FULTON COMMUNITY MEETING No. 2

February 26th, 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 1613 West Washington Street, February 26th, 2013, at the hour of approximately 7:00 o'clock p.m.

PRESENT:

MR. PHILLIP HAMPTON, Chief of Family and Community Engagement
MS. HUERY HARDMAN, Chief of Fullerton
MS. WANDA WASHINGTON, Chief of Schools
Garfield-Humboldt Park
MS. THERESA PLASCENCIA, Chief of Schools
MR. RANDEL JOSSERAND, Deputy Chief of Schools
MS. KATIE WELSH, PILSEN Deputy of Pilsen Little Village
MR. LORENZO RUSSEL, Deputy Chief of Fulton Network

MR. TODD BABBITZ, Chief Transformation Officer

MR. CHIP JOHNSON, Deputy Chief of Schools
Garfield-Humboldt Park
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MS. HARDMAN:  Good evening.  My name is Shonda Harman.  We're going to get started in about three minutes.

Let me just start off by saying thank you to the Pastor Daniels. In his absence, I would like to speak on his behalf, and I want to be able to report to him when he returns that we, in Fulton, as members of the Fulton Network, we understand and we know how we should act inside of a house of worship.

So, we're going to ask that you -- one of the things we cannot start until everyone finds a seat. So, if you haven't been able to find a seat, the balcony is open for you. I just want to make sure you have a seat for everyone.

THE INTERPRETER: From here on everything in Spanish, you can get a radio and a pair of head phones down below.

MS. HARDMAN: One final thing, we're asking, and the church is asking, if you're standing along the walls, we have enough seats for everyone. So, please, we want to honor the request of the church.

So, if you're standing along the walls, if you could please find a seat. Again, we have probably about 300 seats, available seats, up in the
balcony. Again, we want to honor the request of the church. We will get started in exactly three minutes. Thank you.

REVEREND JONES: Can I have your attention please? Everyone please have a seat. Please take your seats. We need everyone of to please take their seats. We're ready to begin.

Each of you families, communities, teachers, educators, students, we would like to welcome you one and all to the historic First Baptist Congregational Church.

My name is Reverend Daniel Jones, and I am the children's church pastor here at First Baptist. I'm standing in on behalf of our senior pastor, the Reverend George W. Daniels, who could not be here today.

We would like to welcome you to this edifice, this church, this house of prayer. We would like too ask you, we would like to reiterate what Dr. Hardman has already stated, this the house of God. Amen.

This is the house of God, and we want to respect God's house. Many of you have saw or viewed the signs downstairs that asks of us not to bring
any drinks or food or anything like that.

    We would really love and really ask that
you would adhere to that, that there is no food or
drinks while in the sanctuary.

    This is a holy place, a sacred place where
we worship God, and we want to honor that. Please
also do not stand on the benches. Please do not --
please make sure that you remain respectful of the
Temple of God. Amen.

    All right, so we're going to open in
prayer. We're going to open in prayer because
prayer is in order. I'm going to ask you that
please do not talk during the prayer, because we're
going to be talking to the Lord. Amen.

    So, let us pray. Lord, we thank you for
this day, another day that you have given to us.
God, we realize that we may not be here by our own
strength of power, but because you brought us thus
far, we say thank you.

    We pray, Oh God, that you would be a very
God in the midst, in the midst of this gathering of
people of God, students, teachers, communities
leaders, community dwellers, Oh God, faculty,
concerned parents and citizens of the City of
Chicago.

We pray, Oh God, that you would be in the midst, that you will come every spirit, Oh God, that you will bring us this objection. Oh God, we will be respectful and honor your presence in this place.

We pray, Oh God, that you will have your way, that you would use each person as they stand to speak, in respect to their positions on the school closings. Pray that you would touch them, Oh God, and that you would have your way in this place. We ask that all in Jesus. Amen.

MR. HAMPTON: Good answering, everyone. Good evening again, everyone. Thank you. My name is Phillip Hampton. I am the Chief Officer of Family and Community Engagement for the Chicago Public Schools.

The first thing I want to do is thank Pastor Jones for opening up the meeting. We also want to thank Pastor Daniels, who was so kind to allow us to have this meeting here tonight.

We recognize that there is a lot of anxiety, and this is a difficult situation.

Dr. Barbara Byrd-Bennett committed and charged us to come out to you in your neighborhood and give the
opportunity for you to inform us on what we should consider.

So, this is your meeting. We're going to take the next two to three minutes just to make sure you understand the handout that you have in your hand, and our chief leader for education for this network, Chief Huery Hardman, Shonda is going to give you the ground rules for this meeting, but this is your meeting.

So, we ask, just as the pastor asked, you be very respectful so we can hear you. Amen. All right. So, we rely appreciate that. A couple of things. Make sure that you have the handout in your hand. It's very important that you have this information.

We want to be clear to inform you of how we got to this point, and this process is not over. There are currently 129 schools under consideration citywide. The district will not consolidate and close 129 schools.

This is still a part of a process, and we beg of you to give us information to help inform us, as we continue to dwindle this number so we can make a final recommendation to CEO, to make a final
recommendation by March 31st. Okay?

Next I would like to introduce many of you know the network chief, here Shonda Huery Hardman.
I always have problems with Shonda's last name.
We're so appreciative of her as of the leader of the Fulton Network. She is going to lead us and guide us. Thank you.

MS. HARDMAN: Good evening, everyone. It's nice to see many of you that I've had conversations with and talked on the phone, via E-mail, and again I just want to say that thank you for being out here tonight.

I want to just reemphasize what Mr. Hampton said to you, has said, and that is that we are here to hear from you, and I expressed that to our principals. I expressed that to many teachers that I've had an opportunity to speak to over the last few weeks.

So, we want to just make sure that we utilize this time, so we can hear from you. Also, I think it's important, as I share with the principals, that when adults are up, it's always an opportunity to model for children.

It's always an opportunity, for us as
adults, to show our children how adults can come
together and talk about things that are tough, talk
about things where we have to make tough decisions
that adults know how to do that.

We know how to do that without yelling,
without fussing; and as my mom would say, without
fussing. And I believe that is today we will do
that, and we want to hear from you.

So, I'm going to go over the ground rules.

Today we will hear initially -- we'll start with the
12 schools that are still remaining on the list of
129. Unlike last time, we started at the beginning
of the alphabet. This time we will start at the
end.

We'll start with Von Humboldt. So, let me
go over additional ground rules. We know that our
first ground rules is that we are always modeling
for children.

Our second ground rule is that you will
have six minutes, six minutes as a school, and you
can decide as a school how you would like to use
those six minutes. So, as we're calling your school
down, I would ask for you to already have that
decision outlined. So, we'll know how you are going
to use the six minutes.

You will also have a countdown to the
warning signs. Julie, can you stand up and show the
signs so everyone will be clear? The reason why we
want to do that because we want to honor the time,
because we would like to hear from every single
school tonight.

So, we will hear from those schools and
then we will also, if there's additional time, we
will open up the floor to hear from the community
members. Again, I thank you. Thank you for being
here, and we will get started now.

In addition, let me just reemphasize that
we do have also have a certified court reporter here
with us, who is taking notes that she will be
delivering to the district office.

If you have items that you have brought
with you, speeches, notes, notebooks, we will take
those things. She will actually take those things
as well.

We will get started. I think we have some
additional speakers.

MR. HAMPTON: Thank you, Shonda. You notice as
you make your comments, there is a young lady to our
left, who is taking copious notes. She is
Ms. Marzullo, who is our independent court reporter.
She will be formulating a report that goes directly
to our CEO on behalf of this meeting. So, all of
your comments will form a report that goes to her.

We could not -- we would like to begin the
meeting with offering our elected officials an
opportunity to make comments. We have several
aldermen that are here. We have Alderman Solis, we
have Alderman Burnett and Alderman Irvin.

The order that they are seated, we will
like to invite to have the opportunity to address
you. Alderman Irvin, if you would like to make
comment, sir.

Following that, we'll have Alderman
Burnett, and then we'll have Alderman Solis.

OFFICIAL

ALDERMAN IRVIN: Good evening. Again, this is
the fourth time I've been in one of these meetings.
The first time in this network by way of remapping.

I inherited population from King, Smyth,
and Montefiore, and the same thing that I stated for
the Garfield-Humboldt Network stands for Fulton
Network. This is akin to a mother, a father, having
to pick which child survives.

This is not how, in my opinion, a sane organization figures out how we're going to make decisions by pitting people against one another. Albeit a process that has been designed that we have to deal with and live with, just a few facts that I will speak on of the three schools that will encompass our wards.

Smyth School I will start with, number one, there is no other school near Smyth to absorb any children, should that school be closed. Secondly, in that immediate area, we've already seen the closings of Gladstone, Medill, that have now been replaced by other operators and charters; and furthermore, we're online to build 2400 new units of housing in that very same area. So, closing Smyth to reopen it in two, three, four years, does not make much sense to us.

So, again, we would, on those factors alone, the fact that the utilization based on your calculations is not very far from where you would like to be at the 70-percent mark, and the fact that we're bringing housing and new developments to the area, that school will be utilized.
It is just a matter of time. They've got dynamic leadership. They have dynamic students, and we want to make sure Smyth schools stays where it is and stays open.

Secondly, King Elementary, which, too, a is a new school in the 28th Ward, again added to the utilization rate, the same scenario exists. Directly behind King School, less than a block away, we're negotiating the development of 500 units of housing.

