PEDRO SOTO, Intergovernmental Affairs Office
MS. ANNA ALVARADO, Chief of the O'Hare Network
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WHEREUPON, simultaneously Spanish translation was provided throughout the whole meeting.)

PASTOR BURNS: Good evening, everyone. Hello.
Can you hear me okay? No? Turn it up? Is that better? Okay, I can turn that one up when I get back.

Good evening, everyone. I'm learning about this translation. It's really good to see you tonight. My name is Pastor Bob Burns, and I'm one of the pastors here at Armitage Baptist Church, whose building this is; and just a shameless plug, we're celebrating our 50th anniversary this year being a church and we've been in Logan Square since 1981.

Our mission here is to help people who are far from God get close to God, because God cares about you. Sorry about that. So, we just want to ask you that as part of the church, and part of the community, we care about people, we care about schools.

Of course we care about kids, and God cares about all that as well. God says in his word that blessed are the pacemakers, and you know we
want world peace. We talk about why can't people
the Palestinians stop killing Jewish people. We
talk about all these things about peace on our
streets. Peace starts with us.

Tonight you are in a House of Prayer. So
we expect and ask you to control yourselves, and to
present yourselves, respecting that people have
different positions, people have different points of
view.

We know these are very charged issues, but
please be respectful. We welcome you. We're glad
you, are here now I will turn it over to Chief Linda
Williams of CPS.

MS. WILLIAMS: Good evening. Welcome Fulton
Network. I know that this is a very important
evening for all of us, and I welcome you with the
opportunity to share information about your schools
and communities.

Although we have a lot of work ahead to
do, your input, your voice, is heard; and as the
chief of this network supporting.

At this time I would like to introduce my
colleagues, my Deputy Felicia Sanders Fulton
Network, Leslie Boozer, Chief of the North Northwest
High School Network; Phil Salemi, the Deputy Chief of the Ravenswood Ridge Network.

The Fullerton Network team, Arnie Riviera, the Deputy Chief of staff of Chicago Public Schools; Chief of the O'Hare Network; Anna Alvarado; Pedro Soto of the Intergovernmental Affairs Office, Quintin Mumphery, the Family Community Engagement Officer; and Adam Anderson, Chief of the Portfolio Office; and our court reporter, Pam Marzullo.

And just to note, when schools come up, and you have letters, or your documents that you will be speaking from, please leave a copy with our court reporter.

At this time I would like to introduce our next speaker, Adam Anderson, Chief of the Portfolio Office.

MR. ANDERSON:  God evening, everybody.  I'm going to be very, very brief, much shorter than the agenda says. Before I talk about the handout in front of you, I first want to thank everybody that's here tonight.

I want to thank the parents, the teachers, the school leaders, you but especially the students that are here. I want to emphasize that while these
conversations are difficult, everybody in this room
on this stage, and I know everybody out there,
believes every student should have a great
education.

I want to quickly explain the handout that
everybody should have received today. On the front
of the handout, it lists two lists of school, one on
the left-hand side, one on the right-hand side.

The criteria that is in the middle is what
we have heard through community meetings with the
School Utilization Commission, as well as our first
round in this network.

There is a resulting 129 schools who are
solely continuing the conversation. I want to
emphasize none of those schools are currently
recommended for closure, and they will not all be
recommended for closing.

Tonight is about continuing the
conversation that we've been having. I want to
emphasize that we have heard everything that has
been said up to this point, and tonight is about
taking those conversations to another level.

I want everybody to look at the back side
of the handout. The questions that are listed at
the bottom are directly from CEO Byrd-Bennett; and again, they are designed to help take the level of conversation and what we hear from the schools further.

The last point that I want to make is make sure that you see the very last question that is listed. It is very important in addition to all of the other questions, that we hear anything else about your school or your community that you think is important to share.

So, please share whatever you think is important about your school; and with that, I want to thank each and every one of you that are here, and I look forward to hearing from the schools in attendance. Thank you.

MR. KNISKERN: Good evening, everyone. My name is Les Kniskern. I'm the Family and community Engagement Manager for the Ravenswood Ridge Elementary Network.

Your FACE manager for the Fulton Network would be here tonight, except she's on maternity leave. So, my job this evening is to moderate. I will be calling up the speakers, and I will also serve as your time keeper. At this time I would
like to introduce from the 32nd Ward, the Honorable
Alderman Scott Waguespack.

OFFICIAL

ALDERMAN WAGUESPACK: Thank you everyone for
coming tonight. I want to thank the members of the
Commission here tonight as well, and bear with me as
he translates, because it will probably disrupt
whatever it was I was going to say, so I'll just let
it flow.

You know, I've been to a lot of these
hearings lately, and the hardest part, as an
alderman, and probably has a parent, too, is to look
out into the audience at the faces of all the people
that are here tonight at everyone of those meetings.

So, I hope each one of you are
experiencing the same thing I am. I mean that
seriously.

Each one of the parents that is here
tonight may or may not have a child in CPS; and
while I don't, I do have a one year old, and I'm
preparing him for a future in Chicago Public
Schools.

My neighborhood school in the 32nd Ward is
Pulaski, and I've worked with a lot of schools in
our ward over the last few years to make sure that
they weren't on the closure list.

Two in particular were on a closing list, just a few years ago, just like Brentano is today and other schools. I want to do the same thing for Brentano, and all of the schools here today in the Logan Square community and elsewhere, that I did for the other schools in the 32nd Ward.

All it took was elected officials to sit down with the community members, the parents, the teachers, the students the principals to tell CPS that we weren't going to beg, that we were just going to sit down together and find the resources that we needed for each one of those schools to keep them open and thriving as neighborhood schools.

Now, now at each one of these meetings, we've had people really fired up, and you should say that way tonight, but you shouldn't beg for one minute.

As I said last night, every one of us should be here not in events like this begging to keep our school open, but at events where we're talking about successes and telling people, like
elected officials, how successful we are as neighborhood schools in Chicago.

So, I put a letter together tonight to the Commission. I'm not going to read the whole thing. I've kind of paraphrased it a little bit. So, all we're going to do tonight, all I'm going to do, is ask that each one of these schools are given the same opportunity that we were giving those other schools.

No questions about resource, those have to be provided; and then each one of us is going to sit down together and work through this and make each one of our schools successful, like they could be if we didn't throw our hands up in the air and say, "We can't do this."

So, when each one of you come up tonight, you bring up your signs like the kids up here have from Brentano, I want you to look each one of them in the eye, each one of them, and tell them exactly why your school should stay open; and where you're going to be 10 or 15 years from now, successful, and coming back to your school 10 or 15 years from now and showing kids behind you how great you can be.

I'm just going to ask one thing from the
parents, make sure you go out call your elected
officials, call your alderman, anybody that is
involved in schools, make sure they know what's
going on, make sure they hear your voices; and you
can ask the one person who is not here tonight, who
I haven't really seen at the other meetings, Mayor
Emanuel, "Where do you stand on school closings?"

