

# Transcript of the Testimony of

**Date:** January 29, 2018

**Case:** PUBLIC HEARING TO CONSIDER THE PROPOSED  
REASSIGNMENT BOUNDARY CHANGE OF NATIONAL  
TEACHERS ACADEMY

**TOOMEY REPORTING**

312-853-0648

January 29, 2018

Page 1

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Case: PUBLIC HEARING TO CONSIDER THE PROPOSED  
REASSIGNMENT BOUNDARY CHANGE OF NATIONAL  
TEACHERS ACADEMY

1 PUBLIC HEARING TO CONSIDER THE PROPOSED REASSIGNMENT  
2 BOUNDARY CHANGE OF NATIONAL TEACHERS ACADEMY  
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9 MONDAY, JANUARY 29, 2018

10 COMMENCING AT 6:02 P.M.

11 42 WEST MADISON STREET, CHICAGO, ILLINOIS  
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23 HONORABLE FRANCIS J. DOLAN

24 HEARING OFFICER

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The record of proceedings had in the  
Hearing of the above-entitled cause, taken before  
MELISSA A. BELICE, a Certified Shorthand Reporter in  
and for the County of Cook and State of Illinois, at  
42 West Madison Street, Chicago, Illinois,  
January 29, 2018, at 6:02 o'clock p.m.

APPEARING ON BEHALF OF CPS:  
MS. GABRIELA BRIZUELA, Attorney - Chicago Board  
of Education  
MR. HERALD "CHIP" JOHNSON, Chief of Family and  
Community Engagement in Education  
MR. JAMES DISPENSA, Director of School  
Demographics and Planning

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1 HEARING OFFICER DOLAN: Good evening, ladies  
2 and gentlemen.

3 THE AUDIENCE: Good evening.

4 HEARING OFFICER DOLAN: My name is Francis  
5 Dolan, and I'm a licensed attorney to practice in  
6 the State of Illinois, and I'm a retired State of  
7 Illinois Judge.

8 Recently the Chief Executive Officer of  
9 the Chicago Public Schools retained me to serve as  
10 an independent hearing officer in this matter. The  
11 purpose of this hearing is to enable me to receive  
12 public comment from concerned persons, specifically  
13 including representatives of the CEO, the school  
14 community, and interested members of the public  
15 concerning the CEO's proposal to reassign the  
16 National Teachers Academy's boundary, which is  
17 located at 55 West Cermak.

18 Notice of the hearing was served on the  
19 school community, and notice of this hearing was  
20 also served on the public by newspaper publications.  
21 Pursuant to the said notice, this hearing was  
22 scheduled to begin at 6:00 p.m. Let the record  
23 reflect that we are beginning at 6:02 p.m.

24 Pursuant to the directives provided in



1 the document entitled Procedures for Public Hearings  
2 on Proposed School Closure, Consolidation, Phaseout,  
3 Reconstitution or Reassignment Boundary Change, the  
4 hearing officer is solely responsible for conducting  
5 the hearing and is to conduct the hearing in an  
6 efficient and impartial manner. So there are some  
7 guidelines that I would ask everyone to follow here  
8 this evening and respect.

9 This is a public hearing, therefore I  
10 will expect all in attendance to show courteous,  
11 respectful, and civil behavior. Please, if you have  
12 cell phones, turn them off or put them on vibrate  
13 now. Also, please turn off any other electronic  
14 devices at this time that could disturb these  
15 proceedings.

16 This is an opportunity for public comment  
17 regarding the CEO's proposal. It is not an  
18 opportunity for questions and answers. Please do  
19 not clap or cheer if you agree with a witness or  
20 speaker's testimony. Similarly, do not boo or make  
21 any other negative verbalization if you are opposed  
22 to what a witness or a speaker has to say.

23 Please understand I am not an employee of  
24 the Chicago Public School System or the Board of

1 Education. I will conduct an orderly hearing, and I  
2 will show respect to each speaker, and I ask that  
3 you respect me and the serious purpose of this  
4 meeting by honoring the guidelines that I have just  
5 set forth.

6 I will first receive comments from  
7 representatives from CPS concerning why the CEO is  
8 proposing to reassign National Teachers Academy's  
9 boundary. Then I will hear from any elected  
10 officials in attendance.

11 Then those individuals who have signed up  
12 to speak this evening one hour prior to the start of  
13 the hearing and within 30 minutes after the start of  
14 the hearing will be called to speak primarily in the  
15 order in which they have signed in. So testimony  
16 will be heard in this matter until all who have  
17 signed in to be heard by 5:30 p.m. have been heard  
18 or until we have reached 8:30 p.m., whichever occurs  
19 first.

20 Individuals who have signed in to speak  
21 during the designated hours to do so will each be  
22 given two minutes to present their comments. This  
23 limitation is to ensure that we have sufficient time  
24 to hear all the speakers.

1           There are three lights that are located  
2 on the podium, on the top left side of the podium  
3 right in front of me which each speaker will speak  
4 from. The green light indicates that your two  
5 minutes have begun to run. The yellow light appears  
6 when you have 30 seconds remaining in your time.  
7 And the red light indicates that your two minutes  
8 has expired. Please respect the red light and  
9 return to your seat when it appears.

10           Now, we have a very ambitious schedule  
11 this evening with many speakers. I want everybody  
12 to have their opportunity to have their two minutes  
13 tonight, so I don't want to waste any time at all.  
14 So I'm going to be calling three names at once.  
15 When I call the names, the first name that is  
16 called, you'll come to the podium. No. 2 and No. 3  
17 will line up behind the person at the podium being  
18 respectful of not being in the space of the speaker  
19 of course.

20           Now, a certified court reporter is seated  
21 right in front of me. She is here to transcribe  
22 everything that is being said at this hearing.  
23 Please understand she cannot record two people  
24 speaking simultaneously, therefore only one person

1 can speak at a time, and I will determine who that  
2 person is.

3 If I have a question for you while you're  
4 speaking, please stop speaking and do not begin to  
5 answer my question even if you think you know what  
6 I'm going to be asking you until I have finished the  
7 question. As you know, we have a sign and a Spanish  
8 interpreter here. If you see somebody come in that  
9 you know needs one or the other, I would ask you to  
10 please let them know that and let us know that.

11 When you are called upon to speak, please  
12 step to the microphone at the podium in front of me.  
13 State your name for the record and spell your first  
14 and last names so the court reporter can take it  
15 down correctly. Please then state your affiliation,  
16 for instance, what school you're from, what  
17 community organization, if you're a parent and so  
18 forth.

19 I have been advised that there are one or  
20 more students who have signed in to speak this  
21 evening. Illinois law prohibits the use of a  
22 student's name in these proceedings. It is not  
23 supposed to be in the transcript or in the record.  
24 So if a student comes forward, you will be assigned

1 a letter such as Student A, Student B and so forth.  
2 Please, any students that are going to be addressing  
3 us tonight, do not state your name.

4 When you are speaking, please do so in a  
5 conversational tone. The transcript of this  
6 proceeding, which I will be using to fulfill my  
7 duty, will not indicate any loud or aggressive  
8 language or movements. So, please, all of us help  
9 us all, each us to have a clear record of these  
10 proceedings. That is so very important because  
11 that's what I take away from this hearing when I am  
12 doing the work that I am mandated to do.

13 Following this public hearing pursuant to  
14 state law and the rules promulgated by the Board  
15 governing this hearing, I will prepare and submit to  
16 the CEO a written report that summarizes the public  
17 comments and documents received at today's hearing  
18 and determines whether the CEO complied with the  
19 requirements of state law and the final guidelines  
20 for school actions. The CEO will include my report  
21 and any recommendation submitted to the Board.

22 Finally, the record in this case will  
23 remain open until 5:00 p.m. tomorrow, Tuesday,  
24 January 30th, for persons to submit any written

1 materials they want me to consider and make a part  
2 of the record. Those materials may be submitted in  
3 the following manner: By hand delivery to the  
4 attention of the CPS Law Department at 42 West  
5 Madison or by e-mail using the following e-mail  
6 address: Transitions, T-R-A-N-S-I-T-I-O-N-S,  
7 @CPS.EDU.

8 I'm going to repeat that again now. The  
9 record in this case will remain open until  
10 5:00 o'clock tomorrow, Tuesday, January 30th, for  
11 persons to submit any written materials they want me  
12 to consider and make a part of the record. Those  
13 materials may be submitted by either hand delivery  
14 to the attention of the CPS Law Department at  
15 42 West Madison or by e-mail using the following  
16 e-mail address: Transitions, T-R-A-N-S-I-T-I-O-N-S,  
17 @CPS.EDU.

18 So if you're a speaker and your two  
19 minutes expire and you still have more information  
20 you wish to make part of the record, write it down  
21 and submit it via hand delivery or e-mail.  
22 Materials submitted after 5:00 p.m. tomorrow,  
23 Tuesday, January 30th, will not be considered in my  
24 recommendation report and will not be included in

1 the record of this hearing. I'll repeat this  
2 information at the end of the hearing before we  
3 close.

4 This evening we are joined by members of  
5 the Chicago Board of Ed. Will each of you please be  
6 good enough to raise your hand and state your name  
7 and title so that the members of the audience know  
8 who you are.

9 MS. BRIZUELA: Gabriela Brizuela, Assistant  
10 General Counsel for the Board of Education of the  
11 City of Chicago.

12 MR. JOHNSON: Herald Chip Johnson, Chief of  
13 Family and Community Engagement in Education.

14 MR. DISPENSA: James Dispensa, Director of  
15 School Demographics and Planning.

16 HEARING OFFICER DOLAN: So we now have the  
17 members of the Board of Education who have been  
18 identified, and that concludes my opening comments.

19 Counsel, you may proceed.

20 MS. BRIZUELA: Thank you.

21 Good evening, Your Honor. My name is  
22 Gabriela Brizuela, that's G-A-B-R-I-E-L-A,  
23 B-R-I-Z-U-E-L-A, and I am an attorney in the Chicago  
24 Board of Education's Law Department.

1 I am appearing before you today in  
2 connection with the proposal of the Chief Executive  
3 Officer, or CEO, of the Chicago Public Schools  
4 regarding the proposed reassignment boundary change  
5 of National Teachers Academy, or NTA.

6 At this time I would like to present to  
7 the CEO's compiled Exhibit 1, a binder of documents  
8 already tendered to you and being submitted for your  
9 consideration in support of the proposal. A copy of  
10 this binder is also available here in Board Chambers  
11 on the podium for public viewing.