Where are those kids going to go? You can't put all of those kids Irving? You can't send all of those kids to Padone. They can't go to Jensen. We need to be looking at this in a more logical sequence, as opposed to just looking at numbers on a wall and looking at these children as if they are chattel, being moved around from place to place.

Because when we look back and see this, these are the ones we have to look out for are the children and their well-being and their safety. While the newest portion of this, you talk about safety, I don't believe that sending kids from King across Western would be safe for them to go across
Western. I just don't believe that based on my conversations with the commanders in both the 11th and 12th District, the safety issues exist there between King and Washington.

In the best interest of the school community, and in the best interest of the total community, I would advocate we keep both of those schools, as well as Montefiore, open because the children there can learn, will learn.

All we need for you to do is provide the right resources, the constant conversation resources. I said this before, I want the same thing the kids in Lincoln Park have, I want the kids down here to have.

The same thing we have in Edison Park, we need here in Union Park. We want to make sure our children get the same resources, the same ability and the same peace that our children in this community have.

So, we want to make sure you understand our position that we want to see our schools remain opening. We want to see our schools properly resourced, and we want to see our children succeed and not be put under this type of pressure for
OFFICIAL

ALDERMAN BURNETT: I just want to say I concur with what my little friend just to say up here.

First of all, we want to honor the God and the pastor of this church for allowing for us to use his church.

I want to thank all of you that is sitting up here, like I said in the past, and said this before, you all listened to us before. You got past the high schools, then you broke it down some more, so we're asking you to listen to us again.

We have some real good schools, and I'm here actually standing for three schools. I'm actually standing for Brown School, which I'm on the local school council, and it's just about right across the street from my home, and also Dett School, and also Victor Herbert School.

One of the things that -- I am sorry, Near North School. Did I forget anybody else? I apologize, and near north. Near North School, which is right down the street from our office.

Well, I'm talking about ones that's in my ward. Let me say this: Those few schools that are
next to public housing, where the transformation of public housing has gone on, you all have to think, I'm in meetings every day. We're aggressively drawing plans and getting more buildings prepared to be built in these areas.

The kids that have left there are coming back, and they're going to need a school to go to. So, you can't really look at these schools as being low populated, because they are temporarily low populated.

The children are going to come back, and we're going to need somewhere for them to go. Each of these schools, the three schools that I mentioned at first, are surrounded by public housing.

Rockwell is being rebuilt. Henry Horner is being rebuilt, just about done. There is a lot of young people that are going to come back.

Now, the other thing I wanted to say, all of these schools, including Near North, one of the things about Near North, Near North is a special education school, which I truly think the Board of Education has treated them as a stepchild because they don't have any resources.

The building is old. The building is in
terrible condition. The gym is small. It's just real bad, and I think they've been treated unfair, and we should not treat our kids, I hope you all not treating them like that because they are special ed kids.

They should not be treated like that. They need resources at their school. There's only three special ed schools in the City of Chicago, from what I understand, and we can't afford to close any of them.

Also, also, all of the other schools, from what I understand, and I know a lot about Brown, because I'm the local school council, they have a lot of partners. They've been working hard with a lot of people. They have a lot of after-school programs.

Their grades have been going up every year. Every time they go up, every time they go up, you all's bar go up, and I think that is unfair.

But also, what I think is disingenuous, and I have to take some of the blame for this, is disingenuous for you, if I would have known you were going to close our school, or proposed our schools down for low population, low population, I would not
allow all these charters schools to be built in the community.

It's disingenuous. It's disingenuous of the Board of Education for us to put charter schools. As a matter of fact, we encouraged the charter schools to let kids from the neighborhood to go to them; but when they need the other schools, we say, "You got to close down because you don't have enough children." I think that's unfair, and it's not right.

We have always said over population, too many children in a classroom, is a bad thing. Now we have schools that don't have a lot of young people in the classroom, they can learn better. They can get special attention. It's a good thing. We need to support these schools.

You see the gains that these schools are gaining with the grades, and all of the new resources that they have, all of these schools have jumped to, when you all said longer school days, they made it work.

Whatever you tell them, whatever hoop, whatever hoop you have them to jump through, they do it. So, I think we need to give all these schools
some consideration for all the things that they've
done; but at the same time, just as my small
colleague said earlier, we have to get them some
resources. We cannot continue -- we cannot continue
to be unequal in this city.

With the charter schools, we could have
corporate partners. With the selective enrollment
schools, they get extra money. With our regular
public schools, we don't get anything.

It looks like we're setting them up to
fail; but in spite of all those things, these
schools have still been fighting.

These parents have still been involved,
and these grades have still been increasing; and we
need to give them due consideration for all of the
things that they have done and let our schools stay
open. Thank you.

OFFICIAL

ALDERMAN SOLIS: All right, thank you. I
happen to agree with my big colleague and my little
colleague on everything they said. The key point
that has been said is that our schools, our
neighborhood schools, deserve the same kind of
resources that all the selective schools are
getting.

This is my second meeting representing the community and the schools, basically saying the same thing. I don't think any of our schools in our neighborhood should be closed. That's the number one part that has to be put out here.

The schools that I represent right now is Smyth School. It is the only neighborhood school where we got schools like Jackson and Stem School, and Galileo School, and all these schools are getting much more resources than the neighborhood school resources.

We happen to have a very talented individual who is the principal of that school, and that is Mr. Ron Whitmore. As my colleague said earlier, yesterday we were at a meeting related the old Alba Homes, Roosevelt Square Community, where they are going to be building 2400 units of new housing for that community, market rate and affordable housing.

We have just put up a brand new district police station maybe about 500 feet from that school. We just put up a few years ago a fire station. We put up Fosco Park in that community.
This community is rising. We're getting new people coming into that neighborhood; and a school like Smyth, with leadership like Ron Whitmore, has to remain open. It has to remain open and given the resources that these other schools that I was talking about earlier.

A few weeks Alderman Burnett and I went to visit Skinner School. Skinner School has the capacity of 950 students. They have 800 students, but you know what that principal told us, Walter and I, she said she's already overcrowded, and she is looking to expand.

And the reason why she's saying is because she has science laboratories, language laboratories, all kinds of programs for those students, and they deserve it, but the students at Smyth School deserve the same thing.

And if you factor those facts in to your formula, if you factor that in, that school is not underutilized. That school is going to be a tremendous success story for our city. I came here to support this school. I am a totally against the closing of Smyth School.

Thank you very much.
OFFICIAL

ALDERMAN FIORETTI: Let me ask you before we start on no school closings, I'm going to tell you, I don't know who I'm supposed to speak to. Do I want to do with all the rest and just talk to the crowd, and then ask why the no charter school resolution went to rules committee to be buried there?

Ask some of the aldermen over there, because you know what, we were sponsoring it to make sure there were no more charter schools to be opened here because we know what happens.

Number one, listen to the aldermen.

Please, I am really tired of disingenuous, that's great word that I heard.

Secondly, if anybody believes that any school should be closed, just remain seated, but stand up if you're against school closings. No schools closing. No schools closing. No schools closing. No schools closing. No schools closing. No schools closing. No schools closing. No schools closing. Thank you.

Now, we don't have anybody that serves on the Board of Education here, but we have employees
of the Board of Education, but do we know who we're talking to?

I asked them the other day, I think we should hear who we're supposed to be talking to, so we get the idea on who is going to make the decisions for us.

Because the woman who is taking the transcript over there, can you imagine what the Board is going to do to read through all the material? Can you imagine sitting on that position and reading through all these schools that have to be closed?

So, I ask the Board, or the members that are here, to at least introduce themselves to all of us, so we know who we're talking to. I want to tell you, first of all, I do say they are making a tough decision, because they have to list to all of us yell and scream; and maybe if we understand who they are, they'll understand who we are.

MR. HAMPTON: Okay. I'll introduce myself again. My name is Phillip Hampton. I am Chief Officer of Family and Community Engagement for CPS.

MS. HARDMAN: Once again, I'm Shonda Huery Hardman, the Chief of the Fulton Network; and so I
will just talk a little bit about the people who are here today. So, we have Mr. Todd Babbitz, stand up so they can see you. Todd Babbitz is the Chief Transformation Officer, and so you'll be here from him in just a few second. 'And we also have other chiefs and deputies who are representing other networks that sit inside the West side collaborative.

So, they are here to support you, to support Fulton Network, because they know that our schools, they are all intertwined, and they also want to hear from you just as much as I do. Thank you.

ALDERMAN FIORETTI: Anybody else that is writing notes we should be aware of so they can talk to us? All right, I guess that's about the extent those that are to make decisions for us.

Now, I come here in support of all the schools; but in the 2nd Ward, even though those that have their hands in their pocket are saying there's new boundaries and whatnot, they didn't read the corporation counsel's opinion that said I represent the 2nd Ward until 2015.

But, you know, the schools are Dett,
Herbert, King, Montefiore and Smyth. I'm going to
tell you I have parents at Brown, Duprey, Lafayette
Lozano, Near North, Peabody.

And what bothers me, I'll say it again to
the folks, that nobody from the Board really is
here. Once you close a school, once you close a
public space, once you close an open space, it never
comes back.

I'll tell you I traveled this whole city a
couple of years ago, from 10 miles in some wards, to
100 miles in each ward. I went to 600 schools. Not
that many out of the 600, we went to about 400
schools; and we went to the closed schools, and we
looked at the impact around the community.

You know what, I'll bring you back out
there to show you the impact. When Alderman Solis
and Alderman Burnett are talking about building
projects that are a couple of years in the offing,
what happens when we close those schools? What
happens to the neighborhood is untold.