And please join us in listening and
looking at the faces of these parents and kids, in
understanding what the fight is, and how we're going
to save each one of these schools tonight. Thank
you.

MR. KNISKERN: Thank you, Alderman. I would
like to now call up to the stage our 35th Ward
Committee woman Nancy Schiavone.

OFFICIAL

ALDERMAN SCHIAVONE: Good evening. I'm here
tonight because the 35th Ward runs Mozart, Logan,
Albany Park Irving Park, and I know that a lot of
schools in our area are being affected.

I'm also here because I live in the
Brentano school district, and I stand here tonight
in support of our community, who wants to keep our
traditional public schools open.
And I want to talk to the CPS, so I don't mean to turn my back too much on you, but as a member of this community, our teachers are engaged in a noble profession, and they deserve respect.

Our children are our future, and we are their guardians, and you are their stewards. You must treat them as they deserve. These are our precious children, and you cannot take away their schools.

As a taxpayer, and I'm paying my taxes tomorrow, I want my tax dollars to go to a traditional public school, and the CPS has a fiduciary responsibility to make sure that my tax dollars are spent in a way that benefits my community; and that's quite disconcerting when we're seeing these news reports on charter school scandals, closings of charter schools that have different standards from public schools, and opening up charter schools that may not necessarily be needed.

So, for our communities, you have my support, and we do need it call the other elected officials in our communities to let them know how we feel about this; and in closing, I want to say to
the children you are powerful, you are beautiful,
and you are special.

    Thank you.

MR. KNISKERN: At this point, we will now turn
to our schools and hear our designated speakers from
the schools.

    When I call you up, I ask that you have a
seat at the table, so that we can all hear what you
of to say. We will begin tonight with -- let me
make one announcement first.

    We've extended our time from six minutes
to ten minutes for every school, for every school
that's been designated speakers by their principals.

    So, at this time I would like to call upon
Brentano.

THE INTERPRETER: Let me make a quick
announcement about translation. From here on out,
Aracely and myself will be giving quick summaries of
each speaker so we get as many speakers as possible.

MR. KNISKERN: Brentano, you have to ten
minutes.

SCHOOL: BRENTANO

SPEAKER: All right, thank you. Before we
would begin, we would like to thank the panel for
allowing us to have this forum and to hear our
voice; and we would like to all the Brentano
supporters for standing in support of our wonderful
school. Thank you.

SPEAKER: My name is Dayna Katz, and I'm the
literacy coordinator of Brentano. I speak on behalf
of the teachers and instructional leadership team.

As we embrace the heartfelt support from
our parents, residents and community partners, I
would like to shift our focus for a moment to our
children and their academics.

Even as we face the disappointing news
that we were a level 3 school this year, the staff
at Brentano knew in our hearts that our teachers and
students were better than what was shown on paper;
and that in that spirit, I would like to share with
you our latest map scores from January to prove my
point.

Ms. Ahn eighth great math class starred in
September, significantly below the national average.
When they tested in January, they grew dramatically
scoring well above the national average. Their
growth was an outstanding 274.5 percent above the
normal growth.
Ms. Thompson's reading class had similar growth. They started below the national average; and in January, grew 181 percent above normal growth.

Mr. Julius' sixth grade math class was just at the national average at the beginning of the school year. By winter, they were well above.

Ms. Cortez, at the beginning of the year, her students were far below the national average. In January, they surpassed the national average by 200 percent. This impressive growth is present in all grade levels, and right now I would like our teachers to highlight some of their students.

SPEAKER: Hello. Again, my name is Emily Bartlett, and I'm a proud second-year teacher at Brentano. Both of students that I'm going to highlight are students that were just exited from the bilingual programs that were placed in the general education classroom for the very first time this year.

Eric started out the year with a score at the 45th percentile. This means, so you understand percentiles, that Eric's scores was only better than 45 percent of the fourth graders in the country.
Within four short months, Eric scored at the 80th percentile. This is a 35 percent increase. This means that Eric's score is now better than 80 percent of all the fourth graders in the nation. Jonathan started out the year at the 36th percentile in math, and in winter scored at the 51st percentile. In reading, Jonathan began the fall at the 25th percentile; and in winter, ranked at the 58th.

Both of his winter scores are above the norm for the fourth graders in the nation. Jonathan's growth is a direct result of the individualized intensive daily interventions that he and all students receive at Brentano Math and Science Academy.

Next is Melissa Hendler who will share some information with you about her students.

SPEAKER: My name is Melissa Hendler, and I'm a proud first-year first-grade teacher at Brentano. In the short time that I've been at the school, I've seen magnificent results in our school's growth. I can attest to this in my own classroom by showcasing just one of my student's achievements in this year's NWEA.
In the fall, the student was ranked below the national average, ranking 31st percentile in math and 46 percentile in reading.

In the winter, the student's scores grew to the 58th percentile in math, and 63rd percentile in reading, surmising the national average and achieving a 27-percent growth in math and a 17-percent growth in reading.

This growth was produced by the student's achievements in the unique intervention program that I provided each morning before school, guided reading groups, and continued differentiation in my instructions in all subareas. This case is not unique to my class, but also shared with other classes.

Ms. Vihn can share with you some of her students' success as well.

SPEAKER: Hi. My name is Sharon Vihn, and I'm the broad third-grade teacher at Brentano School.

I have also seen amazing growth with my students this year. They have worked extremely hard by coming to school an hour early and staying for after-school programs.

Just to highlight one example, Adrian came
to school every Wednesday, Thursday, and Friday
early to get extra intervention in reading and math.
On his reading NWEA, Adrian jumped from 61 percent
to 84 percent. In math, he made a 46 percent
increase, from 21 percent to 67 percent.

   Overall, as a class, my students have
grown twice as fast than the national average in
both reading and math.

   SPEAKER: These are not sentiments, intuitions
gut feelings, these are hard facts. The empirical
evidence that shows the students at Brentano are
collectively growing at a pace dramatically faster
than other students around the country.

   We are proud of our students for making
such outstanding growth so far, despite the fact
that some are learning English for the first time,
some face poverty and violence.

   No matter what happens a month from now, I
would like to assure all of the parents at Brentano
that our children will walk out that door with their
heads held high at the end of the year knowing they
have made tremendous progress.

   And as long as we are here, they will
continue to make that level of progress every year.
As for our teachers, they are true professionals fit for public education.

Their ability to promote growth, regardless of the student's background, would be a great asset anywhere; but we are already here, and we have already proven that we can impact the lives of the students that we know and love.

So, I would like to ask everyone in this room, it has been a great year, what do you say we do it again next year and in the years to come?

SPEAKER: Hello. My name is Chris Hewitt, and I'm the local school council member of the Logan Square community of Brentano School, and what a great community we have.

A community like this doesn't come together overnight. The Brentano Academy started in 2008, when you hired principal Martha Salgado. Martha cleaned up the hallways. She opened the libraries. She opened computer labs. She introduced art and music, and she brought this family closure together.