12 The binder consists of documentary  
13 evidence and written statements demonstrating that  
14 the CEO's proposal complies with the requirements of  
15 the Illinois School Code and the CEO's Guidelines  
16 for School Actions. Specifically the written  
17 statements and documents demonstrate the following:

18 At Tab A the binder includes notice  
19 letters to the parents and guardians of students,  
20 school staff members, and Local School Council  
21 members at NTA and South Loop, accompanied by draft  
22 transition plans.

23 The notice letters and draft transition  
24 plans describe the basis of the proposal, explain



1 how the proposal meets the criteria of the  
2 guidelines, and identifies supports for a  
3 transition.

4 Tab A also includes the notice of the  
5 scheduled community meetings and hearings published  
6 in the newspaper and affidavits attesting to the  
7 delivery of notice to NTA and South Loop parents or  
8 guardians, school staff, Local School Council  
9 members, and elected officials.

10 Finally, Tab A includes an affidavit  
11 attesting to the proper publication of the draft  
12 guidelines for school actions on October 1st, the  
13 list of qualified independent hearing officers  
14 before November 1st, the finalized guidelines for  
15 school actions following a 21-day public comment  
16 period, the proposals before December 1st and at  
17 least 30 calendar days before the first community  
18 meeting, and finally summaries from community  
19 meetings within five days after the meeting.

20 At Tab B the binder includes the Illinois  
21 School Code Provisions designating the powers of the  
22 Board and outlining the process for school actions.

23 This tab also includes the Board's policy  
24 on the review and establishment of school attendance

1 boundaries, the school quality rating policy, and  
2 the Chicago Public Schools Space Utilization  
3 Standards.

4 Finally, Tab B includes the CEO's  
5 Guidelines for School Actions for the 2017-2018  
6 school year and the CEO's procedures for public  
7 hearings on proposed boundary reassignments.

8 At Tab C the binder includes written  
9 evidence in support of the CEO's proposal.

10 Tab C contains the transcripts and  
11 summaries from the two community meetings to elicit  
12 public comment held at a location convenient to both  
13 the NTA and South Loop school communities.

14 Tab C also includes the written statement  
15 of Mr. Herald Chip Johnson and the various requests  
16 submitted in support of the proposal.

17 Finally, Tab C includes the written  
18 statement of Mr. James Dispensa regarding the space  
19 utilization with respect to the proposal.

20 At this time, Your Honor, I'd request the  
21 CEO's compiled Exhibit 1 be admitted into the  
22 record.

23 HEARING OFFICER DOLAN: It will be so admitted  
24 marked as Exhibit 1.

1 (CEO Exhibit No. 1 marked for  
2 identification and received  
3 into evidence.)

4 MS. BRIZUELA: Thank you.

5 Your Honor, I would now like to ask  
6 permission to call the CEO's first representative,  
7 Mr. Herald Chip Johnson, who will make a statement  
8 in support of the proposal. Mr. Johnson's statement  
9 is located in the binder at Tab 19.

10 HEARING OFFICER DOLAN: Please.

11 MR. JOHNSON: Good evening, Your Honor. My  
12 name is Herald, H-E-R-A-L-D, Chip Johnson. I am the  
13 Chief Officer for the Office of Family and Community  
14 Engagement in Education for the Chicago Public  
15 Schools. I am responsible for the support and  
16 oversight of the FACE management team, the Office of  
17 the Local School Council relations, Parent  
18 University Programs, and the Office of Faith Based  
19 Initiatives. I have been the Chief Officer since  
20 July of 2017.

21 By way of background, I have worked in  
22 public education for over 20 years in both  
23 educational and administrative capacities. I began  
24 my career as a high school teacher. I went on to

1 serve as an elementary school assistant principal,  
2 high school associate principal, and the Network  
3 Chief of Schools for Chicago Public Schools before  
4 becoming Chief Officer for the Office of Family and  
5 Community Engagement in Education. I have a  
6 master's degree in education from DePaul University,  
7 and I'm currently completing my doctoral degree in  
8 educational leadership at the National Louis  
9 University.

10 In November of 2013, after serving as  
11 Deputy Chief for the Garfield-Humboldt Network, I  
12 became the Chief of Schools for Network 6. In that  
13 role I provided support and oversight for schools  
14 within my network, including South Loop Elementary  
15 School.

16 During my tenure as Network Chief, there  
17 have been two long outstanding educational issues  
18 voiced by parents and community members in the near  
19 south side, the need for continuum of high quality  
20 neighborhood school options for all students from  
21 pre-K through high school graduation and the  
22 overcrowding of South Loop Elementary School.

23 A new building is being constructed in  
24 the South Loop area such that it will have greater

1 capacity to accommodate K through 8 students. The  
2 addition of the new building will create  
3 approximately 1200 seats, which would more than  
4 accommodate the combined student populations of  
5 South Loop and NTA. The addition of the new  
6 building will help address overcrowding at South  
7 Loop.

8           The proposed reassignment boundary change  
9 of NTA helps to address the need for a neighborhood  
10 high school. High school students in the near south  
11 area, which includes Chinatown, Bridgeport, Armour  
12 Square, and Bronzeville, have very few nearby high  
13 school options. Currently 97 percent of high school  
14 students in the draft enrollment boundaries for the  
15 proposed high school choose not to attend their  
16 designated neighborhood high school, attending other  
17 schools across the city instead. Additionally,  
18 69 percent of current high school students in the  
19 draft enrollment boundaries travel more than three  
20 miles to attend a high school of their choice.

21           In response to a request for a  
22 neighborhood high school, CPS introduced a  
23 preliminary framework in May 2017 to expand  
24 high-quality neighborhood options from pre-K through

1 high school in the near south area by expanding the  
2 boundaries of South Loop and converting NTA to a  
3 neighborhood high school. This preliminary  
4 framework was designed to address key priorities in  
5 the near south community, including providing a  
6 continuum of high-quality neighborhood school  
7 options for all students from pre-K through high  
8 school graduation as well as building diverse school  
9 communities.

10 Throughout this process, CPS has  
11 extensively engaged various stakeholders within the  
12 near south community, including Alderman Pat Dowell,  
13 who represents the near south community. Alderman  
14 Pat Dowell formalized her request for the  
15 reassignment boundary change and the need for a  
16 neighborhood high school in a letter dated July 17,  
17 2017. Alderman Dowell's letter is located in your  
18 binder at Tab 21.

19 In the letter Alderman Dowell recognizes  
20 this proposal as the most academically positive  
21 option for the near south community. She highlights  
22 the fact that while both NTA and South Loop  
23 Elementary School schools provide a high-quality  
24 education for their students, South Loop has been

1 consistently rated as one of the top elementary  
2 schools in the City of Chicago. Thus, the  
3 reassignment boundary change would make it possible  
4 for all K through 8 students in the area to have the  
5 opportunity to enjoy that same academic rigor and  
6 access to a new state-of-the-art facility.

7 The Alderman further acknowledges the  
8 lack of a neighborhood high school in the near south  
9 area and the problems it has caused for community  
10 residents. This proposal would now make it possible  
11 for students to have an easily accessible, quality  
12 high school option in their community.

13 In addition to the statement from  
14 Alderman Dowell, elected officials representing the  
15 affected communities have also recommended and urged  
16 the Board to pursue a high school option.

17 Specifically, Alderman Danny Solis believes this  
18 proposal addresses the need for families in the  
19 area. And Alderman Patrick D. Thompson has  
20 expressed the need to create a strong neighborhood  
21 high school option for students in the ward he  
22 represents.

23 The Near South Planning Board has also  
24 opined on the need for a neighborhood high school

1 via a letter dated August 25, 2017. For a number of  
2 years, the Near South Planning Board voiced concerns  
3 regarding the need for a high school in the rapidly  
4 growing near south side. On August 23, 2017, CPS  
5 representatives presented a framework for a new high  
6 school and elementary school to their project review  
7 committee.

8 The committee wholeheartedly welcomed the  
9 idea of a proposed high school in the near south  
10 side as it would enhance their community and give  
11 students the much-needed opportunity to receive an  
12 education close to home. They also urged CPS to  
13 consider extending the boundary of South Loop  
14 further south to include the redevelopment of the  
15 Harold Ickes Homes, ensuring that children returning  
16 or moving into these buildings also have access to  
17 South Loop.

18 The CEO's proposal does exactly this and  
19 is in response to this request. The Near South  
20 Planning Board subsequently submitted a follow-up  
21 letter on January 22, 2018, commending CPS for  
22 proposing to extend the boundaries in response to  
23 their request. The Near South Planning Board's  
24 letters are located in your binder at Tab 22.



1           Moreover, a request for the proposal, in  
2 the form of a petition, was also presented to the  
3 Board of Education at its July 26, 2017, board  
4 meeting. A copy of the petition signed by parents  
5 and community members of the Dearborn Homes is  
6 located in your binder at Tab 23.

7           The petition urges CPS to convert NTA to  
8 a new neighborhood high school. The petition  
9 further affirms that the addition of a high school  
10 with quality educational opportunities would suit  
11 the needs of current and future students. The  
12 proposed reassignment boundary change would address  
13 this request.

14           In June of 2017, additional requests in  
15 support of the proposal were also received via the  
16 process outlined in the CEO's guidelines, including  
17 270 letters in support of the proposal signed by  
18 members of the Pui Tak Center in Chinatown. The  
19 letters from members of the Pui Tak Center are  
20 located in your binder at Tab 24. Specifically,  
21 these letters express support for the proposal to  
22 convert the current NTA facility into a neighborhood  
23 high school.

24           CPS received feedback in support and

1 against the preliminary framework. As a result of  
2 this feedback and in response to the requests it  
3 received, CPS amended its initial proposal to better  
4 serve the community. In particular, CPS focused on  
5 creating a more gradual conversion timeline for NTA  
6 students so that the majority of existing NTA  
7 students could continue their academic careers at  
8 NTA as the high school expands. Moreover, based on  
9 requests from community members, CPS further  
10 adjusted its proposal to expand South Loop's  
11 boundaries to incorporate the entirety of NTA's  
12 current boundary.

13 As part of this process, CPS formed the  
14 Near South Community Leadership Steering Committee,  
15 comprised of community leaders, educators, and  
16 parents to gather feedback and discuss the  
17 transition supports that would be needed to  
18 successfully implement this proposal. If this  
19 proposal is approved, CPS will continue to engage  
20 the steering committee in the implementation phase  
21 and in the development of plans for the new high  
22 school.