It depresses our community values. It
depresses our people. It's public space. I'll take
you to the police stations that I see that are
closed, too. The same thing, it depresses our
communities. It depresses our values, and these people are here. I've heard it since this meat clever approach has started, that what the parents have told me, and many of them, that if they've got to move one more time and, Todd, you know we talked about some of the kids three and four times, just last week, ten days ago, when we met, that three or four times of the school closing, that they are going to move out of the city.

They're going to move elsewhere. They're find an education elsewhere, because there is only two issues in this city: Getting a good education; and, yes, we're all right about we need the resources. We got to find out why schools maybe aren't making the grade. What's the issue in that community.

You know, we just heard about Smyth and the principal there, and what he's doing; and yet he's got issues as he's trying to raise it, and he's an energetic principal who does everything that is necessary.

I say this because then what do we do? What is causing the problem in our communities? And
if we're going to divide up our communities, because that's what we're doing, guess what, my school is better than your school. Oh, no, my school is better than your school. Guess what, ward, I got to say "no" to this school.

It's a tough decision, but what it does it brings this city down. And if we're such a global city, if we're such an international city, and we're a city that still lacks jobs, lacks employment opportunities for all of our people, we've got it to bring everybody together.

You know what, I said five years ago, six years ago, there were a couple schools that needed to be closed that we could have done it in a nice approach, but now we're all at once we're going to close all these schools?

The time for that is over. We need to keep these schools open. We need to keep fighting for these schools. We need to keep fighting for our students, because our students are the future of this city. Alderman Solis, Alderman Burnett, Alderman Irvin, myself, we're beyond that.

It's about the kids that are in this room. That's what it's all about. So, I know it's beyond
a couple minutes. I know, you know what, I've got
to raise it again tomorrow, and I'm going to raise
it every day, no more school closings because the
time has passed for it. Thank you.

MS. HARDMAN: Thank you to our elected
officials. We have to do some quick housekeeping.
We have two cars that are blocking a driveway, and
we did not want you to get towed. So, we have a
white Escalade, the license plate R174274, white
Escalade; and then there is a gray van that's parked
there next to the white Escalade.

One other housekeeping item. The church
has asked that you do not stand along the walls. So
again, it looks like we have about 150 or so seats
up in the balcony. So, I'm asking that if you're
standing along the walls, if you could lease go
upstairs. Our security officials can help guide you
as to how you get up there.

So, thank you very much. So, we're going
to ask our Chief Transformational Officer, Mr. Todd
Babbitz, to speak for about two minutes, and then
we're going to move on to hear from our schools.

Thank you.

MR. BABBITZ: I'm going to be very quick
because this is really about the hearing from the community. We in this district have about 330 underutilized schools. The problem this creates, the problem this creates, is it is very difficult for us to invest to the level we would like to in our schools.

If we put in a playground, if we put in a science lab, it does not impact as many students as it should. Now, we've applied across the district nine guardrails that are on the sheet of paper that you have, that the uniform objective manner to get down to a smaller number of schools, 129 across the city, that we're still having conversations about. We have no intention of closing 129 schools. In this network, we are down to 12 schools. We are down to 12 schools, and we want to hear from you. This sheet of paper has at the bottom a number of things we would love for to you address, as you come to tell us about your schools. We want to hear about your academic improvement plans. We want to hear about the additional resources that you need. We want to hear about the unique circumstances that you face, security number one.
We want to hear whatever information you feel is important for our decision making. With that, we're going to call up our first schools.

MS. HARDMAN: So, we're going to go ahead and get started with the schools. Again, we'll ask that you be respectful of the time, and please allow us, particularly as it looks like we will have students speaking, so we want to pick sure that we can hear from our students.

So, come on Von Humboldt. Following Von Humboldt, we will have Smyth School.

SCHOOL: VON HUMBOLDT

SPEAKER: Hi. Name is Rafael Cruz, and I'm a eighth grade student at Von Humboldt Elementary School, and I believe that Von Humboldt should not be shut down.

I have been going to Von Humboldt since I was only three years. I've had so many amazing memories, not only with the students but with the teachers. I don't want younger students to not experience the sames things I've experienced at Von Humboldt.

Von Humboldt has a great learning environment for students, teachers that get the
students engaged in projects and labs. Von Humboldt should not be shut down. Where will these students even go? There is so much gang violence in Von Humboldt, it's unbelievable. There are so many gangs at Von Humboldt. Von Humboldt should stay open.

SPEAKER: Hi. My name Stephanie. I'm in fourth grade. Our school is building a better community. If Von Humboldt closes, think of all the students that will be displaced. Von Humboldt has been a great start to my education and a good life. We are working really hard at our school. Please allow me to have a good life.

SPEAKER: Hi. My name is Nyla Lopez. I stand here before you because I want to let you know how you closing my school Von Humboldt will affect the community.

Yeah, I can sit here and tell you how it will affect me, but it will affect the community more than me. VHS has been here before I was born. It was here before my dad was born, and he is in his 30s.

He's not the only one. My aunts and uncles came here and even my grandparents. Closing
VHS will affect other kids that live in the
district. If you close us, all of the students that
live in Humboldt Park are going to have to travel
unnecessarily. Closing us down is like telling a
child "no" for wanting to learn.

SPEAKER: Hi. My name is Pedro. I am the
father of the two girls that were speaking. My
family has been in Humboldt Park for more than 50
years. My whole family went to that school.

It's terrible that now that that community
is actually improving, you want to shut down the
school that we got our kids going to. You cannot
close Von Humboldt down. We won't go. We ain't
leaving.

SPEAKER: Hello. I'm going to speak on my
Grandson, Jovani. He's three years old. He goes to
the child-parent center. We're asking you to keep
our school open. Because the child-parent center is
there, my daughter is able to go to school to be a
nurse.

I'm able to go to work. We need Von
Humboldt child-parent center to be open. I'm
actually pleased. My grandson is three years old.
I lost a nephew in '97 due to gangs. Please don't
make my grandson cross and get hurt crossing boundaries. Thank you.

SPEAKER: Hi, everybody. My name is Arthur Reynolds, and I am the director of the Chicago Longitudinal Study, and I work at the University of Minnesota. I also direct the child-parent center expansion project in the Chicago public schools at Von Humboldt, and in 15 other schools in the Chicago public school system.

And I've been working here with the Chicago Public Schools for the last 25 years to try to help improve educational opportunities for children. So, let me tell you about a little project going on at Von Humboldt.

This is the Child-Parent Center Expansion program. It is a program that began in 1967, and opened in Von Humboldt in 1978. It's a preschool, a third grade program, in that it implements a continuous educational and family support service system, all the way from preschool to the early elementary grade.

It is a proven program, and the U.S. Department of Education gave the Chicago Public Schools millions of dollars last year to expand the
program at Von Humboldt and around the city.

So, let me tell you three things about the program: One, it's a proven program. It's proven to improve schools' success, and here is what it does, it provides full-day pre-K for one or two years.

Von Humboldt opened two full-day pre-K classrooms this year. A second thing it does, is that it provides small class sizes from preschool to third grade. No more than 25 children from preschool to third grade are enrolled per class.

There is teacher aides in each class. It adds teachers to reduce the class sizes to enhance educational opportunities for children.

It also provides parent outreach services, and these kinds of service improve school achievement by seven or eight months per year over the life course of children in K-12 education.

So, the second thing that it does is that it provides a number of opportunities for children over the next five years. We will be following these services, children services, all the way to third grade; and it provides, you know, wonderful opportunities to professional development and also
educational opportunities.

The last thing that it does, it has a high economic return. Everyone remembers President Obama's State of the Union message. In that message he said there is a $7 return on educational investments. That dollar amount came from the child-parent center program at Von Humboldt.

So, that means that for every dollar invested in the teaching expansion program, there will be a $10 return for every dollar invested, over $3 million returned to Von Humboldt over time.

MS. HARDMAN: We're going to call up Smyth; and immediately following Smyth, Peabody you will be next.

SCHOOL: SMYTH

SPEAKER: Hi. My name is Shirley Winston, and I'm the parent advocate at John M. Smyth Magnet School. I also was a student at Smyth. I have a relationship with students over 40 years.

I have over 47 members who graduated from Smyth. Today we're here fighting to keep our building open. Smyth School have been a receiving school for three elementary school in our neighborhood that closed down, starting with Reese,
We have received kids from each one of those schools, and our test scores kept going up every year, and we have been working hard at Smyth. So, I came here prepared to say a speech. That's not the speech I'm saying, because the people I want to say it to is not here, but Smyth has been a school that's moving forward every year. We are making gain.

So, before anyone think about closing our building, I invite the whole panel to come out to Smyth School and see the work that we're doing.

SPEAKER: Good evening. My name a Dennis. I'm the executive director of Connecting Core Communities. I want to talk about institutions in our community, and what they've done, and what they need to do, as far as public education in our community.

Smyth attendance area encompasses all the three campuses of the Illinois University of Chicago, the east campus, the west campus, and the much more recent UIC south campus development. It encompasses one of the largest CHA plans for transformation in the City of Chicago done
under Hope 6. Hope 6 and the CHA plan for
transformation are very important. We want to see
hope and transformation in that community.

We want to hold the institutions
accountable for the promises that were made, and let
me talk about what those institutions are. They are
CPS, they are the Chicago Housing Authority, they
business and professional people for the public
interest, the McArthur Foundation, and other
institutions that invested time, money and resources
in the Hope 6 Chicago Housing Authority plan for
transform.