With the halls in order, with the house in order, we're ready to invite the rest of the community in. So, Martha reached out to people like
me, Kate Kindleberger and others in the community to organize the friends of Brentano and bring new opportunities to Brentano School.

What we're seeing here now is hard to replicate. You can't do it overnight. She's been working since 2008, and now we can introduce last year in 2011 a five-year plan to make Brentano one of the top performing schools in Chicago.

MR. KNISKERN: Brentano, we are out of time.

That is your time.

SPEAKER: Review the packet, you'll see more about our plan and what we've been doing.

MR. KNISKERN: I would like to now call Jenner School. We do need translation. We do need to translate. One moment, please. We need to translate.

MR. KNISKERN: At this time I would like to call to the stage Berlinda Fry, Principal Berlinda Fry from Jenner School.

SCHOOL: JENNER ACADEMY

SPEAKER: Good evening, ladies and gentlemen.

I'm Berlinda Fry, the second-year principal at Jenner Academy of the Arts.

When people hear the name Jenner, many
thoughts may come to mind Cabrini Green, probationary school, gangs and the list goes on; but the truth of the matter is Jenner is so much more than the school's report card and the yearly NYP. Amazing things are happening here. Amazing things are happening within the walls Jenner Academy. Over the past ten years, Jenner has been the welcoming school for two other neighborhoods schools, Byrd Academy in 2004, and Schiller in 2009. In 2005, over half of the teaching staff retired. Outside evaluators from the University of Illinois said that any one of these actions would be detrimental to a school, yet we still stand. Although it was a challenge, Jenner did successfully incorporate the two other schools. When we were informed about the Jenner-Schiller consolidation, we created a safety plan to insure a smooth transition. We were mindful of the issues of students crossing gang boundaries. While students were contained when inside the building, outside of the school there were many problems. We had to have police officers at Jenner during entry and dismissal times daily. For two years we had to insure the safety of our
newly-enrolled seventh and eighth grade students from rival gang members.

About two months ago, we revisited measures we had in place during that last transition, due to the recent shooting incident on the Dan Ryan, and the retaliation shooting that took place at a Convenient store near Sedgewick.

As a school community, we all paid close attention to that situation, because we were well aware of the connections between the students and their family members to who attended both Jenner and our neighboring school.

We are all concerned about the safety of all of our students, and would hope that the Commission considers allowing the three schools in our network to remain open, so that we can service our students.

Since 2002, Jenner has gone from 17 percent of the students meeting state standards to 53 percent of the students meeting state standards.

At a glance, it appears that our scores are flat; however, when we follow students from third through eighth grade, that isn't so. For
example, in 2006, 33.3 percent of our third graders met state standards; and by the time they were in eighth grade, 70 percent of those same students met state standards.

Data shows that we find what researchers often say can't be done. According to the 2012 value added report, we have seen positive increases with our top, middle and low-performing students. The largest increase was in fourth great with a 1.0 increase in reading, as was evident in our 2012 school progress report.

Although some students improved, I know that there are special needs students continued to lag behind. To address that issue, I recently revamped our special education department. Jenner is a strong hold in the community, a save haven for students and families, that need and deserve our support.

Please know that we are acutely aware that the neighborhood is changing, and that we must be responsive to that change. To that end, we submit Jenner is ready to learn application, in hopes of obtaining either preschool for all and/or -- excuse me, a tuition-based preschool program.
We are looking to provide an after-school care for students with working parents. We are also seeking to partner with Northeastern University to host educational courses and to develop a cohort of students teachers as an additional resource for improving student performance.

We are working on marketing our schools so that other can see the gains we have made, and the opportunities we have to offer in our school that is so much more than, as I've said before, the school report card.

SPEAKER: Hello. My name is Heidi Wagman. I am one of hundreds of volunteers who over the years have devoted time, energy and resources to Jenner Academy of the Arts and become part of the Jenner community.

Ms. Byrd-Bennett has stated that in addition to considering utilization and test scores, she will also consider several other factors in deciding whether to close a school. That is good to hear, because all know that a school is more, far more than its numbers.

Some of the other factors she will consider include school leadership, school
programming and school culture, and tonight I would like to speak to just a few of those factors.

The Jenner administration has been a model for successfully partnering with outsource organizations and volunteers that devote resources and people power to improve the school.

The organization which I am affiliated, Chicago Sinai Congregation, is just a few blocks from Jenner. We literally have volunteers at Jenner every day working one on one with low-performing students. Thank you. Acting as aides in the classroom.

We provide turkeys on Thanksgiving, pay for and act as chaperones on field trips, provide mentors to inspire students on career day, and assist with before-school homework help and after-school programming. We do this because we believe in the Jenner administration, its teachers and its students.

In partnership with the administration, we have just started a very exciting enrichment program for Jenner's highest-performing students. Working with professionals in the community, Jenner students explore an area of interest and create a project,
which they can then share with their peers, teachers and administrators.

These kids feel proud of their work, and they serve as role models for their peers for what hard work and focus can accomplish. The Jenner administration has worked with us to bring the national food program, Blessings in a Backpack to Jenner.

Jenner is the only public school in Chicago to have this program whereby every single child in kindergarten through fifth grade goes home every Friday with a backpack full of food, so they won't feel hungry over the weekend.

This program is especially important at Jenner where nearly every family is low income and more than 100 of its students are homeless. It is important to remember that Jenner was and is a school of Cabrini Green community.

As the buildings came down, as the buildings came down, the families were forced to move away. Jenner has remained the one stable and safe foothold in the world. These families have struggled through difficult times, but they continue to send their children to Jenner, even if they have
to commute, because it connects them to their
community.

Closing Jenner and spreading these kids
around to different city schools will put an end to
the Cabrini Green community. I'm going to turn this
over to a parent because what she has to say is
really important.

SPEAKER:  Hi. My name Antoinette Jackson, and
I am a proud parent at Jenner. But you know what, I
have to shine the light on something that is not
going to make us feel, you know, butterflies in our
stomachs.

It is the safety of our children. The
safety of our children is a primary concern.
Barbara Byrd-Bennett said this during a conference
call with reporters, according to the Sun Times.
She also said for children to travel farther, or to
put children in the danger of crossing a gang
barrier, does not make sense to me.

I agree with her 100 percent, it doesn't
make sense. With that being said, I know that you
are aware of the issues that affect the neighborhood
and that an informed decision will be make when
deciding to close our neighborhood schools.
I know you are aware of the crime in the area, and the dangers that our children would be facing, should they need to make further travel to and from school. As it stands right now, in the past 30 days, there has been 21 reported cases of robbery, five battery, two assaults, and two sexual assaults in our area alone, just in the last 30 days.

I and other parents here don't want our children to have to witness or be a part of any of these crimes, just because you are sitting behind closed doors saying that you've given our children a chance on paper.

Because whatever from what I recall, a choice would be an option, a selection, or a pick. Choosing to close our schools has given us neither an option or selection or a pick.