23 If NTA transitions to South Loop, they  
24 will be attending a higher performing school based

1 on the CEO's guidelines for school actions. The  
2 CEO's guidelines for school actions define a higher  
3 performing school as a school that received a higher  
4 level on the school quality rating policy, which we  
5 refer to as the SQRP, for the 2016-2017 school year.

6 Under the SQRP located in your binder at  
7 Tab 10, each school receives an annual rating based  
8 on its performance on a variety of student outcome  
9 measures, including standardized test scores and  
10 student attendance. District wide, schools  
11 designated Level 1+ are the highest performing, and  
12 schools designated Level 3 are the lowest  
13 performing.

14 NTA and South Loop both received a  
15 Level 1+ rating based on their performance during  
16 the 2016-2017 school year. However, in accordance  
17 with the CEO's guidelines, when schools are  
18 designated the same rating, the higher performing  
19 school is determined based on a variety of metrics,  
20 including multiyear value-added outcomes and  
21 standardized test score attainments. While CPS does  
22 not calculate district-wide multiyear value-added  
23 results anymore, it does, however, compile  
24 standardized test score attainments in accordance

1 with the guidelines.

2 South Loop meets the definition of a  
3 higher performing school because, according to the  
4 most recently available data, it performed higher on  
5 the majority of the metrics. Charts summarizing this  
6 data are located in your binder also at Tab 25.

7 CPS is committed to supporting the  
8 transition of current NTA students through  
9 graduation and has budgeted approximately  
10 3.5 million to support this transition. The draft  
11 transition plan included within the notice letters  
12 to parents, staff, and local school members outlines  
13 the various supports that would be offered if this  
14 proposal is approved and was developed based on  
15 recommendations from the Near South Community  
16 Leadership Steering Committee. A summary of this  
17 proposal and transition supports is located in your  
18 binder at Tab 26. To highlight a few, these  
19 supports include:

20 A budget for a variety of events and  
21 activities designed to support community building  
22 and culture integration.

23 The creation of a joint culture and  
24 climate team comprised of staff, parents, and

1 student representatives from NTA and South Loop.

2 Principal and school-based transition  
3 coordinators to assist with the implementation of  
4 new programs and practices, administrative support,  
5 and other supports identified by both schools'  
6 leadership.

7 The implementation of restorative  
8 practices.

9 Professional development and training  
10 opportunities for school staff and shuttle bus  
11 service for NTA students who transition to South  
12 Loop Elementary School.

13 In conclusion, the proposed reassignment  
14 of NTA's boundary meets the criteria of the Chief  
15 Executive Officer's guidelines for school actions  
16 because it is a proposal requested by parents or  
17 community members via the process to request  
18 proposals outlined in the guidelines.

19 Specifically, we have heard the request  
20 for this proposal from public officials and parents  
21 and community members in the form of petitions,  
22 e-mails, and statements at community meetings. This  
23 proposal is also consistent with the guidelines  
24 because the resulting space utilization after the

1 reassignment boundary change will not exceed the  
2 enrollment efficiency range as defined by the CPS  
3 space utilization standards.

4 You will hear next from my colleague,  
5 James Dispensa, who will provide information  
6 regarding the resulting space utilization with  
7 respect to this proposal.

8 Thank you, Your Honor, and this concludes  
9 my statement.

10 HEARING OFFICER DOLAN: Thank you.

11 MS. BRIZUELA: Your Honor, I would now like to  
12 ask permission to call the CEO's next  
13 representative, Mr. James Dispensa, who will make a  
14 statement in support of the proposal. Mr Dispensa's  
15 statement is located in the binder at Tab 20.

16 HEARING OFFICER DOLAN: Thank you.

17 Sir, you may proceed.

18 MR. DISPENSA: Thank you. And good evening,  
19 Your Honor.

20 HEARING OFFICER DOLAN: Good evening.

21 MR. DISPENSA: My name is James Dispensa. I'm  
22 the Director of Demographic Analysis and Planning  
23 for the Chicago Public Schools. My responsibilities  
24 include undertaking school demographic studies,

1 enrollment projections, and the monitoring of space  
2 utilization of the public school facilities  
3 throughout Chicago. I have been in this position  
4 since October 2004.

5 The CEO has asked me to appear at this  
6 hearing today to convey to you, the parents, staff,  
7 and school community of NTA and South Loop  
8 Elementary School, as well as interested members of  
9 the public in attendance, information relevant to  
10 the proposal to reassign the attendance boundaries  
11 of NTA.

12 This proposal involves the expansion of  
13 South Loop's boundaries to encompass the entirety of  
14 NTA's current boundary and gradually converting NTA  
15 from an elementary school to a high school.

16 Specifically, the proposal involves the reassignment  
17 of NTA students in kindergarten through 3rd grade to  
18 South Loop in the 2019-20 school year while giving  
19 students in 4th grade and above the option to remain  
20 at NTA through graduation or transfer to South Loop.

21 The CEO may propose a reassignment  
22 boundary change that results in the reassignment of  
23 current students from one school to one or more  
24 other schools if the school's principal, parents, or

1 community members have requested that a reassignment  
2 boundary change proposal be considered and the  
3 resulting space utilization after the reassignment  
4 boundary change will not exceed any affected  
5 schools' enrollment efficiency range as defined by  
6 CPS's space utilization standards.

7 As you've already heard, this proposal is  
8 consistent with the CEO's guidelines for school  
9 actions for reassignment boundary changes because it  
10 is a proposal formally requested by the members of  
11 the community, including parents and community  
12 representatives.

13 Moreover, this proposal is consistent  
14 with the guidelines because, as I will detail for  
15 you, the resulting space utilization after the  
16 reassignment boundary change will not exceed the  
17 enrollment efficiency range as defined by CPS's  
18 space utilization standards.

19 NTA is currently located at 55 West  
20 Cermak Road and serves 723 students in grades  
21 kindergarten through 8th in addition to its pre-K  
22 program. South Loop serves 780 students in grades  
23 kindergarten through 8th in two different facilities  
24 known as the South Loop main building and the South



1 Loop branch building.

2           If the proposed reassignment boundary  
3 change is approved, NTA would decrease its grade  
4 offering from K through 8 currently to grades 4  
5 through 9 in the 2019-20 school year. Each school  
6 year thereafter, NTA would adjust its grade offering  
7 such that by the 2024-25 school year, it would offer  
8 only high school grades 9 through 12.

9           For clarity, Your Honor, I will describe  
10 the expected NTA grade offerings in each of the  
11 following seven school years should the board  
12 approve this proposal.

13           Next school year, 2018-19, NTA would  
14 offer grades K through 8 in addition to its pre-K  
15 program. So that's no change from the current  
16 school year.

17           In the 2019-20 school year, NTA would  
18 offer grades 4 through 9.

19           In the 2020-21 school year, NTA would  
20 offer grades 5 through 10.

21           In the 2021-22 school year, NTA would  
22 offer grades 6 through 11.

23           In the 2022-23 school year, NTA would  
24 offer grades 7 through 12.

1 In the 2023-24 school year, 8 through 12.

2 And then finally in the 2024-25 school  
3 year, NTA would offer grades 9 through 12.

4 Over the summer of 2019, the district  
5 expects to complete construction of the new South  
6 Loop school building at 1601 South Dearborn, which  
7 is located approximately one half mile north of NTA.  
8 This 120,000 square foot four-story elementary  
9 school, together with the current South Loop  
10 building at 1212 South Plymouth and the South Loop  
11 Early Childhood Center Branch at 1915 South Federal  
12 will accommodate the combined enrollment of South  
13 Loop and those students from NTA who choose to  
14 transfer.

15 Again, in the 2019-20 school year, the  
16 rising 4th through 8th grade students can remain  
17 enrolled in NTA through graduation or transfer to  
18 South Loop.

19 To understand the enrollment efficiency  
20 range of a facility, CPS uses its space utilization  
21 standards, which is located in your binder at  
22 Tab 12. CPS provides an enrollment efficiency range  
23 for elementary schools based primarily on the total  
24 number of instructional classrooms available in the

1 facility.

2           There will be a total of 69 classrooms  
3 available at the South Loop Elementary main and  
4 branch facilities. The ideal capacity of these  
5 facilities will be approximately 1590, that's 1,590  
6 students, and any enrollment within the efficiency  
7 range of 1,113 through 1,749 would be considered  
8 efficient.

9           The projected enrollment range of South  
10 Loop for the 2019-20 school year, should the Board  
11 approve this proposal, is between 1,200 and 1,500  
12 students, and this projected enrollment range is  
13 within the efficiency range of the new South Loop.

14           Furthermore, the proposed boundary  
15 reassignment change will have a positive impact on  
16 the racial composition and stability of these  
17 schools. The option of maintaining the status quo  
18 offers a disadvantage over this proposal, and the  
19 projected increase and racial ethnic diversity of  
20 both schools is included in the report at Tab 27.  
21 While other alternatives were examined, no  
22 alternatives affected the resulting racial ethnic  
23 distribution of students as positively as the  
24 proposed reassignment boundary change.

1 Thank you, Your Honor, this concludes my  
2 statement.

3 HEARING OFFICER DOLAN: Thank you.

4 MS. BRIZUELA: Your Honor, this concludes the  
5 presentation in support of the CEO's proposal. If  
6 you have any additional questions, we will be  
7 available to answer them.

8 Thank you very much for your time and  
9 attention.

10 HEARING OFFICER DOLAN: Thank you. No other  
11 questions at this time.

12 At this time we will begin with the  
13 public comments. Remember what I said earlier about  
14 the fact that I'm going to call three names. The  
15 first name will go to the podium for your two  
16 minutes. The other in the order that I call you,  
17 Nos. 2 and 3, will line up behind the person at the  
18 podium so that we cannot lose time, so that we won't  
19 lose time between speakers.

20 Having said that, Yvonne Franklin,  
21 Francine Washington, and Sheila Garrett. And,  
22 remember, if you are a student, you cannot put your  
23 name on the record. These cards do not indicate,  
24 other than one that I've seen, who the students are.

1 So I may call the name of a student, the student  
2 will line up like the other speakers. However, once  
3 at the podium, students do not give your name. I'll  
4 give you a student designation.

5 Thank you. Please, carry on, ma'am.

6 MS. FRANKLIN: Good evening, Your Honor.

7 HEARING OFFICER DOLAN: Good evening.

8 MS. FRANKLIN: My name is Yvonne Franklin. I'm  
9 a guardian of a 6th grade CPS student. I'm the  
10 chairperson of our LSC and Johnson Drake School.  
11 I'm also a representative of 67 community members  
12 that gave me permission to represent them with  
13 permission.