Education is a key component of that. We
are here asking you, as employees of CPS, to help us
hold the institutions accountable for hope and
transformation in our community. Smyth School is
the center of that, and we want to see it happen.
Hope 6 was passed in the federal legislation the
last year that our current mayor, Mayor Rahm Emanuel,
was senior advisor to the President Bill Clinton.

It is time for hope and transformation.
We look forward to working with you to make Smyth
one of the top schools in the City of Chicago.

SPEAKER: God evening. I'm Marcie Byrd. I am
the IB coordinator at Smyth. We are an
international Baccalaureate program at Smyth. At
Smyth, our goal is to simply move beyond educating
our students. We train our students to become
thinkers and creative students who will become true
global citizens, and who will continue to shape the
future.

At Smyth, IB is just not a phrase for us, it is a way of thinking, it is a way of learning, and it is a way of living for all of our students. Prior to coming to Smyth, because I'm very new, I came from LaSalle Language Academy, and I have not regretted that decision one bit.

In the short time I've been here, I can truly state that Smyth has a phenomenal faculty and staff, where great learning occurs every single day. This is a true neighborhood school that welcomes and accepts all students.

From 2004 to 2010, Smyth received students from schools from all the surrounding areas. The reading scores went from 23 percent to 53 percent. The math scores went from 27 percent to 73 percent, and that is a model that works. That is a model that can be duplicated.
Many of the students will openly state that they feel Smyth is home to them, and I cannot disagree. Here I found a driven, passionate and motivative leader, who is dedicated in making a difference in his students' lives.

He works tirelessly to help his students not only overcome the obstacles in their lives, but to achieve in spite of them. He also challenges all the staff to do the same.

He creates leaders and critical thinkers from the students to the staff around me. At Smyth, there have been numerous unsung victories, but we, the faculty and staff and leadership at Smyth, will persevere because we believe in our mission.

We believe in our students. We would not give up on them, in a neighborhood which is continually changing. We know that for many of these students, we are their best hope for a better future.

So, we stand with them, saying the words of President Obama, "Yes, we can," and ladies and gentlemen, that is why our neighborhood schools should stand, and we should be remain to allow to serve them. Thank you very much.
SPEAKER: Hello. My name is Gierdo (phonetic)

Hello. My name is Gierdo and I love Smyth because I
love to learn about Spanish and write about art, and
play basketball and play football and play hockey.

SPEAKER: I'm Shondra Vanten (phonetic), and I
go to Smyth John Magnet School, and I love everybody
in the school; and I don't want them to close it
because I love Ms. Vaughn, I love Ms. Hewey
(phonetic), I love Ms. Hall, I love Ms. Darnella,
Ms. Winston. Actually, everybody.

MS. HARDMAN: All right. Peabody School; and
following Peabody, Near North.

SCHOOL: PEABODY

SPEAKER: Peabody underutilization rate can be
attributed to one major factor, an overwhelming
amount of charter schools have been established in
the neighborhood.

Why were charter schools put into a
neighborhood where enrollment is already declining?
Why were charter schools put into a neighborhood
were performing schools are already in place?

Peabody School has a history of being a
performing school. We were a level 1 spotlight
school for three years in a row, until 2009 when we
were threatened with closure. Students were faced
anxiety and instability.

They are faced with a changing
neighborhood that they fear would push them out.
They had to deal with the possibility of their
school, their anchor, being taken away from them.

Closures remain and Peabody took on
displaced student from Carpenter and Anderson, who
had to make adjustments to a new school. Distress
has influenced the school environment since then.

Finally, it has to be said Peabody has
been affected by rapid changes in leadership. In
the last four years, area 6, now under the Fulton
Network, has had three different chiefs. Each chief
has had different ideas on trends they wanted to see
throughout the area.

Unfortunately, there has not been
continuity, which may contribute to the fact that
the Fulton Network has 40 percent of its schools on
the closing list.

SPEAKER: Peabody School will be doing its own
translation, with your permission.

(WHEREUPON, a presentation was
made in Spanish.)
SPEAKER: When looking at student success,

Peabody offers academic tutoring before and after school, as well as Saturday tutoring to improve student performance and teacher created study groups based on student data.

Peabody is a model school for the WITS, working in the school program in which professionals from both Northern Trust and Smith Barney mentor students through on-site tutoring programs, as well as workplace mentoring.

In addition, we have been the recipient of numerous grants that support student achievement. Most recently target grants, Stepenwolf grants, and Macy's 1 and 100 grant, which we are the only school in Illinois to receive.

Students at Peabody recently presented and placed in Future City Competition, in which we receive a written letter from CEO -- CPS CEO Byrd-Bennett praising us for academic rigor, taking place at Peabody with students demonstrating 21st century skills.

We are also supported by the West Town Community. They support Peabody in remaining an elementary school. Our community is invested in
student growth and development. As mentioned, Peabody students recently participated in Future City Competition led by community member and engineer Anthony Martini, who devoted time and energy to prepare and teach our students about engineering and remains invested in our students, committing to mentoring them for next school year.

This is a survey support Peabody helping to enhance its space, with the addition of a community garden, farmers market, the addition of a neighborhood clinic.

Realtor partnerships are encouraging new homeowners to consider Peabody as its neighborhood school. We would like to continue to partner with our Near North neighbors in providing inclusion for special-need students and both schools should remain in the West Town Community.

Finally, the closing of Peabody Near North and Lozano Schools will leave no traditional public school options for families between Grand and Division, east of Ashland to the expressway. Our city is so big on giving choices for families, when it comes to education, but you are leaving the West Town neighbors with no choice as a public school
options.

(WHEREUPON, a presentation was made in Spanish.)

SPEAKER: I'll be quick here. My name is Anthony Martini, and I come to you not as a teacher, not as a parent, but as a member of this community. I'm one of the many members of the West Town Community that are committed to making Peabody a successful mainstay in our community, and I appreciate the panel allowing me to speak, because it is important that there is that community involvement at Peabody.

I became involved with Peabody as a mentor for their Future Cities competition. The Future Cities Competition is a project-based program, in which students -- time is up?

Will the panel allow me please to speak? One minute, thank you. The core of the project aims to built a STEM curricular for the students. The STEM curriculum is science, technology, engineering and mathematics careers.

These are important careers, and they add to the critical problem-solving skills that these kids need for the 21st century. Peabody was one of
our three CPS schools to make to the regional
competition, and the only non-gifted school to
compete.

The success they saw at this competition
is remarkable, but I'd rather talk about individual
successes of the students that I saw each and every
week. Each and every week I saw break-throughs with
each individual, and each one of those individuals
represents a building block that builds a future for
that community.

We need to continue that growth and
continue that future. Success breeds success. The
feeling at Peabody is remarkable. It's nurturing,
caring and conscientious. With that, I thank you
very much.

MS. HARDMAN: Thank you, Peabody. You will
notice we are giving extended time for the
translation. So, the translation time will not
count against your six minutes.

SPEAKER: My name is Henry Ramos, and I would
like to address safety issues from my point of view.
I'm a thankful that high schools have been spared
from school closings.

As an eighth grader, I'm glad I don't have
to walk across gang lines to get to high school. I am, however, worried about my sisters, who will be forced to walk almost a mile, seven-and-a-half blocks to be exact, to the nearest school if Peabody closes.

They will have to walk down dark, unsafe side streets that are not well populated or to walk on Noble Street, on which the first murder of 2013 occurred at the corner of Chicago and Noble, which runs parallel to elementary Eckhart Park, a notorious meeting are for gangs, and also a large abandoned church that is a haven for homeless people and drug users.

They will also have to cross busy intersections, such as Ashland and Chicago Avenue, which speeding cars rushing to get to the expressway. Peabody offers so many after-school programs that are beneficial to our education, we which we not get take if we have to walk home far in the dark after school.

My friend's dad wrote a letter to my teacher to talk about his disgust regarding school closings. His exact words were that he escaped war-torn Africa to give his family a better life.
He was educational indicated by British-run schools and understands the importance of education.

For a city like Chicago, a world-class city, to shut schools, to take away education from students, especially those in low-income neighborhoods where streets are taken over by terrorists who are shooting at whoever, is shameful.

Students should not have to walk more than a couple blocks to get to school. Do not close Peabody School. This is a fine institution.

MS. HARDMAN: Thank you, Peabody. That's it for Peabody. Thank you. We do have translation services. He's speaking into the head phones.

Thank you, Peabody.

We'll take the speeches, Ms. Camacho. All right, at this time we will hear from Near North. Following Near North, we will hear from Montefiore.

Thank you.

SCHOOL: NEAR NORTH

SPEAKER: Good evening. My name is Andrea Vilargo (phonetic), the LSE at Near North Elementary. This evening I am representing the voice of the parents.

My son has attended this institution for
over three years; and as a student who has been diagnosed with both emotional and behavioral disability, Near North provides him with the services he needs, as well as the education he deserves, in order to become a productive member of society.

Through the staffing of three social workers, a case manager and psychologist, this institution addresses the emotional and behavioral needs of our children. Speaking from personal experience, there have been instances when situations at school could have very well carried over to our home, resulting in our son having an emotional breakdown.

Fortunately, due to the highly-trained and experienced staff, my son was able to regulate himself and the situations were deescalated. In addition, Near North provides our children with a one-on-one assisted learning sessions that are detailed and are individualize education plans; and the children do not feel stigmatized, which could potentially lead to a decrease in an academic achievement.

Due to the lower students who instruct the
ratio, the teachers have more time to adapt to the individual needs of our children, and also to reach out to parents when situations arise that require our attention.

Near North is an institution that is committed to aiding our children in achieving their goals, both academically and socially. It is rather daunting to know that our school, given the population that it serves, is being held to the same standards that general education schools, in terms academic achievement and building utilization.