In the last 30 days, there has been 80 different counts of property crimes, 11 different counts of life crimes. Is there a plan to keep our children safe?

I, myself, was a child in grade school that had to pass from what Barbara Bennett calls a gang barrier to and from school. I was a victim of
gang violence. One evening going home from cheerleading, I was chased down. I was beaten. I was kicked. I was stomped and had bruises and bumps all over.

Of course you can imagine how that can affect a child physically and mentally. I survived it, though; but that is not something I want any of my children to feel, and definitely any of yours. And you know what, you probably won't, because things are different than when I was a child.

MR. KNISKERN: We'll have translation. This will be the translation of our previous speaker.

There are other people here who would like to speak tonight. Let's show them the courtesy so that they may speak also. Translation, please.

MR. KNISKERN: At this time I would like to call Donna Johnson, Arthur Reynolds and Maressa Spinak from Manierre. Ten minutes to speak.

SCHOOL: MANIERRE

SPEAKER: My name is Donna Johnson from Erikson Institute, and through the investing in innovations our I3 grant, it is the a $6 million federal grant, and we're providing intensive school-wide math professional development for pre-K to third grade
teachers, and Manierre is one of the eighth intervention schools involved in the project.

In addition to being an instructor at the learning labs that the teachers attend, I'm a coach at Manierre, and I've been a coach for the past two years, a math coach; and I've watched the teachers at Manierre grow in their attitude and their understanding about mathematics.

Many of them have moved from being apprehensive about mathematics to excited about mathematics, and that excitement has been transferred to the children.

As I go into the classrooms, I see the instructional shifts that the teachers have made to promote student thinking. Children, from preschoolers to the third graders, are thinking about math. They are explaining their thinking and not just following procedural steps.

Teachers are more intentional about building their student's visual numbers sense, which has tentacles that reach into all the different content areas.

In addition, as a result of their commitment to our intervention, teachers have a
better understanding of children's mathematical trajectory, and this gives them more tools to differentiate their math instruction.

Teachers are thinking about their math lessons differently, and they are making connections to the common core practice standards. We have seen so much change in Manierre with the teachers and the students, and we urge you not to close Manierre.

As I said before, Manierre is part of a $6 million federally-funded grant. This grant is being watched at the federal level; and when you take the schools that are involved in this program away, it destroys that research, research that has opportunities not just to change the instruction and understanding at Manierre, but in CPS schools across the city.

So, I urge you do not close Manierre.

Thank you very much.

SPEAKER: My name is Barbara Rutherford. I'm the head teacher the Ferguson child-parent center. I would like to speak on behalf of child-parent centers in the Chicago Public Schools, and I'm going to read an excerpt from a letter, a commentary from Mr. Arthur Reynolds, who is integral in bringing the
I3 innovation grant to our school to our child-parent center.

Hoping education reform will produce lasting gains, the answer lies in addressing two fundamental performance gaps, and not the usual gaps between rich and poor or black and white. They are gaps between a standard of excellence and actual performance.

The first performance gap is a school readiness gap. Only two in five children are academically prepared for school, according to a national survey of kindergarten teachers. Assessments of Chicago children confirmed this based on a recommended standard of excellence that expects 75 percent of children to be school ready. The readiness gap is at least 35 points.

The second performance gap is in reading proficiency. One-third of Illinois fourth graders, and one-fifth of children, Chicago children, demonstrate proficiency on the national test, the National Assessment of Educational Progress. This indicates that two-thirds or more of young children have difficulty reading Charlotte's Web. With the standard of excellence of 75 percent,
the reading proficiency gap is 40 points. Any serious effort to erase these gaps must lie in high-quality early childhood education. In addition, a strong system of continuing services is essential to maintain and strengthen gains to fourth grade. The best pre-K program showed gains of 15 to 20 points, roughly half the size needed to meet the proficiency standard. For low-income children, this gain reduces the gap by just a third. The early urgency is even more high. An original solution came over four decades ago in Chicago when an extraordinary model was developed called child-parent centers. In response to family disengagement, and low achievement, Loraine Sullivan, the superintendent of Chicago's west side schools, opened four early education centers in 1967. The CPCs immediately filled with children as young as three for educational enrichment and parent involvement and services through third grade. Last fall, the CPC began the largest expansion in their history under grant from the United States Department of Education. In the midwest CPC expansion, the Chicago
Public Schools have increased the number of centers to 16, serving over 1700 preschoolers this year. More than 6,000 additional children will be served in succeeding years. Evanston, Normal and two Minnesota districts also participated.

The expansion is a current because CPCs produce enduring impacts. Studies show that graduates began kindergarten at the national average and school readiness schools in six months ahead of disadvantaged peers.

Children who participate in second through third grade show continuing achievement gains, higher rates of school graduations and lower rates of crime. The economic return is 9 to $11 for every dollar.

CPCs offer a comprehensive approach. In addition to enriched pre-K classrooms, continuing services in the same school are provided in small classes within a system of instructional and family support overseen by the principal.

The synergy of all these elements working together is absent in other reforms. In the first year of expansion, pre-K enrollment in the original centers has increased 13 percent over last year,
largely because of the addition of full-day pre-K programs that attracted new families.

CPCs are a vision education that has proven results. In this age of accountability, priority must go to programs and practices with a track record of success, and I urge you to keep all of our child-parent centers open.

We have a proven track record of success in early childhood; and if we don't educate our children, I said that at the last meeting, and I'll say it again, we either pay for preschool, or we'll pay for prison, on one either other. Thank you.

SPEAKER: Good evening. My name is Maressa Spinak, a proud teacher and LSC member at Manierre Elementary School, and I'm hear to speak for our children.

We talk a lot about the budget crisis, test scores about underutilization, but we need to be talking about our students who are so much more than statistics, test scores or a collection of bodies to be counted as part of a formula.

They are incredible individuals who need the constant stability and support that Manierre provides them. We are a school that has served a
generation of families in the neighborhood. We are a school where students have come back after trying a year at a nearby charter school, because they missed the sense of community they had at Manierre. We are a school with numerous partnerships among the community. Where will our students go if Manierre closes? Why should our students need to leave the neighborhood to go to school? How do we insure they can get to school safely? How do we make sure they have class sizes where they get individual attention they deserve? How do we make sure they don't slip through the cracks?

These are the questions we need to ask.

These are the questions that need to be answered, before we talk about uprooting hundreds of students from the safety of the school that has always been there for them.

We, the faculty of Manierre, know our students. We understand their needs. We support them. We think about them before we get to work in the morning, and long after we've left for the day. We plan. We collaborate. We stand together, and we never give up on
our children, because they are all our children; and we will continue to speak out to make sure their voices are heard, and their needs are met. Thank you.

MR. KNISKERN: At this time I would like to turn your attention Alderman Walter Burnett of the 27th ward. We would like to translate what Manierre had to say.

MR. KNISKERN: The Honorable Alderman Walter Burnett from the 27th Ward.

OFFICIAL

ALDERMAN BURNETT: Thank you very much. Thank you very much. Thank you very much. Of course I grew up in this neighborhood, so I know all these people. This is my family right here.