14 I'm in favor of the proposal. I think it  
15 would be a benefit to the students in general,  
16 although my 6th grader may choose another option.

17 Our board, LSC board chose to support  
18 this proposal also unanimously. We think it would  
19 be a benefit for the students.

20 And respectfully, Your Honor, we would  
21 insist that Drake school and Chinatown be included  
22 in the proposal going forward. We feel that our  
23 students are worthy of such an opportunity, and it's  
24 right and good that this proposal be instituted.

1 HEARING OFFICER DOLAN: Take your time.

2 MS. FRANKLIN: I'm sorry.

3 And I have had the opportunity to hear  
4 public comments from the opposition, which includes  
5 their wish that they be included in the plan going  
6 forward, although they do not recommend that this  
7 plan be instituted. So it might not be majority,  
8 but I have frequently heard this comment in private  
9 and public that they wish to be guaranteed a seat in  
10 the school. So I believe some of them think that  
11 it's right and good also.

12 Thank you, Your Honor.

13 HEARING OFFICER DOLAN: Thank you very much.

14 Francine Washington, please.

15 Excuse me, I beg your pardon. I'm sorry,  
16 Ms. Washington, step back for a minute. Just step  
17 right back, I'm sorry.

18 Elected officials, we allow them priority  
19 in terms of the comments. Is it Alderman here with  
20 us? Please, if you would be good enough.

21 ALDERMAN DOWELL: Thank you, Francine.

22 HEARING OFFICER DOLAN: And I apologize to  
23 everybody in the audience as well. I made that  
24 clear at the beginning that we would have elected

1 officials beforehand.

2 Alderman, I apologize to you as well.

3 Please carry on.

4 ALDERMAN DOWELL: Thank you, Your Honor, for  
5 giving me time to speak this evening about this near  
6 south educational plan.

7 As the alderman of the 3rd Ward, my  
8 communities include Bronzeville, Fuller Park, the  
9 South Loop, and Washington Park. The needs of my  
10 students are as diverse as the ward itself.

11 I've been an alderman of a portion of the  
12 South Loop since 2007, and in 2015, after the remap,  
13 I became the alderman of a larger portion of the  
14 South Loop stretching from Roosevelt Road to the  
15 Stevenson Expressway and beyond.

16 Shortly after officially taking on this  
17 expanded area, I began speaking with residents of  
18 the area and attending meetings to hear their  
19 concerns, the concerns of my new constituents.  
20 Consistently I heard two things from most people I  
21 spoke to. No. 1, I want to send my children to  
22 South Loop Elementary School, but the school is  
23 overcrowded, and/or No. 2, the community does not  
24 have a neighborhood high school, and I can't get my

1 kid in Jones.

2           So in 2015 I began to think about  
3 solutions and work earnestly on these matters.  
4 Working with my community and with CPS, the board is  
5 now considering an important improvement to the  
6 educational infrastructure in the South Loop  
7 neighborhood of my ward. This would include the  
8 creation of a new elementary school, which is  
9 already under construction, and the establishment of  
10 a new neighborhood high school for an area that has  
11 not had a true local high school over generations.

12           The two-part proposal called the Near  
13 South Educational Plan is the only viable option  
14 that offers the necessary increase in elementary  
15 school seats to deal with the overcrowding in the  
16 South Loop as well as deliver a badly-needed  
17 neighborhood high school to the area.

18           To meet these needs, the neighborhood  
19 Teachers Academy building has been proposed to  
20 become the site of the neighborhood high school. As  
21 you know, this has become increasingly contentious  
22 for the families at NTA.

23           In response to their concerns, the  
24 proposal was modified to significantly allow NTA



1 students to stay and graduate from NTA even if they  
2 don't live in the boundary and then go on and attend  
3 the new high school with their classmates. A  
4 transition team you heard has been put in place made  
5 up of parents and community members from NTA and the  
6 South Loop to hash out the important issues  
7 regarding the merger of these two schools.

8           These are just a few of the many changes  
9 that have been made to the proposal in response to  
10 community concerns. But the bottom line is for  
11 students who live in the South Loop, regardless of  
12 where they live in the South Loop and regardless of  
13 their race or their income, they'll be able to send  
14 their student to a high-performing elementary school  
15 and have the ability to send them to a high school  
16 in their neighborhood where there was not one  
17 before. This, Your Honor, is a vast improvement.

18           Also, it rights a wrong from a previous  
19 administration that separated the South Loop  
20 community at 18th Street forcing the majority black  
21 low-income students who live in the South Loop into  
22 NTA. This was very wrong. Now with this proposal  
23 there will be one school for the entire neighborhood  
24 not separated by racial boundaries that will provide

1 the highest quality elementary education for all  
2 students regardless of, as I said before, race,  
3 socioeconomic, and other demographic  
4 characteristics.

5 To those that say this is a racist plan,  
6 I say it is not. This plan will increase both the  
7 racial and economic diversity of the consolidated  
8 South Loop Elementary School. And for those people  
9 who claim that the neighborhood high school is just  
10 a grab by rich white people, please look at the  
11 boundaries for the high school. The high school  
12 will be a majority minority enrolled school and will  
13 be one of CPS's most diverse high schools. This  
14 proposal creates a learning environment that  
15 benefits all races, all students, all incomes.

16 In 2015 when I started down this path, I  
17 told CPS that I wanted a plan that was inclusive of  
18 the diverse residents and needs of the South Loop,  
19 and this plan could not be a solution for one group  
20 over another. This current plan, Your Honor, is  
21 fair.

22 I think I will conclude here. I just  
23 want to thank everyone from my community who worked  
24 hard on this and contributed to these ideas. I want

1 to thank Dr. Janice Jackson, Jim Dispensa, and Chip  
2 Hastings?

3 MR. JOHNSON: Johnson.

4 ALDERMAN DOWELL: I'm having a bad day. For  
5 their vision and leadership on these issues.

6 And, Your Honor, I thank you for the time  
7 that you're going to take to really delve into the  
8 issues and hope that you will support this new plan.

9 HEARING OFFICER DOLAN: Thank you, Alderman.

10 Now then, Francine Washington, where are  
11 you? Did we lose Francine?

12 MS. WASHINGTON: Thank you, Your Honor, but I  
13 should have went before Pat because I was elected  
14 also.

15 HEARING OFFICER DOLAN: Pardon me?

16 MS. WASHINGTON: I'm an elected official also.  
17 I had to put out petitions and get it signed and  
18 campaign. I had 21,000 people that voted for me.  
19 And then after being elected, I was also appointed  
20 by the mayor to be a commissioner. So I'm an  
21 elected official also.

22 HEARING OFFICER DOLAN: Well, your time is  
23 running, so if you'd be good enough to spell your  
24 first and last name.

1 MS. WASHINGTON: Francine Washington,  
2 F-R-A-N-C-I-N-E, Washington, W-A-S-H-I-N-G-T-O-N.

3 HEARING OFFICER DOLAN: Start her two minutes  
4 again from now, please. Thank you.

5 MS. WASHINGTON: Thank you, sir. My name is  
6 Francine Washington. I do agree that we need  
7 another high school. What I disagree on is the  
8 boundaries.

9 Before the NTA got there, there were  
10 family public housing on them spots. We had to  
11 fight and beg the people to tear the house down in  
12 order to build the NTA. They needed a public  
13 school. I realize time is all about the change, but  
14 the boundaries need to change.

15 Everybody is hollering I agree with the  
16 boundaries. Nobody has yet stated what the  
17 boundaries was like it's a government secret. Can I  
18 please have someone tell me what the boundaries are?  
19 Because from my understanding it starts from 24th  
20 Street to the north, to the Loop. I thought the  
21 boundary should start from 39th Street or just no  
22 boundaries. Kids should be able to go to whatever  
23 school they want to go to. Why we put boundaries on  
24 it.

1 Plus we haven't even built up on the land  
2 that's there. By the time we get the high school to  
3 get built up, the people that's coming back to the  
4 land and the land down the street to the east and  
5 west of it will have nowhere to go. So I would like  
6 the boundaries to start at like 39th, south at 39th.  
7 We won't go from 39th further. You have to cut us  
8 in or cut us out. We're the one fighting for the  
9 NTA, now the upcoming high school.

10 HEARING OFFICER DOLAN: This is not a  
11 question-and-answer period.

12 MS. WASHINGTON: I know it's not.

13 HEARING OFFICER DOLAN: This is a time to give  
14 your comments for the record.

15 MS. WASHINGTON: My comment is we need to  
16 change the boundaries. They talking about the  
17 boundaries over and over again. They had it in  
18 black and white. No one actually told anyone what  
19 are the boundaries. Did you hear it? You might  
20 have read it, but did you hear anyone tell what the  
21 boundaries were?

22 All I want to know the boundaries need to  
23 start south. It can't start at the loop, from the  
24 loop to the loop, from the lake to -- I have --

1 between the boundary talking about now, I actually  
2 have over 4,352 constituents that I'm responsible  
3 for. That's just the head of households, not  
4 counting children. Maybe about 12,000 people. I  
5 have Bridgeport, Canaryville, Iches, all the way --  
6 from the lake all the way over to Cicero. Anything  
7 in that area from 24th to --

8 HEARING OFFICER DOLAN: Your time is up. If  
9 there's more information, you can submit it by  
10 5:00 o'clock tomorrow.

11 Thank you so much for your time here.

12 MS. WASHINGTON: Thank you, but I need the  
13 boundaries.

14 HEARING OFFICER DOLAN: Sheila Garrett. And  
15 before you begin, Ms. Garrett, I'm going to ask  
16 Maner Wiley, James Miller, and Rosemary Garrett to  
17 line up, please.

18 Go ahead, please, ma'am.

19 MS. GARRETT: Hi. My name is Sheila Garrett.

20 HEARING OFFICER DOLAN: Spell your first and  
21 last name.

22 MS. GARRETT: Sheila is S-H-E-I-L-A, Garrett,  
23 G-A-R-R-E-T-T.

24 HEARING OFFICER DOLAN: Thank you.

1 MS. GARRETT: I just want to commend  
2 Dr. Jackson and the Board on getting a high school  
3 in the South Loop. It's been 45 years since I've  
4 been in that area, and there hasn't been a high  
5 school. I think the kids deserve to have a quality  
6 standard, all the opportunities that they have on  
7 the north side in South Loop. They deserve that.

8 And when people get up here to talk about  
9 not having a high school in the community, I will  
10 tell them sit down somewhere and what about the  
11 kids. Kids can adapt fast. Older people can't.  
12 Teenagers, young parents, they can adapt. Stop  
13 worrying about your children you ain't have not had  
14 yet. Worry about the kids that are there and give  
15 them exactly what they need, and that's a top  
16 education in a high school in the community where  
17 they could be at home where they know.