In addition, it saddens me to know our school is viewed as one of the black sheep of the Chicago public school system, and on that essentially our children do not deserve the same high-quality education that their peers receive in general education schools.

SPEAKER: Good evening. My name is Peter Gayford, and I'm here to represent the educators in the Near North Elementary.

What we, as educators, need to know and understand is that Near North Elementary is a therapeutic day school who services children, severe emotional disabilities who cannot be safely educated
in a regular education setting.

Such disabilities can include things like schizophrenia, bipolar disorder, anxiety disorders and others, for which approximately 70 percent of our student population is medicated.

All our students are required to be placed into small class sizes to stimulate learning. Each student has an individualized education plan which is required by the federal law. Failure to follow these can result in violation of students educational rights and due process hearings.

Further, all students are educated by CPS-favored curriculums, like balance literacy. All our students are technologically engaged through the web-based programs of ST math and LEXIA reading; and although progress for many of our students does go at a slower rate, it does occur at Near North.

Now, to foster positive behaviors, we need to implement a school-wide behavior modification program, and all our staff are trained in non-violent crisis intervention techniques to promote safety throughout the building.

Further, when students are deemed ready, they are entered into what is called the
reintegration program, which transitions them back
to the regular education setting.

To illustrate the success of this program,
last year our educators elevated 14 children into
this program. While this year, we have seven thus
far and more on the way.

So, our program is a success. In closing,
we as educators want you to know that Near North is
a very special place that serves as a safety net for
children with profound emotional disabilities. We
as educators of this much needed program in this day
and age are asking you to reconsider your position,
to please not cause and further distress the lives
of our children. Thank you.

SPEAKER: My name is Chris. I'm on the LSE
community at the Near North School. I am the
community rep. I have been on the LSE Near North
for almost ten years.

Professionally, I'm a mental health
professional specializing with kids, working with
kids in crisis; and Near North, as you heard just a
moment ago, specializes with the population of
students with a number of multiple mental health
diagnoses.
The students in Near North have experienced a significant amount of trauma, you know, given their diagnosis and the medication and things that they take; and students who have experienced trauma, they need their families, their school and their communities they live in to help stabilize their life.

Near North has been, and currently is, a major stabilizing factor for our students. Due to a very caring and nurturing environment by staff and faculty, Near North staff knows how to manage students when they are in crisis; but more importantly, they know how to educate students with special needs.

Near North should be viewed as a model of how to educate students in a therapeutic educational setting. To close the school, in my opinion, would be a major blow to educating students with special needs:

MS. HARDMAN: Thank you. At this time we'll have Montefiore; and following Montefiore is Lozano.

SCHOOL: MONTEFIORE

SPEAKER: Good evening. My name is Dr. Tony Chomsic (phonetic). I'm the principal at
Montefiore. I'm not going to speak long, because I have a couple of people who want to speak for us. I was trying to figure out what to say here tonight, and what's going to be impactful. I was looking at the handout that was provided for everyone. It talks about meeting underutilized schools are no longer under consideration because they meet one of the following criteria.

The problem with that is neither Montefiore or Near North will ever meet that criteria; but what I can tell you is that we meet the needs of the city.

We provide students that have nowhere else to go, that no one else really knows what to do with, we provide them with a safe haven. I had a colleague today from the west side call me and say, "I have a student in sixth grade who is I believe is going to be a casualty. I need an emergency placement. How do I get them there?"

That's the criteria we meet. You know, it's hard. You know, we're doing the best we can. We're trying to meet the educational needs of these students, but the important part is the socialization.
I'm going to end with saying this, and I'm sure all of my colleagues have students in their schools that have the same thing, I asked the student today, I said, "When is the last time someone told you they loved you?" And he said, "I can't remember."

That's why Montefiore and Near North are there. That's why we're in the city. That's why -- that's the criteria we meet. We meet the criteria that no one -- when no one else knows what to do, they send them to us. Thank you.

SPEAKER: All right. My name is Reverend Robin Hood. I am a community rep for Montefiore. You all remember I spoke a month ago. I'm also the program manager for Cease Fire.

Because of my work in violence led me to Montefiore some five years ago to join a local school council, the question that I have today is the head of Office of Support and Education Special Services, is anybody here represented?

See, that's a travesty. Because in order to understand schools like Montefiore and Near North and Buckingham, either one of two things you got to be on street where the kids at that should be in
Montefiore or Near North, or you got to be part of that education system.

Four years ago I wrote this, four years ago, and I can say this same speech verbatim, when we asked Alderman Fioretti to help us with a resolution to stop this very act that is happening to special education.

The City of Chicago needs to pay attention to the violence, because those that are perpetrators, and those that are becoming victims of violence, should have been getting the service from special education. It's not rocket science.

You don't have to have a Ph.D. You don't have to go to school. All you got to do is pay attention; but the problem with the Office of Special Services for too long they denied the services to the children and the parents. They purposely, purposely denied the services.

I wrote this four years ago. I said OSS has been and is denying free appropriate public education in children's appropriate least restrictive environment.

Further, we belief, and I still believe, they have used Core H as a mentor, establishing a
culture within the department which inhibits, obstructs, intimidates teacher, administrators and parents seeking special education services. This office has been converting public monies, that's why I'm glad you're a lawyer because we're going to get a table of lawyers, we're probably going to have to sue the Office of Special Services. They have converted public monies to private day schools, to the detriment of Montefiore, Near North and Buckingham. They've been doing it for years. They gave money to empty seats, no children exist, but people got the money for these children. Something is wrong with that picture. And when you ask them, "Where are the children? Why they are not there?" They say, "Those children don't exist." Evidently they don't watch television. They are not aware that children are killing children, and they're not paying attention to who is in jail. Those people are going straight from school into the prison, and they should be at Montefiore. Thank you.
ALDERMAN FIORETTI: I asked for two minutes on both schools. One minute, because I think this is really important. These schools that we just heard from are so important for our neighborhoods.

I know CPS has decided not a long time ago to direct students to Montefiore. We only have 30 some students right now. That's it. You know what, these are kids that are one step away from falling off a cliff.

As I said the other day, come to graduation. See what we're producing. See what's happening with the kids; and not only that, see the alums that come to graduation, and how they've improved their communities.

It's so important, because these are necessary schools in our system, and we can't privatize them out anymore. We need them here.

Thank you.

MS. HARDMAN: Now we'll have Lozano; and following Lozano, Lafayette.

SCHOOL: LOZANO

SPEAKER: Hi. Good evening. My name is Lauren Nally. I'm proud to be speaking on behalf of Lozano
bilingual and international center. I'm the second through fourth grade science teacher.

In my six years as a teacher, I've worked mostly charter schools. Now at Lozano, I have never been more convinced that the school I work for is the best place for the children and community that it serves.

What makes Lozano unique is that we were one of only six dual-language schools in the district serving grades pre-K through eighth, and we are only one of the only schools that is departmentalized in second grade all the way through eighth grade, where students receive instruction from a subject matter expert.

In addition, students have science and science lab, a beautiful library, computers, music world language, physical education and nutrition. We also have is strong community partners, such as WITS and Junior achievement that form powerful connections with our students.

Through natural attrition, this year we have changed 50 percent of our staff and turned around our school. This year the new teachers come from colleges such as Harvard, University of
These new teachers join seasoned excellent teachers who have grown up as a part of this community that they teach; and, therefore, able to offer that culturally-relevant education that transforms lives.

Lozano has begun an aggressive marketing campaign to insure efficiently. We are not only canvassing door to door, but also reaching out to our parent network, and welcoming additional schools to our district. Our Lozano family members will now offer compelling evidence why our school should remain open.

SPEAKER: My daughter, Julia Novak, is a proud sixth grader at Lozano. This is our first year at Lozano, as she has been at three different Chicago public schools in the last three years.

Julia is diagnosed with a physical disability, speech language delays, cognitive delays, and an IQ that dropped from 79 to 51. She is functioning around a second-grade level and has been for the past two years. Last year, at another Chicago public school, she was
suspended nine different times. A approach that not only stagnated her academically, it caused her to lose her desire to learn; and more importantly, she learned to distrust.

Lozano's approach has been to embrace her learning challenges, help her feel safe about the adults entrusted with teaching her, and allow her to being part of an enriched learning environment.

Lozano has a utilization rate of above 70 percent, which according to criteria No. 5, automatically removes us from the list.

There are two autism classrooms, with a maximum capacity of 13 students in each room per the district requirement. Space utilization base 30 students in each room.

So, we must subtract 30 from 13 for a difference of 17 times the two autism classrooms for a total of 34 students. CPS's optimal utilization calls for Lozano to have 480 students. When subtracting that number, from our 20th day enrollment, that gives us 70 percent utilization.

Further, over 50 percent of our students qualify for bilingual programs. Per federal state law, we must provide services, and to do so, with
half room designated for ESL service, and another
room designated for world language, resulting in
another classroom designation by law that is not a
home room.

Finally, per CTU contract, a meeting room
is provided for clinician meeting space, which is
another half a room. These two additional rooms add
60 more students to our enrollment, bringing our
total to 386, and our capacity to 80 percent.

Accordingly, our capacity exceeds the
requirement for closure, and let the record show
that Lozano must be removed from consideration.

SPEAKER: Good evening. My name is Ella Lopez,
and I am a proud student of Lozano. When I heard
Lozano was on the list of schools and might be
potentially closed down, I never worried.