First of all, I want to thank and commend all of you for being here and listening to all of the testimonies. I've been seeing you at all of the meetings; and I know in the past, you all have made some changes.

First you took the high schools out, so that maybe you were listening to people; and then you broke it down from the 300 to where we are now, and I have faith that you are going to continue to
do the right thing. I just want to thank you all for listening.

And I had the fortunate opportunity today to be at an awards ceremony that Barbara Bennett was getting today from Jesse White, and I had an opportunity to reiterate to her, I also had the opportunity to talk to you in the meeting and some of the other folks, about this sensitive situation that we have in this neighborhood; and being from the neighborhood, and I'm about 50 years old.

I went to Jenner myself when I was a younger child; and from the time we were growing up, living in the neighborhood, as we became teenagers, gang wars started in the neighborhood.

And by no means please don't think that I can condone that type of activity or characteristic in a community. I don't. I don't agree with it, and we're doing everything we can to change those kind of things; but in this neighborhood, from the time when I was a teenager until now, there's an invisible line in our community between Manierre and Jenner.

As a matter of fact, we have a park right behind Jenner where the kids from Manierre can't
even go to the park, and this is a challenge. If they go to the park, there will be a fight, and there will be a fight; and that's unfortunate, and we're going to change that.

But we need a lot more time to change those characteristics, and it is not even about gangbangting anymore, it is just where they come from.

I'll give you an example. We just had an incident where a young man was killed on Sedgewick Street, and he was killed by somebody from the Jenner side of the community, and he killed somebody on the Manierre side of the community, and these kind of tensions are going on.

So, I'm saying that to say if you put these two schools together, it's not going to work. It won't work in our community. You give us some years to work on it, it will work, but it won't work.

Now, let me tell you about these two schools. Manierre, and let me tell you about this neighborhood, this is a transformation of public housing. Cabrini Green has been torn down. We have hundreds of units that are going to be rebuilt in
this community.

When these units are rebuilt, we're going to need a place for these young people to go to school. I know I'm sitting down at the table with the planners, and we're talking about hundreds, hundreds, over a thousand, maybe thousands of units, a couple thousand.

I don't know if anyone from the working group is here, but thousands of units are going to be rebuilt in this community; and these kids are going to need somewhere to go, and neither one of these schools are going to be able to hold them.

I think we're going to need another school, because we actually used to have Byrd School also in the neighborhood. So, we're going need -- and Schiller, so we lost two schools already. We lost two schools.

We lost two schools already. Now you're trying to take away two more schools, and we're getting ready to get the population back, and we're going to need those schools back.

Now, that's outside of -- that's outside of the situation with the violence that's going on in the community that we need to not allow it to
happen. So, you cannot put these young folks together.

We had a situation, I think it was last year. Jenner and Manierre were in the same basketball league. After the basketball game, they go outside; and I'll tell you how inter-generational this thing is, the kids didn't have a fight, the parents had a fight.

Do you understand what I'm saying? The parents had a fight, and the parents -- and this thing come down from four generations. It's been going on. People who live in these communities, somebody that live over here brother probably got killed by somebody family member over there over the years.

And if you know the had history of this neighborhood, there's been a lot of that going on in the past, it's not like that now, but those tensions are still embedded with these families.

So, we can't afford to put them together because of that; but also, in this neighborhood, Manierre has a full-day preschool in their school. And right now, right now, as we talk, with CHA, with CHA, right now we talk Jenner has a half-day
It is not enough for people in the community. They have a demand on the public housing residents that you have to work. How can you work if you don't have a place for your kids to go? And right now, I've been meeting with parents in the group over there trying to get more preschool in this neighborhood, so more parents can go to work. We don't have enough so we can't afford to get rid of preschool.

We can't afford to get rid of a full-day preschool in the neighborhood, when we have one already. Also, you can look at Manierre as being turned around, because they just got -- the assistant principal stepped up, and you can say this is already a turnaround school, because he's doing a lot of things totally different than the past principal have done.

And their scores are moving in the right direction, and I said this before, and I'll say it again, it's disingenuous of the Board of Education to ask us to support charter schools. We got a charter school in the neighborhood.

We supported it, but I didn't expect to
support a charter school at the expense of the other schools that are in the community. So, I think if I would have known that they would be judged on the population of the people that's in their school, I would not have allowed for the charter school to be opened.

So, I think what you all are doing in dealing with the population is not right. It is unfair, and you need to reconsider that because you're going to put us elected officials at the point where we say, "No, I'm not going to allow no more charter schools to be opened, because you're going to close down my other school."

And don't get me wrong, I'm not saying I'm against them, because people do deserve a choice; but what I'm saying is they should not, we're not, and I'm not in the business of helping one thing to hurt another one, and that's not right.

The other thing is Jenner is an excellent school. Jenner has taken in Schiller when Schiller moved over there. Right? And when Jenner took in Schiller, let me tell you this, Jenner took in Schiller, let me tell you how the neighborhood is.

We have Disciples, we have Vice Lords, we
have Stones in the neighborhood. Schiller and Jenner were both Disciples, but from different parts of the neighborhood.

Do you know we had to have police when they moved Schiller into Jenner, in order to make sure that these kids weren't fighting each other, and they were fighting each other; and we had to get some extra people in the neighborhood to do security. We had to call older guys from the neighborhood to come and make sure the kids have safe passage.

Now, these are kids who are in the same gang who was fighting, now you're talking about putting kids who come from the neighborhood who is in different gangs in the same schools. We'll really going to have challenges.

Now Jenner, now Jenner -- it's my turn to talk, brother. Now Jenner, Jenner also had -- I want you to know the reality that we have to live with, because I go to those schools. You don't go to those schools. I even have family that live over there.

You don't have to worry about your family getting killed. Now you understand what I'm saying?
It's a real thing in this neighborhood. I got a little brother who got shot going to school, sitting up there.

This is a reality in this neighborhood. This is a reality in this neighborhood. I'm going to tell you, I hate to say it, but it is, it's a reality, and it is what we have to live with and what we have to deal with.

But also, also, also, we don't need to balance our budgets and put people's lives in jeopardy. That's not right. Jenner has so many resources.

As a matter of fact, they picked up the resources that they had at Schiller. They have a full press over there, they have built over there, they have a soccer program over there.

They have all kinds of programs over there, and their grades are moving up. They have a new principal, and she's doing a great job. They have active parents in the school, and most of the parents and the grandparents went to Jenner School; and they have a great alumni association going on in the school.

So, let me say this, buildings are going
to be built. As a matter of fact, we're breaking
ground on a building. We're breaking ground on a
building next March where the old YMCA is. It's
going to be CHA residents in that building, and
they're going to need to either go to Jenner or
Manierre.

So, we have more houses coming on line
right there, and we have thousands of more coming on
line. So, I just want to say to the Board of
Education, if you want to continue to get my support
on things that you all want to happen with the Board
of Education, you're going to have to keep these
schools. Thank you very much.