18 Thank you.

19 HEARING OFFICER DOLAN: Thank you very much.

20 Maner Wiley?

21 MS. WILEY: Good afternoon, everyone. My name  
22 is Maner, M-A-N-E-R, last name is Wiley, W-I-L-E-Y.  
23 I represent public housing, and I was one of the  
24 people that supported NTA being built.

1 My thing is I strongly support the high  
2 school. First of all, a building don't make the  
3 school. It's the people in there. If these  
4 teachers saying they want to teach our kids, show  
5 me, put your money where your mouth is. There are  
6 all these grammar schools, a brand new grammar  
7 school is being built. What's the problem. If  
8 you're really interested, really interested and  
9 really strongly want to support teaching our kids  
10 and keeping them at grade Level 1, turn your rear  
11 end and go to the new school.

12 I transferred from Haines school to South  
13 Loop to NTA. Guess what, there was no high school.  
14 Ask me what's the percentage of kids, other  
15 nationalities other than African-American go to  
16 Dunbar, go to Phillips, or go to Tillman. You might  
17 have 1 percent, maybe 1 percent other nationality go  
18 there. They would change their address and take  
19 their kids elsewhere.

20 I raised six kids at Hilliard. I raised  
21 15 grandkids. My granddaughter's first one walked  
22 through NTA. I fought hard for NTA. I'm going to  
23 fight hard to make it a high school. My kids  
24 deserve a good high school. Will they all allow



1 their kids to go to Dunbar, Phillips, or Tillman? I  
2 don't think so, because I know this for a fact.

3 Now, how come my kid can't be at a  
4 Level 1 high school. Other people came late after  
5 we tore our bricks down to build this school. You  
6 don't know the sweat. My husband died while I  
7 supported this school fighting hard to build NTA.  
8 Bricks don't make a school.

9 HEARING OFFICER DOLAN: Thank you very much.

10 MS. WILEY: Thank you all.

11 HEARING OFFICER DOLAN: James, Miller.

12 MR. MILLER: Thank you, Your Honor. My name is  
13 James Miller, M-I-L-L-E-R. I'm a South Loop  
14 resident and NTA parent.

15 The role of CPS should be to improve  
16 education, not property values. The achievement of  
17 all students should be the goal. This plan is not  
18 trying to achieve that goal. No NTA community  
19 involvement was in this plan before May of 2016.  
20 Alderman Dowell did not include us in any of the  
21 pre-conversations.

22 This was a pushed-to-the-back-room deal  
23 by PDNA, a back room deal bragged about by John  
24 Jacoby, PDNA board member, at the first town hall

1 meeting in May, the same man who in 2012 bragged  
2 that the SLD scores improved because they regrew the  
3 boundaries and dropped the low-income population  
4 from 91 percent to 37 percent in a Crain's article  
5 from March 2012.

6 This plan was pushed by a small group of  
7 property owners to get a temporary price increase,  
8 not to improve educational outcomes for children.  
9 By removing the low-income children from the test  
10 population in the neighborhood high school over  
11 time, they are trying to improve their property  
12 values.

13 A CPS employee who has a personal  
14 economic interest that would benefit from the  
15 testimony in support of a plan is in violation of  
16 the Illinois Ethics Code and for them to be involved  
17 in this case. As such, the NTA community calls on  
18 James Dispensa to recuse himself from this case  
19 given his economic interest as a property holder in  
20 the region that is projected to realize economic  
21 specifically real estate appreciation as a result of  
22 this proposal.

23 Thank you, Your Honor.

24 HEARING OFFICER DOLAN: Thank you, sir.

1 We have Rosemary Garrett. And lining up  
2 behind her is going to be William Woodley, Erica,  
3 Clark, and Scott Clark. Please.

4 Thank you. Carry on, ma'am.

5 MS. GARRETT: My name is Rosemary  
6 R-O-S-E-M-A-R-Y, G-A-R-R-E-T-T. I always say like  
7 the popcorn store.

8 HEARING OFFICER DOLAN: There you go. Making  
9 me hungry.

10 MS. GARRETT: I would like to urge all of the  
11 decision makers in this process to please use your  
12 right reasoning and good governance because what has  
13 gone on prior to this meeting has been a lot of  
14 hate, someone who actually put out a flier that  
15 encouraged the Hunger Games for the people who  
16 supported this project, which I don't think is a  
17 value any school wants.

18 And I agree with the previous speakers  
19 that it's not the building, it's not the block, it's  
20 the people inside that make a school great. I  
21 actually was a certified Chicago Public School  
22 teacher a million years ago. I substituted for the  
23 first couple of months when I graduated from Chicago  
24 Teachers College. And I saw that it's the people

1 inside the building that make a school great.

2 And I applaud the parents on both sides  
3 of this issue who want the best education for their  
4 kids. I've lived in the Bronzeville area since  
5 1999. I am not a racist, but I think that the  
6 school, the high school is needed in this community.  
7 And it's the right thing to do.

8 Thank you.

9 HEARING OFFICER DOLAN: William Woodley.

10 MR. WOODLEY: Good evening, and thank you for  
11 this opportunity, Your Honor.

12 HEARING OFFICER DOLAN: Would you spell your  
13 last name, sir.

14 MR. WOODLEY: My name is Will Woodley. Last  
15 name is W-O-O-D-L-E-Y.

16 HEARING OFFICER DOLAN: Thank you.

17 MR. WOODLEY: I'm the development director for  
18 the Community Builders Chicago Office. We are a  
19 nonprofit committed to helping create and support  
20 mixed-income communities. Personally I'm also the  
21 father of two small children and myself trying to  
22 figure out how to get them the best education  
23 possible as they grow up in Chicago. So I  
24 understand that tonight's topic is both challenging

1 and emotionally charged.

2           Because I believe it will benefit  
3 thousands of children in the long run, particularly  
4 those from disadvantaged lower-income families, I am  
5 here to speak in support of the CPS proposal. The  
6 Community Builders' mission is to help build and  
7 sustain communities where people of all incomes can  
8 achieve their full potential. Providing access to  
9 the highest quality education possible is a key goal  
10 for our work.

11           We are the developer of Oakwood Shores in  
12 Bronzeville where for 15 years we have helped to  
13 create a high-quality mixed-income neighborhood. We  
14 now will be doing the same as the developer for the  
15 remaining vacant blocks of the former Harold Iches  
16 Homes, which are just east of NTA. There we will  
17 help build a mixed-income neighborhood that includes  
18 hundreds of homes for CHA families and other  
19 families with lower incomes. A top priority will be  
20 securing access to educational and economic  
21 opportunity for those families.

22           The work that Community Builders has done  
23 for decades across the country and in Chicago  
24 informs us on the importance of providing quality

1 neighborhood schools and embracing diversity in  
2 order to build strong mixed-income communities.  
3 CPS's current proposal will give the families we  
4 directly serve as well as hundreds of others access  
5 to high quality public education, pre-K through high  
6 school, and what will be one of the most diverse  
7 student populations in the city.

8 HEARING OFFICER DOLAN: Sir, I'm going to have  
9 to ask you -- your time is up. Submit it by  
10 tomorrow at 5:00 o'clock. Thank you so much.

11 MR. WOODLEY: Thank you.

12 HEARING OFFICER DOLAN: Erica Clark.

13 MS. CLARK: Hi, my name is Erica Clark. I'm  
14 with the group called Parents for Teachers, a  
15 citywide --

16 HEARING OFFICER DOLAN: Please spell your last  
17 name.

18 MS. CLARK: Erica Clark, C-L-A-R-K.

19 HEARING OFFICER DOLAN: Thank you.

20 MS. CLARK: With Parents for Teachers, a  
21 citywide parent group. We're here to talk about why  
22 we believe the proposed action for NTA does not meet  
23 the law or CPS's own selection guidelines, which we  
24 believe is what your job is here tonight, is to look

1 at the evidence, consider it all, and write a  
2 recommendation as to whether or not the proposal  
3 meets those guidelines. We believe that the facts  
4 tonight will show that it doesn't and that you  
5 should recommend against this proposal.

6 First of all, it's not a boundary change,  
7 okay? Think about it this way. If this proposal  
8 goes through, NTA will close. It will still be a  
9 school, but it will not be an elementary school. If  
10 you stop at Aldi's on your way home tonight and you  
11 buy groceries and then you go back to Aldi's next  
12 week to pick something up and it's a Target or a  
13 Payless, it's still a store, but it's not a grocery  
14 store. Aldi's has been closed. NTA is being closed  
15 with this proposal. As such, you should consider  
16 the guidelines for school closings, not a boundary  
17 change.

18 So what does the school closing  
19 guidelines say? They say that first of all the  
20 students need to go to a higher performing school.  
21 Now, despite Mr. Johnson's mental gymnastics here,  
22 NTA has the highest level a school can achieve.  
23 It's a Level 1+ school. There's no higher rating.  
24 South Loop is a great school. It has the same

1 rating. But it's not significantly better than NTA.  
2 So this proposed action fails to meet that  
3 guideline.

4 The second question is is this a  
5 community supported proposal? When CPS announced  
6 these plans, they said they were only going to  
7 consider school actions that were supported by the  
8 community. There is a tab on the CPS Web site that  
9 says community-generated proposals. NTA is not  
10 listed as one of them.

11 I think you're going to hear tonight that  
12 the NTA community, the parents, the staff, and the  
13 students at that school are opposed to this plan.  
14 They did not generate this plan. They do not want  
15 this plan. And as such, that is the community that  
16 should take center stage and whose voices should be  
17 listened to.

18 HEARING OFFICER DOLAN: Thank you. I'm going  
19 to have to ask you to submit whatever you'd like by  
20 5:00 o'clock tomorrow. Thank you very much.

21 MS. CLARK: I submitted it already.

22 HEARING OFFICER DOLAN: The next three  
23 speakers, if you'd line up, please. Tanya, is it  
24 Skelton?



1 MS. SKELTON: Yes.

2 HEARING OFFICER DOLAN: And Annisa Foreman and  
3 Amara Enyia. I apologize up front for anybody's  
4 name I mispronounced. I really do.

5 Sir, carry on, please.

6 MR. CLARK: Good evening, Your Honor. Scott  
7 Clark, S-C-O-T-T, C-L-A-R-K.

8 HEARING OFFICER DOLAN: Thank you.

9 MR. CLARK: I've been a resident of the South  
10 Loop for almost 18 years now. I have twin girls  
11 that are currently in 7th grade at a CPS school and  
12 living in the neighborhood, having children, and  
13 going through the process. We've seen dozen of our  
14 friends' families move out primarily because of the  
15 lack of educational opportunities.