My school is not a school that should be
closed down. I know this myself. It doesn't make
sense to me that Lozano is on the list. When I
started here nine years ago, I could barely speak
English; and now, as an eighth grader, I'm be going
to the school of my dreams, North Side.

All I heard this week at Lozano from the
eight graders is students talking about what high
schools they are going to, as we all -- and as we all share our acceptance letters.

Over one-third of us are going to top 15 high schools in the city, and we never considered the possibility of just conforming to our neighborhood schools, high schools that is.

And I just want to tell you as my time is running up, that this isn't a school that should be closed down. We have achieved things that might seem impossible to all of you, but we have done it. Listen to our voices.

MS. HARDMAN: Thank you, Lozano. Now we'll heard from Lafayette; and following Lafayette, we will hear from King School.

MR. ANAYA: Make sure when you come up here, if you have a speech for me to take back, leave it with me. Okay?

SCHOOL: LAFAYETTE

SPEAKER: Hello. My name is Jave Gomez. I am a student at Lafayette School. I am in an assist program because I have special needs. I have autism at school.

I have learned how to read, write, and subtract and talk a lot. So, please do not close
down my school. Thank you for your time.

MS. HARDMAN: May we have that speech?

SPEAKER: I am Valerie Lawson from Lafayette School. I am the LSE chair. I have been for two terms. I'm in tears because I want my daughter to speak like Jave, because mine is non-verbal. Excuse me.

SPEAKER: Hello. My name is Starla Nalls, and I'm a parent of two Lafayette students. The reason why I need Lafayette to stay open is because what you see right here is a description.

My youngest child, two years old, just was diagnosed with autism. He started having seizures. His words went from maybe 10 or 15 at the age of one, to none at all.

As a parent, I didn't know how to help him. Taking my kids, my other two kids to school, the environment at Lafayette is so welcoming. They embrace you from the moment you walk in the door. When I express my concerns to one of the teachers, Ms. Combaris (phonetic), she told me about the special education program.

The referral that I was given from Children's Memorial Hospital was for early childhood
intervention. They come to my house, yes. They do one on ones, yes, but I had been doing one on ones with my son for two years now.

I don't want him to feel isolated. I want him to be in a social gathering with other kids. I know that you all go off the statistics a lot; but to me, statistics are an insult because the kids are learning every day.

They have one day to take a test, one day to take a test; but what they're learning throughout the school year, you can come in, you can sit in the classroom. My daughter, London, she loves the environment she's in.

She knows her teachers. She knows the security guards. She feels comfortable in that environment. One of the questions you said on here, as far as expressing what safety issues you have, first of all, I don't have the means to transfer my kids across town to another school.

Second, if they were being bussed so young, we see in the news in the media all the time you have teenagers who bully elderly people on the bus. So, what are my kids going to be doing at their age on the bus? Okay?
If you look in the autism knowledge book, you have schools like Disney Magnet School, and so many others that are level 1, that are closed for you to even apply. So, we're dealing with what we have, and we're working with what we have, the resources that we got.

We want you all to give go us a chance.

We have a new principal at Lafayette, Ms. Albani. We have a new assistant principal, Mr. Silva. One significant change that I have seen in Lafayette is every week there is a parent meeting. So they are opening the doors for us.

They said it's an old proverb it takes a village to raise a child. They are showing me that, and that's something that I can appreciate. I hope that you take everything that I've said into consideration. Thank you.

SPEAKER: Hello. My name is Breanna Herrell. I'm an eighth grade student at Lafayette Elementary. I've been in this school since fifth grade; and through the years, I have a lot of experience here. Lafayette has kept me busy and kept me out of trouble. Through this school keeps me on the right track. Through the years, I've been in the
music program, softball, and Girls on the Run.

Lafayette is a place where we get to express ourselves.

Even though the ISAT is coming up, as creative as we are, we have found something to help us out that's easy to remember. I'm shaking. I was extremely disappointed when I heard that the school was on the list for closing.

Even though I'll be graduating this year doesn't mean that this school doesn't have an affect on me. After graduating, I plan -- I can't finish.

SPEAKER: Ladies and gentlemen, I've been asked to speak to the panel before you in defense of Lafayette and the music program. I choose instead not to speak, but to do something far more poignant and apropos to our school's experience.

Ladies and gentlemen, our best and brightest, three, four.

(WHEREUPON, the children played music.)

MS. HARDMAN: All right. King. Following King, Herbert.

SCHOOL: KING

SPEAKER: My name is David Lapell (phonetic), and I'm from King Elementary School. I'm an LSE.
Why is CPS willing to pore money into the charter schools with little or no money in the public schools that already exist in Chicago?

How can CPS improve schools by closing schools? How does that improve schools? After King Elementary School has made significant gains in reading and math, by raising such scores by over 40 points since 2005, why is CPS considering closing the elementary school now?

Why is CPS closing schools largely in the black, Hispanic and poor communities? Are the affluent wealthy schools being targeted? Why does CPS study compositions and financial resources and schools in the black, Hispanic and poor communities, and then turn around and hold the same schools accountable and responsible for raising test scores and improving schools?

Does this make sense? How can sit here with compositions and funding at various schools and then turn around and hold the same schools responsible for raising test scores? Is CPS sabotaging these schools?

Is there a hidden agenda? Is there a hidden agenda the mayor and CPS? What is that
hidden agenda? Is the hidden agenda to break the
Chicago Teachers Union by supporting the charter
schools instead of the public schools that already
exist?

If CPS's motto is children first, why is
it pursuing a course of action that is hurting
largely the black, the Hispanic and poor communities
in Chicago?

If Mayor Emanuel and CPS vote to close our
schools, be assured, rest assured, that we the
people will get the last vote.

SPEAKER: I know that you all are sitting here,
and I hope that you all are right here with us. I
know you all are getting big checks, but thank you,
Lafayette, for coming up, and now I see that we have
you all's attention.

I'm speaking as a parent personally. I
took my daughter out of charter school because my
daughter was being intimidated. I don't want my
teachers to intimidate my child. My child was at
Irving Washington. They have no parent
friendliness.

We could not even walk our child to the
lunch room. I called the cluster. I have hands on
with both my children in the Board of Education, and
my thing is this: I brought my child back to King
because they nurture us.

We have a parent environment. We have
bilingual and regular where we come together for our
meetings. We are not divided. We have Rush
University. We have laboratories. We have American
Girls. We'll have next year we're going to be
having our full-day preschool.

So, we have a lot of hands on with King.

One thing we always say, always remember this,
parents: One parent when you come to the school
we're a fruit. Two is a pear. We are not crazy.
We know what our children need. Do not close these
schools.

A lot of your kids go to private school
all day. So, we need this for our children. Okay?
Because there's too much crime in Chicago. You all
are running us out of Chicago. It's not even going
to be able to stay anymore.

So, please, parents, we are the child's
first teacher. We know what we need. We are
parents that are in the school. We're there. Okay?
Please do not close King School. Thank you.
The last thing I want to say February the 18th, Channel 9, call King School, where my daughter was on Channel 9 news giving the weather. Jahire (phonetic), come up here. Channel 9 did not call a charter school. My daughter was on Channel 9 in the morning giving the weather. Thank you.

OFFICIAL

ALDERMAN FIORETTI: I was asked to speak for two minutes here. King school has reached out, and just like all the schools have reached out, I have seen it as they worked; and we heard about American Girl, and we've heard about some of the entries, business entities around it, and they've reached.

The principal moves on a father's night. It's having the fathers involved, something that we keep hearing about, but there are a lot of fathers in here; and they are all supporting their kids, just like not only at King, but all the other schools.

I think it's important to recognize that when we have schools, again, we shouldn't be closing them. We shouldn't be having the charter schools, or no expansion on charter schools. We need to look at what creates the schools school.
Again, it's the parents. I was so pleased, I watched that day on Channel 9 when she gave the weather report, and I was like, "Oh, my goodness, I can't believe it." It was so great that day. We put it out on our website for parents and people to see.

You know, I ask you again to watch what we're doing, because the schools are reaching out to their communities. We don't hear enough from our communities sometimes; and the six minutes sometimes is a little too short to say this is a good school, and why we're better than all the other schools, but they are all good schools.

So, we're standing together on this. So, thank you.

MS. HARDMAN: Now we will hear from Herbert; and following Herbert, we will hear from Duprey.

SCHOOL: VICTOR HERBERT


Scantron was used to place Herbert School
at level 3, even though Scantron is a diagnostic
stool, and not an assessment tool. However, Herbert
Elementary School has been improving each year in
reading and math. We are pro-active in addressing
our weaknesses. We have been involved and working
with all stakeholders and addressing these
weaknesses.

We have a plan of action to tackle all of
our challenges. Science is one of our challenges.
In order to increase scores, we have created small
groups for science instruction, integrating the
subjects into our reading block time.

You have heard many say that Herbert is a
family school. This is not a cliche. We invite
parents, communities organizations, and higher
learning organization to become a part of the
Herbert School family.

Area 7 passed the baton to the Fulton
Network, which was been instrumental in providing
substantive and meaningful professional development.
We tested off probation under area 7's leadership
and continued to welcome the present network in our
quest for student achievement.

The network has been supportive in moving
us forward. To close our school would cost the
great people for many families; because in the last
eight years, we have received students from both
Grant and Suder School that were closed.

These schools were already facing
challenges in their daily lives. To shutter our
neighborhood schools will cause fragmentation in an
already fragile community.

At a time like this, we need resources,
additional, support instead of threats and negative
rhetoric, which only serves to lower the morale of
our teaching and learning community. Give us what
we need; and in turn, we'll give you success,
productive, competitive individuals fully equipped
to meet tomorrow's world.