MR. KNISKERN: For our next segment of public
comment, I will call you up in groups of three.
Each speaker will have two minutes. From Brentano,
Kiara Ferrer, a student from Brentano. Kate
Kindleberger from Brentano LSC and Victor Huertas
from Brentano. You have two minutes, please.

SCHOOL: BRENANTO

SPEAKER: Hello. My name is Kieara Ferrer, and
I'm currently an eighth grader at Brentano. I begun
one of Brentano's students since I was in preschool
and now I am graduating with the option to go to a
selective enrollment school I got accepted to.

I know I am graduating this year, and people might be thinking if I'm graduating, why should I care if Brentano closes?

Well the truth is Brentano has been my home away from home. When they say it takes a village to raise a child, well, Brentano is the village, and Brentano raises the children with the support of good leadership lessons of astounding educators and great support from the loving parents.

I care because I am leaving behind, as I go into high school, friends that deserve their school to continue providing them with the tools they need to grow and succeed, and Brentano provides a solid foundation for high school success.

At Brentano, there is the most caring and dedicated teachers. They help us as individuals to expand our minds and make learning interesting and exciting. Our teachers make us think outside the box, and they challenge ourselves.

Our teachers gives us the confidence to come to them before school hours and after, if we are struggling, which is amazing.

For example, my language arts teacher,
Ms. Thompson, will sit down with us if we don't understand a question and break down every single part until we understand it.

I will always have great memories of the amazing extra-curricular activities that I was able to participate in just this year. There was chemistry club that I have been with Ms. Thompson since the sixth grade. There is the stellar girls club I was with Ms. Harris that was science club for just girls.

And I was in a math enrichment after-school club that I will meet with Ms. Ahn for a challenge if we were exceeding our math class. This after school taught me a lot which was great, but those weren't the only extra-curricular activities that Brentano has.

There was the basketball team that just won the championship. The soccer team, chess club, cheerleading, trauma club and many more. The NWEA scores were outstanding for our school. Me alone, I am at 88 percentile in math. My scores are well above the eighth graders in the country for reading and math.

This only shows you the great
accomplishments that I have been able to achieve for
the ten years that I've been here in Brentano; and I
am not only speaking for myself, but also for many
other students who are doing so great, and are
continuing to do so with the amazing work that
Brentano provides.

My family, like many others, have a
history at Brentano. Out of seven siblings, I'm the
last to graduate from this school, and also share
many memories and carry the pride that we have
graduated from Brentano.

Every time I walk into the main office, I
see my uncle's painting hanging on the wall, which
is considered to my family leaving a legacy for
generations to come.

Thanks to the support that Brentano has
given me, I am prepared for my next journey in high
school, and now I have been accepted to selective
enrollment schools.

If you were to close Brentano, not only
would you be making a lot of people really sad, but
you will be denying a lot of students the
opportunity to attend a school that will help them
grow.
Brentano will help the students grow and will give them the confidence and the skills to succeed in whatever journey they take; but if Brentano is not there, what will happen to the students? Please don't shut the doors on Brentano. They are my family.

MR. KNISKERN: Kate Kindleberger. Kate Kindleberger.

SPEAKER: Hi. My name is an Kate Kindleberger. I'm a Logan Square resident, a teacher, a proud future Brentano parent.

My son, Moses, will enroll in Brentano's pre-K program in the following fall. I'm here to tell you that Brentano's enrollment is at the tipping point. Given the chance, you will see Brentano's enrollment rise greatly in the next five years. This is not an opinion, this is an assertion based in data.

Three trends, growth of kids in the neighborhood, closing of other school options, and the outreach of the friends of Brentano, the principal and the LSC are all indication you will see a big jump in demand for our local neighborhood school in the next couple years. Please do not take
this choice away from Logan Square families.

First, Logan Square is a growing neighborhood. There are more pre-K to eighth grade children in Brentano's district than there were five years ago. We have seen growth in the number of children under five. Would somebody like to hold this? Thank you.

Meaning that we're poised to rapidly increase going forward, and Red Fin, a real estate website, recently named Logan Square the eighth hottest neighborhood in the nation based on home sales. We need space in our neighborhood schools for these young children.

Second, school choice options for families in the Brentano district have recently closed. In the past, many families in the Brentano district have taken advantage of low-census tiers and sent their children to CPS schools elsewhere. I'm sure your data shows this.

The tier system, as you know, gives preferential treatment to children from socioeconomic tiers. In 2012, Logan Square saw the most tier increases in the city. This means that parents who played a CPS lottery, and applied to 20
schools outside of the neighborhood, are being
waitlisted at all 20 schools.

This means the demand for Brentano's seats
will rise precipitously in the coming years.

Finally, Brentano and Principal Martha Rosa Salgado
and the LSC have take steps to truly open its doors
to the community, reaching out to new families like
myself in the neighborhood.

Friends of Brentano has started a play
group. Please flip it. Since January, we have seen
32 families with children come into the school ages
zero through three. They are seeing the school for
you the first time.

When they come into the school, they see
the phenomenal pre-K classrooms, the caring
teachers, beautiful murals and friendly students,
and the school sells itself. Young neighborhood
parents have begged me, "What can I do to get my
student into pre-K here?"

It would be a mistake to look at
Brentano's enrollment numbers and assume they
predict the future. There is precedent across
Chicago for schools to recover enrollment very
quickly. Waters, Burley, Prescott and Hamilton have
all seen enormous gains in their enrollment.

Please do not close Brentano, do not co-locate another school in Brentano and do not turn Brentano around. We need these seats.

MR. KNISKERN: Victor Huertas, two minutes.

SPEAKER: First of all, I would like to apologize for my outburst earlier, because I probably said something I shouldn't have, but it got my angry, because the gangs is not what the problem is.

The problem is -- I'm a product, I am a product of the Chicago public school system. I went to Schurs High School. We had Vice Lords, we had all the gangs on every side of the school, and that did not matter to me as a student, because I had teachers that cared about me, because I had parents that cared about me, and taught me the right way to go.

And Brentano Academy has taught my children, in accordance with me and my girlfriend, and their mother, the right way to go. The war should not be against our children. The war should be against City Hall.

The war should be against all those stupid
planters that they put on Irving Park and Ashland Avenue, millions of dollars wasted for plumbing, electric, maintenance, upkeep. Why can't they take those millions of dollars and give back to the teachers, so that they can have the tools to teach our children?

Why can't they put those millions of dollars into the upkeep of our schools? Fix the air conditioning, fix the painting. Give the teachers the tools, the books, the computers.

We can go out to the suburbs, public schools in the suburbs, the children in kindergarten have iPads. Why can't our children have iPads? This is ridiculous. We are the biggest city, one of the biggest cities in the nation, and we can't give our children iPads? It's ridiculous.

Brentano Math and Science Academy needs to be there. The community needs it. Jenner, you're needed in your neighborhood. Manierre, you're needed in your neighborhood; and again, I will say this one more time, it has nothing to do with the gangs, it has to do with the parents, the teachers and the CPS coming together and fighting City Hall.