16 I understand it's a difficult transition  
17 for the folks that are at NTA now, but myself, my  
18 wife, and a lot of our neighbors strongly support  
19 this, converting the NTA. The amended transition  
20 plan I think will be helpful.

21 CPS has known for years, with the growth  
22 in the South Loop, we're going to need a  
23 neighborhood high school. The current plan is not  
24 perfect. I've been to several other community

1 meetings. I know the NTA supporters are very loud  
2 and very local. But at the end of the day, the  
3 greater good of the community I think outweighs the  
4 emotional attachment that they have to their school.  
5 And we strongly -- hopefully my daughters will be  
6 able to attend there as freshmen in 2019.

7           It's not perfect, but as Abraham Lincoln  
8 reportedly said, a good settlement or a good  
9 resolution is when everybody walks away a little  
10 unhappy. It's not the best solution, but I think  
11 it's the only solution that makes sense at this time  
12 going forward. We strongly support it.

13           I think the diversity that the proposed  
14 boundaries and transition will allow will provide  
15 greater educational opportunities for all of the  
16 children currently in the neighborhood and in the  
17 future, particularly given the growth of the South  
18 Loop community.

19           So we would strongly support the  
20 proposal. We applaud the alderman's support of it  
21 and the other community leaders who do support the  
22 plan. Thank you.

23           HEARING OFFICER DOLAN: Thank you, sir.

24           Come forward. Anisha is it?

1 MS. SKELTON: No, I'm Tanya.

2 HEARING OFFICER DOLAN: Tanya, yes. I beg your  
3 pardon. Carry on.

4 MS. SKELTON: Good evening. My name is Tanya  
5 Skelton, T-A-N-Y-A, S-K-E-L-T-O-N. I am a parent at  
6 NTA. I am here to stand with NTA. I oppose the  
7 plan to close NTA. My son is a 1st grader in the  
8 neighborhood program as we live in the boundary. He  
9 loves his school. He loves his friends. He loves  
10 learning and is excited every day to be at the  
11 school. The culture of the school is amazing.

12 My husband and I consciously decided to  
13 send my son to a majority black school that is in  
14 line with our values and feel diversity is  
15 important. We have not been disappointed. I told  
16 my son I would be talking tonight to save his school  
17 and asked him if there was anything he wanted me to  
18 say. His response, go NTA.

19 Several friends that are at South Loop  
20 Elementary or I should say several parents of South  
21 Loop Elementary kids are against this proposal.  
22 Many NTA families or most of us are against this  
23 proposal. Who is for this plan? You should  
24 strongly consider other options. There has to be a

1 better plan. There is a better plan.

2 Thank you.

3 HEARING OFFICER DOLAN: Thank you very much.

4 Anmisa? Anmisa Crothers Foreman? We'll  
5 put that aside.

6 You are Amara Enyia?

7 MS. ENYIA: Yes.

8 HEARING OFFICER DOLAN: All right, I'm going to  
9 give three more names.

10 AUDIENCE MEMBER: Is that me?

11 HEARING OFFICER DOLAN: Can I give an address?  
12 Would you be offended if I give an address to see if  
13 it's you? I'm going to take that as a no then. It  
14 looks like A-N-M-I-S-A.

15 MS. BRIZUELA: Would you like me to confirm?

16 HEARING OFFICER DOLAN: See who it is.

17 Let's carry on with you, ma'am. You are  
18 Amara?

19 MS. ENYIA: Yes.

20 HEARING OFFICER DOLAN: Okay.

21 MS. ENYIA: Good evening. My name is Amara  
22 Enyia, A-M-A-R-A, E-N-Y-I-A. I am a resident and  
23 organizer. My background, I have a master's degree  
24 in education, a law degree and a Ph.D. in education

1 policy.

2 For context for this conversation, I've  
3 had the privilege of working with community groups  
4 that have experienced a lot of the systematic  
5 destabilization and disruption that often occurs and  
6 affects the most marginalized communities in the  
7 city. I was also one of the primary consultants on  
8 the Ogden/Jenner merger, which is being executed as  
9 we speak. So it's another example of communities  
10 who are grappling with what to do in transformative  
11 spaces and how we can talk about issues of diversity  
12 and equity and so on and so forth.

13 I'm here representing a group of  
14 colleagues, both professionally but also in the  
15 community, who were tasked with serving on an equity  
16 committee to assess this proposal, not just through  
17 the lens of diversity but through the lens of  
18 equity, which is absolutely important, especially  
19 when we're considering groups that have historically  
20 been marginalized when school actions have been  
21 taken.

22 This group has met repeatedly and also  
23 engaged in conversations with community members, and  
24 a few of the points that we just wanted to highlight

1 in this proposal is that, No. 1, as a matter of  
2 policy and practice, we must counter any policy  
3 decision making that undercuts quality schools. And  
4 more specifically black and brown faces should never  
5 be expendable, and yet all too often they are.  
6 Again, this issue of equity.

7 This group is tasked with thinking  
8 creatively about how to leverage existing resources  
9 and what kinds of investments we can make that will  
10 mitigate the disruptive factors that are at play  
11 whenever a school action such as a closing in this  
12 case occurs.

13 And so after deliberation and  
14 conversations with the community, we have developed  
15 a proposal that assesses the current landscape and  
16 the current proposal but also puts on the table an  
17 alternative that requires investments in existing  
18 high schools in the area, in particular Dunbar High  
19 School --

20 HEARING OFFICER DOLAN: I have to ask you --  
21 your time is up. We have 90 more people to go. So  
22 if you'd be good enough, submit it before  
23 5:00 o'clock tomorrow.

24 MS. ENYIA: The proposal has been submitted

1 already.

2 HEARING OFFICER DOLAN: Thank you so much.

3 And then I'm going to call it looks like  
4 Wendy Millen?

5 MS. MILLER: Miller.

6 HEARING OFFICER DOLAN: Miller, I beg your  
7 pardon. Ruby Miller and Pearl Miller.

8 Would you please state your name and  
9 spell your first, middle, last name, please.

10 MS. MATTHEWS-FELDMAN: A-N-I-K-A, Anika, last  
11 name Matthews hyphen Feldman, M-A-T-T-H-E-W-S hyphen  
12 F-E-L-D-M-A-N.

13 I am an NTA supporter. I'm against the  
14 plan. The plan assumes many things. It assumes  
15 that CPS is obligated to give a third high school in  
16 South Loop. Regardless of the testimony you've  
17 heard, there is a neighborhood high school already  
18 assigned to the area. That is Phillips. Phillips  
19 has 1,134 seats that are available right now.

20 CPS has claimed that this is not a  
21 high-quality school skull; however, it is sending  
22 Englewood kids, if their closures go through, to  
23 Phillips. If it's good enough for the Englewood  
24 kids, it should be good enough for South Loop

1 elementary families. And, again, 1,134 seats that  
2 are available right now.

3 Also, we have Perspective. Perspective  
4 is a charter school, but it also receives funding  
5 from CPS. They can add a neighborhood component to  
6 this school like they do Jones Prep. Again, that's  
7 many seats that could be available right now.

8 Also, integration. We have heard a lot  
9 about how this plan is about bringing diversity and  
10 integration. However, Dr. Jackson has said in a  
11 Board meeting that some of NTA's classrooms are  
12 black, and that is a problem. However, in the  
13 district there are 278 schools that are all black.  
14 They're not a problem for CPS. They're not doing  
15 anything about them. They're just calling out NTA  
16 for being majority black. That is a problem.

17 Also, what community has is matrix. What  
18 community has elementary kids sharing space with  
19 high school kids. That is not done. There's a  
20 difference in their development as well as their  
21 behavior. That's why it's not done. CPS hasn't  
22 even shown us where this is done in the district  
23 currently having elementary kids share space with  
24 high school kids. That is against the best interest



1 of the NTA community and any community housing  
2 elementary kids. That's why it's not done.

3 HEARING OFFICER DOLAN: Thank you. Your time  
4 is up. Thank you very much.

5 MS. MATTHEWS-FELDMAN: I also already have my  
6 packet to submit to you.

7 HEARING OFFICER DOLAN: Are you able to accept  
8 that or no?

9 Wendy Miller. Good evening.

10 MS. MILLER: Hi there. Wendy Miller,  
11 M-I-L-L-E-R. CPS's proposal is not one of a  
12 boundary reassignment. It is a forced closure of a  
13 top-rated school that is doing everything right for  
14 our children. This proposal will ruin the  
15 educational continuity of over 700 elementary school  
16 children. Expecting NTA families to sacrifice their  
17 school for the benefit of other communities is  
18 inconsiderate. The needs of one community are not  
19 more important than the needs of another.

20 There is no way to recreate or preserve  
21 the family and community we have at NTA, a culture  
22 that knows its students, families, and all of their  
23 backgrounds. If our children are moved to an  
24 1800-student, three-building elementary school

1 campus, they will suffer.

2 I have had children at both South Loop  
3 Elementary and NTA. We left South Loop Elementary  
4 because the attitude of the administration and staff  
5 did not reflect the values I expect my children to  
6 learn well from. My child was overlooked in the  
7 classroom. NTA staff knows my children and the rest  
8 of our children beyond the classroom, and this  
9 knowledge helps our school to provide our students  
10 with a great education. We take care of our  
11 families, and all children are valued equally.

12 Students are empowered to speak with  
13 their own strong, confident voice. NTA ignites  
14 momentum. We're building future leaders that are  
15 culturally aware and strive for a just society,  
16 which we need. NTA is special in a way that should  
17 be a beacon in CPS for families that need a better  
18 school opportunity.

19 This proposal sacrifices a very special,  
20 very unique community to create the city's largest  
21 elementary school and disperses kids to a giant  
22 three-building campus. This proposal is not the  
23 best CPS can do for all of our communities. They  
24 avoided input from NTA even before they made their

1 plan public, and they should reassess this plan  
2 because there are better options that the larger  
3 community could put forth.

4 HEARING OFFICER DOLAN: Thank you.

5 Do we have students now?

6 MS. MILLER: Yes.

7 HEARING OFFICER DOLAN: Do we have students in  
8 front of us?

9 Whose first name begins with an R. Okay,  
10 you're Student A. Would you please begin, please,  
11 Student A.

12 STUDENT A: Since 2013, my mom and other  
13 parents have added to the school gardens. Gardening  
14 at NTA is done by parents and teachers. We get to  
15 go out of the classroom and learn about growing and  
16 harvesting vegetables that we plant. Some of our  
17 classrooms learn how to make compost and plant  
18 seeding and raised beds that we build with our  
19 classrooms.