SPEAKER: Hello my name is Michael Armstrong.
I am nine-year-old student from Victor Herbert
Elementary School. I hope that you do not close my
school.

I have attended Herbert since I was four
years old. Every year I have great teachers who a
challenge me to be the best student I can be. I
have a brother in kindergarten; and if Herbert
closes, he will not get to be in the wonderful
classrooms that I have been in.

I love doing math at Herbert. My teacher showed us about so many different types of triangles and angles. We did slopes in math and science.

We always have to extended response, so we can extend our reading and math to show others what we were thinking when we solved the problem.

I can divide, multiply and do fractions.

We write every day. My teacher told me, "You will become" -- my teacher told me that "If you write, you will become an even better reader, because reading and writing are connected."

If my school closes, how will I get a better education? Herbert School is like a big happy family to me. We do so many things together like playing games during math and reading. We have teachers against students basketball games.

We take field trips all the time. For example, we went to Legoland we went to the museum to learning about fossils. We also have the James Jordan Club after school. It is across street from the school, and me and my friends walk to the club together.

Every year they give us a winter party,
Valentine party, and we have games like pool and ping-pong to play when we get there. They have systems like Xboxes, Playstations, and wiis. They will help us with our homework if we need them to. If Herbert closes, then we will not be able to go to the James Jordan Club every day. So please don't close my school. I have been there since I was at Head Start, and I want to graduate from eighth grade at Victor Herbert School.

SPEAKER: I'm the librarian at Herbert School, and so every student at Herbert is my student; and I want to submit a letter from the founder of the James Jordan Foundation, Dolores Jordan, who just happens to be Michael Jordan's mom; but in this letter, she is detailing her partnership and the things we have done in our school and in the community to help our students, while they are at Herbert and after they leave Herbert.

I would like to submit the letter.

MS. HARDMAN: We'll now have Duprey; and following Duprey, we will hear from Dett School.

SCHOOL: ANA ROQUE DUPREY

SPEAKER: We want all school moratorium now on our school Duprey, and I hope our school gets to
stay because our school, this school is our school.

SPEAKER: Our school shouldn't be closed. Our school is healthy, wholly free, and we have a big heart. Our school is also respectful, responsible and ready to learn.

SPEAKER: Hello. My name is Mariana, and I'm a parent of an autistic child Ana Roque Deprey. I've toured many schools when I was looking for a good education for my daughter.

I believe this school should stay open because of their individual learning and teaching plans. It prevents bullying in the classroom and campuses. I'm greatly concerned about safety, bullying, gangs; and the fact that more than 20 children have been murdered in gang-related violence so far this year, three of which are from Clemente High School on North Western Avenue.

I want my daughter to grow up free of gangs and bullying. My daughter does not deserve to become a statistic. My daughter and I both feel safe at Duprey. My child has certain needs. I feel confident in the knowledge that these needs are being met at Duprey.

When I walk in the school, I see the staff
greeting the students, and the students greeting each other, something that is not very common.

I notice that the teachers have their eyes on the kids from the drop-off point until the pick-up point. I've witnessed how teachers instill not only knowledge, but ethics and morals to our children.

School is not only about textbooks and tests. It is also about social emotional learning. My child is different. My child learns differently than most; but with the smaller class size, extended programs and individual learning plans, my daughter is getting the education that fits her needs.

It is the education that she has the right to, and the education that she deserves. All students deserve a Duprey education.

SPEAKER: Dear President Vitale, I am writing to express my strong belief that Ana Roque Duprey School in the 1st Ward should remain open and removed from the school closing list.

Duprey is a level 2 school. They have made consistent progress and have avoided being placed on probation. This progress has been achieved, despite the school having a high mobility
rate, 50 to 75 percent in the past year, and a near
100 percent poverty rate.

Duprey's current situation is a result of
the school losing its magnet cluster title. Until
this issue, the school was fully utilized.
Moreover, CPS budgetary constraints eliminated
school buses services, leaving many Duprey parents
with no way of self-transporting their children.
They were forced to reenroll their
children back to a neighbor school, regardless of
their school conditions or probational status.
Currently, Duprey has just under 200
enrolled students, all of whom are there by parent's
choice from across the 1st Ward and the city.
Duprey was the first school in the ward to become a
healthy school Gold status and school officials were
involved invited to the White House in Washington to
receive recognition.
I strongly believe Duprey should remain
open next year, and I fully support its plan to
submit an application to become the first CPS
elementary RAMP school. Duprey already is a
receiving school, and I am extremely of confident
that the staff will welcome any new students from
the other schools.

I have met with Duprey staff, parents and students, and I am thoroughly impressed by their education, talent and passion. I believe that Duprey School should remain open to serve its diverse current, which I have the honor of representing in the City Council.

Thank you for your attention to this letter. Sincerely, Proco Joe Moreno.

I would like to say something also. I'm a parent at Duprey School, and I would like to say shame on you, Mayor. You have money to put into charter schools, but you don't have money to support our public schools.

We already are struggling just to get our kids to school on a day-to-day basis with our transportation, with the meters, with red light tickets and everything else that you all hold us back on.

Save our schools. I am not just speaking for one school, I'm speaking for all the schools. No school closing in our community.

SPEAKER: Good evening. My name Alexander Stewart Roi, and I'm the school counselor at Ana
Roque Duprey. I'm not here to beg. We don't teach our children to beg, we teach them to earn what they desire.

We don't teach them to come and scream or offend. We teach them to use their frustration to motivate a solution. I'm not here to lie, because we teach facts and we teach the truth.

On that point, CPS wants to know why we are underutilized. A few short years ago, we had a full population. CPS stripped away our magnet cluster due to no funding.

They took away our buses. They then asked, "Why do you have no funding? Why do you have no students?" We asked for a pre-K. I would respectfully ask if I could have literally one more minute to finish mine. Thank you.

The truth of the matter is we've attempted to do a number of things and we were continually stopped; but despite everything being taken away from us, our students are still motivated to earn what they desire.

Over the last 12 years, our overall test scores have continued to trend up. We went from a level 3 school to it a level 2 school, and now we
are not on the probation.

Over the last several years, all of our eighth graders have graduated. Over 90 percent of them have gone onto the school of their choice; and last year, 100 percent of our eighth graders went to the school of their choice, which included charters schools, military academies and selective enrollment high schools.

Our students wanted and have a library, a music room and a computer lab. We have chess programs in school. We have had chefs in the classroom in a variety of after-school programs that have included theater/dance ensemble, and these programs have not cost CPS anything. We have gotten all of this money through grant writing. Thank you.

MS. HARDMAN: Thank you, Duprey. We'll now hear from -- we have two more schools, Dett and then Brown; but before that, just some quick housekeeping.

We have two cars blocking a school bus. So, if you're driving Honda CRV with the tag 9406899, and a red Chrysler van with a tag K770120.

We will now hear from Dett School.
SCHOOL: NATHANIEL DANIEL DETT

SPEAKER: Good evening, everyone. My name is Kewona Friedman. I am a parent at Nathaniel Daniel Dett Elementary School. I'm also an LSE.

I feel like we're being evicted. You know how you ride past and see somebody furniture, kid's furniture on the ground, you automatically feel saddened by that.

I feel like that's what going in our city with our schools. We feel safe in our schools. We need our schools open. There's too much crime already going on in the school.

I do not need to worry about is my child at school. I can't wait until the 31st of March. We need our schools open, not just Dett, but all the schools. No child left behind. What happened to that? We are wasting time and money on unnecessary things, instead of keeping our schools open.

So, I have no notes to leave. Everything is coming straight from the heart. I have kids with disabilities. I have kids that are in special ed. I have one with ADHD, which I brought tonight.

Do you know how hard it was for him to sit through this whole thing for me to let you know how
important it is to keep my school open? So, I ask that you think about us, parents, and our children when you think about closing these doors to these schools.

SPEAKER: Hi. My name is Christina Totin (phonetic), and I am involved in gang intervention in the West Town/Humboldt Park neighborhoods.

When you close schools, it means I'm going to be knocking on more doors to tell parents that their children have been murdered by gang violence. It means I'm going to be going to the morgue now more, because these schools are closing, and there is no place for these kids to go but on the street.

That's where they're going to end up, on street, with no schooling. Okay? Some of these kids have to walk miles, blocks and blocks and miles to get to the school, or they have to take a city bus. They can't do it, it's not safe.

I want to show you from my, very important to me, this is my son Brendon Totin. He attends one of the best high schools in the city, Chicago Tech Academy; but he couldn't have done it without the education he received at Robert Nathaniel Dett Elementary School.
My son has autism, and they gave him the foundation to overcome the limitations of his autism, so he could go to one of the best high schools in the city, so he can be a success.

I am asking you not to close this school, or any of the other schools on the list. We need these SPED spaces. SPED spaces are limited in the City of Chicago. We need these schools to stay open to educate our children, special education and regular education. Thank you for your time.

SPEAKER: Hi. My name is Alison Boyer. I represent the teachers at Dett Elementary School. I'm a nationally Board Certified teacher. I have been at the school for six years.

First of all, I want to start in saying that Howard Gardener is a very prolific writer about education. He says in education, you must anticipate setbacks.

We did have a setback last year, and we had a setback. We dropped down to a level 2. Before we were a level 1 school for many years, and we had a setback because we had split classes in every single one of our classes from kindergarten through eighth grade.
We to maintain these students with diverse needs with instruction. We held on. We were under a lot of pressure. We felt that pressure. On your list of 129 schools, we Dett are the third with the highest number of students, percentage number of student meeting or exceeding at ISATs.