I'm sorry, one more time. Both my sons,
one in eighth grade, one in fourth grade, go to
Brentano Academy. I have a graduate who is going to
high school that went to Brentano Academy.
This young man right here, my son, my
stepson, but my son, goes to Near North, and that's
on the list to be closed, too. I dare you.
MR. KNISKERN: I would like to now call to the
stage Rosa Rodriguez from Jenner, Patricia Ridings
from Jenner, and Tara Stamps from Jenner. That is
Rosa Rodriguez, Pat Ridings and Tara. You will have
each have two minutes. Two minutes.
SCHOOL: JENNER
SPEAKER: My name is a Patricia Ridings, and
today I'm a teacher at Jenner Academy of the Arts.
Yesterday, I was a teacher at Schiller School.
Our Schiller families heard the same words
that you are selling today, "We don't have enough
money to keep your school open. Your building is
underutilized."
Then they stood in the windows of their
Homes, and they watched you spend thousands of
dollars upgrading their school for other children.
Every morning they walk past their school.
They were forced to cross Division and
attend Jenner. That was four years ago. I know
does not fit in your three-year criteria, but
the message is the same. The message is clear,
"You're not good enough. You're not smart enough.
We don't want you here."
The message is clear, and the next time
that you turn on the news, and you hear another
shooting in our city, another life is lost,
remember, someone told them, "You're not good
enough. You're not smart enough. We don't want you
here." The message is clear.

SPEAKER: Hi. My name is Rosa Rodriguez, and I
am a parent volunteer at Jenner School. I want to
emphasize on our safety at our school.

For years, our parents have requested for
safeguards for the kids to cross the street at
Division when they get out of school, come to
school, and we still haven't received it.

I just want to say, you know, closing down
our school would have to make us go further than
what we are going right now, and that it would be
even more of a safety issue for our kids.

If we can't have safeguards for our kids
just to cross the street, just to make sure they
cross a street properly and okay, you guys are going to make us travel five more miles just to go to a school, and they really won't have any guidance to help them cross the street to get safely to school and back home.

I just feel, you know, closing our school down, it's not a good option. It's not a good thing for our kids. Our kids want to learn just as well as any charter school kids want to learn.

You know, our kids, I feel our kids should have the option to say, "Hey, I'm good enough to want to learn anything." They teach almost the same thing at charter schools.

I feel that, you know, a public school should be treated the same way. I mean, that's really all I have to say.

SPEAKER: Good evening, everyone. My name is Dorie Bell. I am a parent of three CPS students, one whom is enrolled in Lincoln Park High School, and two who are presently attending at Edward Jenner Academy of the Arts.

I asked to speak to you all at the last minute, only because I want to it reiterate to the panel about our children, our schools and their
safety.

My cousin, Tyshwan Blanton, is the one who was previously mentioned that was innocently murdered at a Convenient store getting Pampers and milk for his not yet two-month-old child, not a gang member, a family man.

He became a casualty of a war he was not even in, in a neighborhood he grew up in, as well as sustained bumps and bruises. Following my cousin's murder, I kept my children home for an entire week, for fear that I would lose someone else dear to me.

This is not something I should have to consider in order to get my children educated.

Times are changing, and so are people. When we add sex education and subtract early childhood education, I question that.

When we are forced to a half-day Head Start program, have most of our activities taken away, but are accused of receiving low enrollment, I question that.

Out of all these questions, no one, but those of us that are fighting, are able to provide real solutions. We deserve what we were promised, the right to be educated comfortably and safely.
within our own neighborhood, without fear of violence, revenge or death. Our people have come a long way without having to walk miles and be ridiculed, teased and taunted, in order to receive a quality education. Don't make us go back. Save Jenner School. Save their schools. Save our schools. Save our schools. Save our schools.

SPEAKER: This is educational apartheid flat out. We no longer have the opportunity or the time to play nice with others. They are trying to destroy our communities, destabilize our communities because this is a land grab. This did not just happen. They have been strategizing on poor and oppressed people in this city for the last 25 years, and now they want the chickens to come home to the roost.

These babies are sitting behind me because they believe in us, not some shadow teacher that you promise when you over test, over test, over test our babies, while they try to demonstrate how excellent they are. These are the beautiful children that we educate longer, setting the gap for, take a bullet
for, take a hit for every day. It's not just Jenner
School or Manierre School, or Brentano School, it is
all of our schools. It's all of our babies. It's
all of our families. It's all of our communities,
and we will occupy these schools if we have to.

It's time for every political official we
have voted for, you better stand up and be counted,
or we're coming after you. You better stand with us
right now.

This is about poor people and the filthy,
filthy rich, who have decided that they would rather
limit their of money of the poor people. That's
what this fight is about. That is what this fight
is about.

This is about destabilizing communities.
This is about failed charter schools. Charter
schools are failing, but they want to sell black
people and Latino people a dream that charter
schools are doing better than the neighborhood
schools.

Well, why aren't your children at charter
schools? If this is the best we got to offer, why
aren't they in Lincoln Park? If this is the best
they got to offer, why aren't they in Lincoln Park?
This is about the decline of black and Latino teachers. Black children -- back teachers teach black children. When you close schools that are 99 percent black, you are saying, "Black teachers, we don't want you. You are not good enough."

I beg to differ. The majority of the teachers at Jenner School are Master's and above. All the tests that you've given, we passed all of that. I want all teachers, all community residents, and most importantly, all these babies to stand up for your rights.

This is our city. This is our city. Save our schools. Save our schools. Save your schools.

MR. KNISKERN: I would like to now call up to the stage for Manierre, Sharise McDaniel, Danielle Knight and Clara Smith. Sharise McDaniel, Danielle Knight and Clara Smith. You each have two minutes, two minutes to speak.

SCHOOL: MANIERRE

SPEAKER: All right, good evening. I first want to say thank you to Mrs. Linda Williams and the entire panel for listening to us.

Fourth graders, I want to say this:
Manierre has provided a binder for you, because I understand that you've heard a lot. We don't want you to forget anything we're saying tonight.

So, we have a binder for you. In that binder are the five essentials, because we know that you're concerned about are we going to be able to provide those five essentials.

My name is Danielle Knight. I'm a fifth grade teacher Manierre Elementary. This is my first year teaching at Manierre Elementary, and I only have a few things to say.

If it is utilization you question, we are making our mark. We are bottom heavy in our focus in child-parent center, which will move over to Manierre and fill those classrooms.

You can clap. It's okay. If it's involved families you question, take a look at our brochures that we provided and all the partners that have partnered with us.

If it's supported environment you question, then answer this: One of my colleagues walked from the Marshall Gardens to Manierre, and it took her 43 steps to go to Manierre. It will take over 3,000 steps to go anywhere else.
Our children are safe with us. You can clap. If it's effective leaders you question, we have a new administration who are setting goals and making marks. My students all gain 100 percent in reading on the NWEA. That is a 400 percent growth in my class. You can clap.