20 Two of our teachers took a training class  
21 in order for us to pick and serve our vegetables in  
22 the cafeteria. This past fall the little kids have  
23 picked parsley, collards, kale, and Swiss chard to  
24 have at our school lunch. One of our moms is a

1 master gardener. We know she knows a lot about  
2 growing plants and helps kids who haven't planted  
3 anything before.

4 We have volunteers who help with  
5 classrooms when they plant plants and pick  
6 vegetables. My mom helped with that. Over the  
7 summer we helped take care of the gardens, and  
8 families can come to pick vegetables. Two years ago  
9 we planted a pollenating garden to help the bees.

10 HEARING OFFICER DOLAN: Thank you very much,  
11 Student A.

12 Are we on Student B now?

13 STUDENT B: NTA used to have a full-time  
14 librarian, but that teacher left a few years ago.  
15 When I came to school, some parents decided to try  
16 to reopen the children's library. One of our moms  
17 organized volunteers from the school to  
18 re-alphabetize books, update books, and organize the  
19 furniture. She also spent a lot of time researching  
20 the computer equipment needed to set up the library  
21 so that the children could check out books.

22 We also had book fairs. Our parents have  
23 helped our teachers by buying the books at fairs  
24 from a wish list. The library is awesome because

1 kids get to meet people in our community.

2 Our neighbors are Queen Chapel, the  
3 oldest African-American church in Chicago, is near  
4 NTA. I got to visit Queen Chapel on a field trip.  
5 The men of Queen came to NTA to read books to the  
6 little kids. That way they get to know our  
7 neighbors. They are working on opening the bigger  
8 kids' libraries that I will be able to check books  
9 out too.

10 HEARING OFFICER DOLAN: Does that complete the  
11 statement? Thank you so very much, Student B.  
12 Appreciate it.

13 MS. FELDSTEIN: Tina Feldstein, Kathryn  
14 McKechnie, Paul Kent.

15 HEARING OFFICER DOLAN: Good evening.

16 MS. FELDSTEIN: Good evening, Your Honor. My  
17 name is Tina Feldstein. That's T-I-N-A, last name  
18 F-E-L-D-S-T-E-I-N.

19 I'm here today representing one of the  
20 most active community organizations in the near  
21 south side, the South Loop, it's called the Prairie  
22 District Neighborhood Alliance. I'm the president  
23 and founding member.

24 Our Board unanimously supports this plan.

1 This conversation didn't start in 2017 or '16 or  
2 '15. This conversation about how are we going to  
3 address the needs of our community, the education  
4 needs, started back when our organization was  
5 founded in 2006.

6 We host a lot of very large events for  
7 our community. And back in 2007 our events would  
8 typically have maybe 25 children attend. Those same  
9 events annually each year now are attracting  
10 thousands of families, thousands. We can't even fit  
11 the number of people that want to participate in our  
12 community.

13 Now, we have seen over the years the  
14 overcrowding of South Loop Elementary School, and we  
15 have consistently seen the families of our community  
16 leave our community because there is no viable  
17 opportunity for them. They don't want to go to a  
18 overcrowded school. And they know they're going to  
19 be facing high school.

20 When we started back in 2006, most of the  
21 children were 3, 4, 5, 6 years old. We have now  
22 seen all those children become high school students.  
23 Many of the parents cannot afford to go to private  
24 schools and/or are able to get into many of the

1 selective enrollment schools. May I add that Jones  
2 is a school that our tax dollars paid for, and many  
3 of the students in our area can't even get into that  
4 school.

5 HEARING OFFICER DOLAN: I'm going to have to  
6 ask you to please submit whatever else you'd like.

7 MS. FELDSTEIN: We are in a hundred percent  
8 support of this plan.

9 HEARING OFFICER DOLAN: Thank you.

10 Kathryn?

11 MS. McKECHNIE: McKechnie.

12 HEARING OFFICER DOLAN: McKenzie.

13 MS. McKECHNIE: McKechnie.

14 HEARING OFFICER DOLAN: Okay, you'll correct  
15 me. Just a second.

16 I'm going to ask Autumn Laidler to line  
17 up.

18 Go ahead.

19 MS. McKECHNIE: K-A-T-H-R-Y-N,  
20 M-C-K-E-C-H-N-I-E.

21 HEARING OFFICER DOLAN: I apologize for  
22 mispronouncing it. Carry on.

23 MS. McKECHNIE: Good evening. My name is  
24 Kathryn McKechnie. I'm a South Loop mom currently

1 serving on the Phillips Academy LSC.

2           Tonight I want to talk about CPS's  
3 investment in Phillips, Tilden, and Dunbar. At its  
4 June 20th meeting, CPS provided handouts detailing a  
5 combined \$55 million investment in these three  
6 schools since the year 2000. Since the financial  
7 analyst in me loves a challenge, I decided I would  
8 dig into whatever numbers I would find on the CPS  
9 Web site. This is what I discovered.

10           Since 2006 CPS has invested \$34.7 million  
11 in these three schools combined, not the 55 million  
12 detailed in the handouts. Of the \$34.7 million  
13 spent, Phillips received a little over \$900,000.  
14 That is the neighborhood South Loop school. 722,000  
15 was spent on a district-wide initiative to bring  
16 air-conditioning to all classrooms. CPS has  
17 invested a paltry \$188,000 in Phillips mainly spent  
18 on operations and maintenance. Dunbar received a  
19 \$32 million investment, including nearly 4 million  
20 for IT, educational programs, and other projects.  
21 Dunbar, however, is not a neighborhood school.

22           This follows the district's typical  
23 pattern of investing heavily in selective enrollment  
24 classrooms like nearby Jones and other



1 non-neighborhood schools. On the north side, we  
2 could find true neighborhood investments, 19 million  
3 in Taft and 32 million in Lincoln Park. Converting  
4 NTA to a high school will further the trend of  
5 disinvesting in neighborhood high schools,  
6 especially those in predominantly black and  
7 low-income areas of Chicago.

8 The South Loop is one of the few racially  
9 integrated neighborhoods in Chicago. If CPS chooses  
10 to truly invest in Phillips like it has in Lincoln  
11 Park or Taft, we could create a high school with a  
12 racially and economically diverse student  
13 population. If the Board chooses to move forward  
14 with its plan to convert NTA, it will signal loud  
15 and clear what has been whispered for years.

16 HEARING OFFICER DOLAN: Thank you very much.  
17 Please submit anything else by tomorrow.

18 Mr. Kent, you're up.

19 Lisa, please. I have a card just with  
20 Lisa. Lisa, get in line, if you will.

21 Go ahead, sir.

22 DR. KENT: Hello. My name is Dr. Paul Kent,  
23 P-A-U-L, K-E-N-T. I'm a pediatrician at Rush  
24 University Medical Center. My background is in

1 physics and math at Harvard and then Mayo Clinic,  
2 University of Chicago, Lurie Children's Hospital.  
3 My wife is also a pediatrician, and she is head  
4 of -- one of the two medical directors for  
5 Department of Children and Family Services.

6 I have no dog in this fight. I'm not  
7 from Chicago. I'm not from NTA. My children live  
8 and we live in River Forest because we can. We're  
9 rich enough to move, to make a choice, and get the  
10 best schools we possibly can. We're able to have  
11 our own neighborhood school that is outstanding.

12 I wanted to correct a couple  
13 misconceptions here. My wife and I, as I said, are  
14 both experts in the field of child welfare. She in  
15 fact is head of Child Protective Services and  
16 probably will be for the State of Illinois shortly.

17 The first is that adverse childhood  
18 experiences, the harms that are done to children by  
19 psychological and emotional displacement, a person  
20 says kids can adapt better than adults. That is  
21 100 percent wrong. The harms that children face,  
22 especially psychological harms, increase the risk by  
23 threefold, carrying a weapon, using alcohol, sexual  
24 activity. It lowers your IQ by about ten points.

1           The children behind me are all smoking a  
2 pack of cigarettes a day. That's actually not true.  
3 But if they lose the type of educational advantage  
4 they have, it will be the equivalent of one pack of  
5 cigarettes a day. That is the harm that is being  
6 chosen to inflict on these children to the benefit  
7 of someone else.

8           My child, African-American, DCFS,  
9 drug-exposed, HIV positive at birth went from 1  
10 percentile to the 27th percentile in reading because  
11 I'm at an outstanding school. If you look at the  
12 equity analysis, you'll see black male children,  
13 like my son Isaiah, went from 17 percentile to 56th  
14 percentile equivalent to the white children, not for  
15 the rest.

16           HEARING OFFICER DOLAN: Sir, I'm going to ask  
17 you to submit the rest --

18           DR. KENT: I will submit the rest.

19           HEARING OFFICER DOLAN: Thank you so much.

20           DR. KENT: Thank you for your thoughtful  
21 attention. I'd like to submit some of the medical  
22 research in these areas so you can be familiar with  
23 it, please.

24           HEARING OFFICER DOLAN: Thank you very much.

1 Ms. Laidler. I'm going to ask David Wu  
2 to line up.

3 Go ahead.

4 MS. LAIDLER: A-U-T-U-M-N, L-A-I-D-L-E-R. I'm  
5 here to speak on behalf of the teachers and staff at  
6 National Teachers Academy. I'm here because the  
7 consequences to our children are greater than any  
8 consequence that any one of us could face by  
9 standing up and speaking out.

10 So what is happening inside NTA is most  
11 important. NTA is not an asset, it is not a  
12 location. It is students, families, and staff. The  
13 true asset of NTA is the members of this thriving  
14 community. As teachers and staff, we know black  
15 lives matter. We teach our children to stand up to  
16 injustice, and we listen to families.

17 Through their educational and life  
18 experience, our students have faced down adversity  
19 and achieved in the classroom and out. Our entire  
20 class last year in 2017 was accepted at Level 1+ and  
21 Level 1 schools of their choice.

22 NTA is a promise that was made to our  
23 community by the city. CPS is breaking a promise to  
24 families and hundreds of students already displaced

1 who have remain committed to NTA and will be  
2 displaced again if NTA is broken apart.