We are also a level 2 of school that has not been on probation for many, many years. We have consistent growth in math. I want to point this out because President Obama stresses the importance of proficient in math, to be work-force ready. He uses that term a lot.

We are making our AYPAs in math. A third of our students, as seventh graders, scored 99 percent in 2011. Our school also has very low teacher turnover. We have two new teachers this year. Because we no longer have so many split classrooms, but the rest of us has been there for over four years, all of us.

We fought this battle twice before, school closings. Most recently, when Suder closed. We've welcomed those families, the communities into our school, and we've helped them grow.

We're all fought this battle. All the
people that are here tonight, they've been here before, and that doesn't just mean our school. All of us, we come all together as one.

We're not battling against other people, other schools. We don't think they are better than us and so on. Our school also has a very high homeless population. We have one-fourth of our student population is homeless.

CPS, you guys all state that the importance of this four- to six-month academic loss that you say, when students have to transfer schools? Well, that's huge. We have a fourth of our kids would fall under that in your statistics.

Over the past five years, students that graduated from Dett have gone onto some of the very best high schools in the city. Personally, I'm going to take my last 30 seconds and say the art teacher, I can attest to the wide variety of richness of the arts that we have.

We have partnered with the MCA, the AET of Chicago, Marven Arts Center, Hyde Park Arts Center. We travel there frequently, once a month or sooner. I've gotten thousands and thousands of money from Chicago Foundation for Education, the
Oppenheimer, Donors Choose, Creative Pitch, Chicago
Sinfonetta, Ravinia, Arcelor Mittal Steel Company,
and I just want to say we don't have -- that did not
come from CPS. That is all grant money.

MS. HARDMAN: Thank you, Dett School. We will
now hear from our final school, Brown School.

SCHOOL: WILLIAM H. BROWN

SPEAKER: My name is Kenya Sandler. I am an
alumni of Brown. My family members attend Brown,
and I am the principal of William H. Brown School of
Technology.

It's important that you know that I don't
stand here alone. I stand here with the future of
Brown School. A second grader whose mother
graduated from Brown School, who wants to follow in
her foot stems.

I stand here with a student who started at
three years old at Brown School, who will be
attending North Side College Prep in the fall.

I stand here, I stand here with the
community member, grandmother, who has four
generations of her family members attending Brown
School.

I stand here with the teacher, who is
devoted her life and her career to the students at Brown School, and I stand here with a community member who has nurtured and built support for Brown School, and who has just taken on the leadership role with the teachers, parents, and students to support and nurture the growth of Brown School.

I stand with the amazing array of people who have invested in our community, and who have made sure that Brown School prevails.

We believe that Brown School is beautiful. What's happening within our school, within our neighborhood, is beautiful. The devotion of these teachers that have given to the students at Brown School is beautiful. The investment of our community that has made our school as beautiful. It's all beautiful.

We are a school on the rise in a neighborhood that's on the rise. To even consider shutting the doors of the futures of these students in this neighborhood is not only premature, but it's incredibly unwise.

The doors of Brown School must remain open for the children in our neighborhood who make Brown School the great place that it is. The children
whose family moved into the neighborhood. The neighborhood that's on the rise.

The doors of Brown School must remain open for the children with autism and special needs, who are served by our state-of-the-art autism center. The doors of Brown School must remain open for the future that's being created in our state-of-the-art STEM lab.

The doors of Brown School must remain open, so that our children don't have to cross gang lines to get to school each day and risk their lives just to go.

The doors of Brown School must remain open so that we can continue to do what Mayor Emanuel himself said. We're a school that's making enormous strides towards offering a world-class education.

The doors of Brown School must remain open.

Our work is just beginning. Brown School has adopted a reading curriculum that is nationally renown. We are one-to-one iPad school, we have teachers from around the country coming in to see how our students are using technology.

We are only one of a few schools in the city that has a STEM lab that's offering STEM to
grade K through 8. We partnership with lawyers and
the James Jordan Foundation. We have lawyers in the
classroom in a reading program.

We have 60 volunteers coming into Brown
School each and every week to read with our
students. We have a one-of-a-kind partnership with
UIC, and the Chicago Bulls, that works in our
state-of-the-art fitness facility to provide healthy
living and fitness to our children.

We are the only school on the closing list
that has its own STEM lab, state-of-the-art science
lab, sensory room, Promethean Boards in the
classroom, iPads for each and every child and
teacher; and our ADA approved facility is not only
beautiful, but it is powerful.

Our school must remain open, and we're not
coming to the Board asking for additional resources
because Brown School brought in $960,000 in
additional resources in the past three years.

SPEAKER: Good evening. Thank you all for
coming; and more importantly, thank you all for
staying.

My name is Kathleen Getzel (phonetic). I
have had the pleasure of working at Brown School for
last five years. It's the only school I ever taught in, and the only school I ever want to call home.

I'm here to tell you the story of Brown School. I hope you give me one more minute to finish.

Once upon a time, on the west side, not so far away, there was a school smaller than most but unlike any other. When you walked into the building five years ago, you were struck by two things: The lack of resources the school had available, and the overall spirit of the place.

There were classrooms where teachers were teaching without books, a computer room with broken computers and bathrooms that hadn't neither soap nor toilet paper. Yet even though the conditions were poor, there were many staff of teachers that worked away and loved the school with all of their heart.

God had a plan for this little school, and he seen a ray of hope and light into the school. She came in the form of a principal, who was the fearless leader that the school needed, and the only person strong enough to accept the challenge that lay ahead of her.

She came from a school where children had
books and computers and all the supplies they needed
to succeed, and she found from the day that she
walked into the Brown School, that these students
would be given the same basic necessities to thrive
and grow, and the school began to change; and
suddenly, children had books and computers, and all
the technology they could get their hands on.

And the bar was raised, and the teachers,
students, and even parents were held to a higher
standard. Academic excellence was no longer an
option, it was the expectation, and word started to
spread about Brown School.

Parents started to talk about the great
technology and innovation that was happening at
Brown School, and soon parents were bringing their
students from all over the city to Brown School.

Brown School's future looked bright, and
that is why this is not the end of our story. This
is only the beginning. As we speak, our principal,
our staff, our community and our parents are
fighting to save the school and the neighborhood.

They are fighting for our children, and
they are fighting for our children's future. Please
keep our school open. Our story is not over.
SPEAKER: I am a pastor in the neighborhood. I
pastor Solse Church (phonetic), a church that is
privileged to partner with Brown Elementary. We're
grateful for the opportunity to speak to your here
tonight. We're grateful for our partnership. I
want to let you know I represent a church that is
full of people that are fully honored to have
Principal at this school.

I represent people that presented to you
almost 600 signatures for you to look through that
say we are with Brown Elementary School, heart and
soul. We're not going anywhere, because we know
this school isn't going anywhere.

I want to let you know that I represent
our church in our community, business leaders,
community organizers, professional athletes, TV
personalities, news reporters. We got single moms,
stay-at-home dads, college students that stand with
Brown Elementary School day in and day out every
week. We love this school.

Finally, I'll close with this, I come here
representing my Savior Jesus, who, who, taught us in
Mark 10. As he was trying to do ministry and do
what God put him on this earth to do, parents kept
Parents kept bringing their children to him, because they wanted him to bless them; and his disciples said, "No, no, No God is too busy for that. We got systems, and we got structure," and they tried to send him down the road and make them someone else's problem. They shooed the children away from Jesus and let someone else deal with it.

But Jesus rebuked his own followers, rebuked his disciples and said, "No, let the children come to me for there is the kingdom of God."

I want you to hear in this closing. Let these children come to Brown Elementary School. Let these children come to a school that's already achieving. Let these children come to a school that is invested in its community.

Let these children come to a school where the community is invested in the school. Let these children come to a school where the principal is the perfect picture of the progress this school is making. I say let the children come to Brown Elementary School. Let them come.

SPEAKER: I don't want Brown to school to close
because Brown School is a part of my life. If Brown School is closed, then my life would not be together, and it would not be all the way together. I love Brown School because Brown -- my teachers Ms. Akin, she always be on us about our math, reading and science and social studies.

SPEAKER: Hello. My name is Anessa Davis, and I'm an eighth grader at William H. Brown. I have been at William H. Brown since pre-K at the age of three. I have seen many teachers and principals come and go, but none of them compared to what Ms. Sandler and our current teachers have done for us.

If Brown closed, I will be devastated. The staff and students at Brown have worked too hard to get to the place where we are. Everyone at Brown will not stop fighting for our school. Brown maybe strong, but the small classrooms of no more than 25 to 30 has helped many students get the one-on-one attention that they need with teachers. William H. Brown has been given numerous opportunities that would benefit many students.
Brown has never had the amount of hands-on technology in the past as we do now. The online programs that have been introduced to us have helped improve mind development and many students' grade. Therefore, as a young leader of Brown, I would not stop fighting for my school. Because even though this is my last year at Brown, there are younger students that I care for to get all of their opportunities and experiences I did from the age of 3 to the age of 14.

When I get older, I want to say that my school overcame obstacles, not let the obstacles win and close our school. North Side College Prep.

MS. HARDMAN: That concludes our meeting. We are now 20 minutes past the hour. The hour is late.

Thank you, Brown School.

(WHICH WERE ALL THE PROCEEDINGS HAD.)
STATE OF ILLINOIS )
 ) SS:
COUNTY OF C O O K )

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
hearing.

__________________________________________
PAMELA A. MARZULLO
License No. 084-001624

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

Notary Public