If it's ambitious instruction you question, please take a look at our binder and see we are meeting and exceeding goals in reading and math.

And finally, if it's collaborative teachers you question, not just Manierre, but all of our schools, we're still collaborating tonight. So, that's all I have to say.

SPEAKER: Hi. My name is Sherise McDaniel, and I am a mother of two students at George Manierre. I would like to say that George Manierre has a new administration working really hard to raise the test scores and instill the educational needs our children -- our children's educational needs that they need to succeed.

My daughter is a 14 year old who has attended George Manierre from kindergarten to eighth grade. I am proud to say that she got accepted into
Lincoln Park's IB program, and that proves that teachers are working hard to help students achieve. I would also like my eight-year-old son to have that same opportunity. George Manierre is my children's educational home. Please don't put them out.

The new administrators are not only working hard and helping our children improve grades and test course, but they are also getting parents involved and helping educate parents and making them aware of their children's educational needs.

I would also like to say that the Ferguson CPC is vital to the parents who need to work, okay? They have to pay bills. If you close that, where will we send our children?

I would also like to add that Mr. Orr and Dr. Davis hold Saturday academy, so our children can practice to raise those test scores. He opens the gym to the community, and he has also partnered with the community worker, the community network, and the kids hard work and fundraising to help pay for eighth grade fees. Thank you.

SPEAKER: Hello, everyone. I know Jenner School know me. I'm Clara Smith, Manierre. I am a
great great grandmother.

We started Manierre school 12 generations of my family, seven, I ain't counting the cousins and nieces and all them and the great ones.

You all need to leave Manierre School open, because we do have a safety problem. Tyra Steps, the late Marianne Steps' daughter, these are the type of people we produce.

We produce the first two classes of Walter Payton, when it first opened, all our kids from Jenner, Byrd and Manierre got in, not a one failed.

That tells you something about our teaching. Now, some of you sitting up there are grandmothers, and I want you to hear my soul, don't gain the world and lose yours.

MR. KNISKERN: We're going to extend our time to hear three additional community members speak tonight.

Before I do call them to the stage, I would like to thank our translators, Aracely Galvan and Mat Ginsberg.

At this time I would like it call Jill Peters from Chicago Sinai, Jackie Chen from the Erikson Institute and the Logan Square Neighborhood
SPEAKER: Thank you. I'm Jill Peters, and as a volunteer at Jenner, from Chicago Sinai Congregation, I'm struck by the number of losses the children of Jenner have faced in their short lives. These are losses that will never appear on a balance sheet.

They've lost their homes. They have been displaced from their community. Many have had to double and triple up with family members, and are now without a sense of permanent home and are legally homeless. There are 103 children right now at Jenner who are homeless. Many have had to move multiple times since losing their home at Cabrini. Many have had to move into far away and hostile communities, and navigate yet another gang territory. Many have lost their church community, because it is now too far away to attend regularly. Many have lost their friends and their close connection to family members.

And most of the students have been through at least one school closing. When Schiller closed just four years ago, the losses these children have experienced will no doubt create significant
challenges for them in their academic achievement;
but Jenner provides the one stable place for them to
achieve, and they are achieving in spite of
impossible odds.
What are the intangible costs of yet
another significant loss for these children? This
needs to be considered over and above any
underutilized analysis.

SPEAKER: Hello. I'm Dr. Jackie Chen,
professor and the principal investigator of early
math education project at Erikson Institute. Thank
you.
I'm here on behalf of my entire project
and Erikson's community, and we urge CPS to
reconsider its decision to place Manierre, Brentano
and Jenner on the school closure list, all three
schools.
Closing any of these schools, in my
opinion, will be short-sided decision. For all the
reasons you have already talked about, I want to
give one more reason.
That is because all these three schools
involved in five years, 6,000,000 investigation in
early math project lead by Erikson Institute and
Innovations in early math is an intensive school-wide professional development project that is designed to help schools achieve the common core state standards for mathematics in grades pre-K to third grade.

Manierre, Brentano and Jenner have each participated in our investigation of intervention since 2011; and to date, this five-year intervention has almost reached its halfway mark, and we have investigated -- we had invested two-and-a-half million dollars from Federal Government, and 800,000 from CPS group -- from CME Group Foundation to help our teachers and children gain foundational early mathematics skills.

This work is being carefully watched at a federal level and a national level. In fact, I'm going to Washington, DC, three times a year to report what we're doing here.

It will be a real shame next time when I go there in May and tell them we cannot continue because schools have been closed.

MR. KNISKERN: You're out of time. You are out of time.
SPEAKER: Just one word. We don't want that to happen for our children, for our teachers, for our parents, and for CPS. Thank you.

MR. KNISKERN: Two minutes, please. Two minutes.

SPEAKER: Good evening. We are here tonight on behalf of Logan Square Neighborhood Association. We're here representing Ames, Avondale-Logandale, Brentano, Darwin, Fungston, Goethe, Kelvyn Park, McAuliffe, Monroe and Mozart.

SPEAKER: Logan Square is the first growing neighborhood. We love all our neighborhood schools. We need all our neighborhood schools.

SPEAKER: Brentano is the only Logan Square school on the closing list. Our neighborhood is united to keep Brentano open.

If CPS closes Brentano, the other schools, like Darwin and Goethe, will not be able to maintain their small classes sizes. We would not have room for art, music and school programs. We would not have room to grow.

SPEAKER: But we are not only here for Brentano. We are here from Manierre, and we are here for Jenner as well. We are here to say "no" to
school closings, not in Logan Square, not anywhere.

We are here to say "no" to charters, turnarounds, and military schools where they are not wanted.

SPEAKER: We are to say "yes" to parents, "yes" to students, "yes" to the community schools.

SPEAKER: We're not here for the status quo. No one in this room wants the status quo. We are here to support the neighborhood's agenda for schools.

We want CPS to support neighborhood schools, not shut them down or starve them. All neighborhood schools need to be community schools, open late, engaging the whole family.

SPEAKER: There is a lot of passion in this room tonight, passion for education and for community. Let's tap into that passion. Let's build on the strength of our family, educators and communities. That starts with no school closing. Not in Logan Square, not anywhere. Thank you.

MR. KNISKERN: Thank you for coming out. That concludes our evening. Thank you for being here. Thank you for expressing your words.

(WHICH WERE ALL THE PROCEEDINGS HAD.)
STATE OF ILLINOIS )
) SS:
COUNTY OF COOK )

PAMELA A. MARZULLO, C.S.R., being first duly sworn, says that she is a court reporter doing business in the city of Chicago; that she reported in shorthand the proceedings had at the Proceedings of said cause; that the foregoing is a true and correct transcript of her shorthand notes, so taken as aforesaid, and contains all the proceedings of said meeting.

_____________________
PAMELA A. MARZULLO
License No. 084-001624

SUBSCRIBED AND SWORN TO before me this _____day of _______________ 2013.

Notary Public