3 We have worked to create a purposefully  
4 integrated school within our building and community.  
5 CPS has said in the proposed plan it's time to  
6 integrate our schools. Intention is not action.  
7 This is an issue not just of race but of race and  
8 class. It is systemic. To quote Ta-Nehisi Coates,  
9 the point of this language of intention on personal  
10 responsibility is broad exoneration. Mistakes were  
11 made. Bodies were broken. People were enslaved.  
12 We meant well. We tried our best.

13 Good intention is the hall pass through  
14 history. We refuse to let our children be the  
15 victims of good intentions which result in these  
16 harmful outcomes. Our children are not disposable.  
17 Their education matters. Their bodies matter.  
18 Their black lives matter.

19 NTA is a Level 1+ school with 75 percent  
20 African-Americans students that are 75 percent --

21 HEARING OFFICER DOLAN: Thank you so much.  
22 Ma'am, excuse me, I'm going to have to ask you,  
23 please, submit it by tomorrow.

24 MS. LAIDLER: If this was a Level 1+ white

1 school, would this proposal be up?

2 HEARING OFFICER DOLAN: Lisa.

3 And I am going to ask Charles Riffenburg  
4 to get in line, please.

5 Go ahead, please.

6 MS. RIFFENBURG: Lisa, L-I-S-A, Riffenburg  
7 R-I-F-F-E-N-B-U-R-G. I am an educator at NTA. I  
8 received my bachelor's from Yale University and my  
9 master's in elementary education from Northwestern.  
10 I've been a teacher, artist, administrator, and an  
11 educator in three public school systems.

12 So many of my students, the parents that  
13 I work with have come up here since the beginning in  
14 June, and they have stood up because they have  
15 integrity. One of our core values at NTA is that we  
16 do the right thing always, except I have never come  
17 up and spoken before. And if I teach them all of  
18 the time just by my words, it's not enough. So  
19 that's why I'm standing up today to talk with you.  
20 I'm teaching them by example.

21 I wish you could see NTA. NTA is the  
22 most magical place. I have worked at many CPS  
23 schools all over the city, and NTA is, hands down,  
24 the best that I have ever worked at. Any of the

1 fellow teachers in the city, they ask you where you  
2 work, I say NTA, they go, ohhhh, NTA. Because, as I  
3 said, it's the best.

4 It's a home. It's a haven. It's a place  
5 of brilliant teachers, the hardest working in the  
6 city, specifically because of the students that we  
7 serve. There's been a lot of discussion about  
8 academic rigor that is supposedly not at NTA. I  
9 take personal offense to that. My 12-hour, 13-,  
10 14-hour days for the past four years at NTA? My  
11 students are experiencing an academically rigorous  
12 education where they are learning many grade levels  
13 above where they are because of them, because of  
14 their parents, and because of me.

15 Students are not just standardized test  
16 scores. The students at NTA receive the arts, they  
17 receive social and emotional education, and they  
18 receive needed services.

19 HEARING OFFICER DOLAN: Thank you so much for  
20 your comments.

21 MS. RIFFENBURG: Thank you.

22 HEARING OFFICER DOLAN: Mr. Wu. Is it Cybal  
23 Hay, please.

24 Go ahead, sir.

1 MR. WU: My name is David Wu. Last name is  
2 W-U. I work for an organization that offers ESL  
3 classes to Chinese immigrants in Chinatown. Because  
4 these immigrants can't speak English, don't have  
5 college education, and have limited job skills,  
6 almost all work in Chinese restaurants.

7 These immigrants, Mr. Moy, Mrs. Lee,  
8 Mr. Chan leave Chinatown around 10:00 o'clock in the  
9 morning and get home around 10:00 at night. Some  
10 work as far as Gurney, Aurora, Northwest Indiana.  
11 They do this six days a week. They came to the  
12 United States so that their children and not  
13 themselves can have a better life. They hope that  
14 through education the lives of the children can be  
15 better.

16 For decades some Chinatown families, 40,  
17 50 years ago immigrants in Chinatown have worried  
18 about where their children will go for high school.  
19 My wife's family immigrated when she was in  
20 elementary school after being held back so she can  
21 learn English. My wife and her oldest sister went  
22 to Lindblom. Her parents never went to Lindblom  
23 until graduation day partially because it was far,  
24 partially because they worked so many long hours.



1 It was their wish that their children could go to a  
2 high school closer. It's the same wish that  
3 immigrant families in Chinatown have today.

4 I support the conversion of the NTA into  
5 a high school as it finally provides a nearby high  
6 school for Chinatown, especially children of recent  
7 immigrants that won't get into selective enrollment  
8 schools. But this high school also serves the  
9 growing needs of those living in South Loop and  
10 North Bronzeville.

11 I'd like to submit into the record  
12 letters from over 250 adult ESL who support a high  
13 school but can't attend tonight because they're  
14 working tonight even after the hearing is over to  
15 provide for their families.

16 HEARING OFFICER DOLAN: Thank you very much.

17 Mr. Riffenburg.

18 Would Bernie Wong please get in line.

19 Go ahead, sir.

20 MR. RIFFENBURG: Charles Riffenburg,  
21 R-I-F-F-E-N-B-U-R-G.

22 For the past four years I have seen the  
23 amazing work that is done at NTA. And I've been  
24 coming to many of these meetings. I followed this

1 entire process. I've seen this false choice that's  
2 put before the neighborhood of you can either have a  
3 high school or you can't.

4 It has been shown by the amount of money  
5 that CPS has put in all of these proposals that they  
6 could build a high school if they wanted to without  
7 destroying the amazing community at NTA, but they  
8 have chosen not to do that. I grew up in a small  
9 community. I went to small schools. And I can tell  
10 you that a small school like NTA serves its  
11 students' needs better than a 1,500- to  
12 2,000-student school ever could. Students will get  
13 lost in a three-building campus.

14 But when you have a campus where such  
15 amazing personal attention is given to every child  
16 like it is at NTA, you can't replicate that. The  
17 community is not just the building, but by  
18 destroying NTA, you are destroying that community  
19 and all of the good that goes with it.

20 Thank you.

21 HEARING OFFICER DOLAN: Thank you very much.

22 Would Leonard James -- is it Brock?

23 MR. BROCK: Brock.

24 Excuse me, would you be good enough to

1 get in line.

2 Go ahead. Please, ma'am.

3 MS. WONG: Yes. My name is Cybal Wong.

4 HEARING OFFICER DOLAN: Spell your name please.

5 MS. WONG: Cybal, C-Y-B-A-L, W-O-N-G. And I am  
6 the parent of three CPS alumni. I come from  
7 immigrated parent too. I have worked with  
8 organization and also the churches that serve the  
9 immigrant youth and children. I understand how  
10 difficult they have to go through to find a high  
11 school.

12 Also I have three letters come from the  
13 high school kid that they wrote. Because they are  
14 all at home studying for their final exam because  
15 they start their final tomorrow for the semester.

16 One letter the student that attend Kelly  
17 High School. She arrived in this country last year  
18 October 2017. She want a high school and elementary  
19 school near her house because there are many people  
20 live in Chinatown and around it. So having a close  
21 high school to Chinatown is a good idea for many  
22 students. It's the short way to go to stool.

23 The Student B said also went to a Haines  
24 Elementary School, currently attend Lane Tech High

1 School. It's very far away. She really love to  
2 have a high school around Chinatown so it's more  
3 convenient and save time and less time for traveling  
4 so she can have more time to study.

5 HEARING OFFICER DOLAN: Ma'am, I'm going to  
6 have to thank you for your time here tonight. Your  
7 time is up.

8 Elisabeth Greer, would you get in line,  
9 please.

10 Go ahead, ma'am.

11 MS. WONG: Good evening, Your Honor. My name  
12 is Bernie Wong, B-E-R-N-I-E, last name W-O-N-G. I'm  
13 a social worker by background. Early last year I  
14 retired as a founder and CEO of Chinese American  
15 Service League. I have held this position for the  
16 last 39 years. I'm also a proud parent and  
17 grandparent of CPS.

18 In the past months we have heard many,  
19 many testimony as to the urgent need for a good high  
20 school, neighborhood high school. This is  
21 substantiated by the Chinatown Vision Plan developed  
22 by the Coalition for Better Chinese American  
23 Community in collaboration with the Chicago  
24 Metropolitan Agency and Alderman Solis.

1 I just want to share with you what I  
2 personally have observed in the last 40 years. Over  
3 and over again I watched the pain and worries of our  
4 parents. The children have to change multiple buses  
5 often in the dark, early hours, and heavy snow so  
6 that they could get a better education than the one  
7 assigned in the neighborhood. Every parent wants  
8 the best education for his or her child, including  
9 all the participants in this room, whether they are  
10 opposed or for a high school.

11 I can understand how they feel. This is  
12 challenging situation. But as someone who is seen  
13 as a long-time activist in my community, I can't  
14 forget the many pleas of the thousands of parents in  
15 our community over the past four decades for a  
16 larger built high school in our area.

17 After so many months of hearing and  
18 fact-finding, I hope CPS could come up with a viable  
19 plan for our children that this will create a  
20 vibrant, ethnically and economically diverse high  
21 school. And I also hope that they will look for  
22 long-term solution for the high school besides their  
23 creating of NTA.

24 Thank you.

1 HEARING OFFICER DOLAN: Thank you very much.

2 Elizabeth Vanopstal.

3 Sir, you're up.

4 MR. BROCK: Good evening, everyone.

5 HEARING OFFICER DOLAN: Full name.

6 MR. BROCK: My name is Leonard James Brock.

7 I've been listening --

8 HEARING OFFICER DOLAN: Will you be good enough  
9 to spell your last name, please.

10 MR. BROCK: My last name is spelled B-R-O-C-K.

11 HEARING OFFICER DOLAN: Thank you. Carry on.

12 MR. BROCK: I was listening to everything that  
13 was being said, so I was wondering what I could say  
14 that would be applicable and germane to everything  
15 that's going on and something that's comprehensible.

16 I respect and applaud the management and  
17 the performance of the high school that's going on  
18 with the high school students and all of that.  
19 That's very vital. Education is very vital.

20 I think another thing that should be  
21 taken into great consideration, I'm in support of  
22 the NTA organization, and I believe that we should  
23 be considering is what's going to be bestowed upon  
24 the young children and also the parents, the

1 displacement that's going to be put on them to have  
2 this taken place, you know what I'm saying? We  
3 should consider all of that.

4 From a religious respective, the Bible  
5 says to whom much has been given, much is required.  
6 I think the older kids can probably take home more  
7 responsibility, but to put children under that  
8 strain and then their parents when they're working  
9 could create extreme hardship. So that should be  
10 considered.

11 HEARING OFFICER DOLAN: Thank you very much.

12 And will Beatriz Frausto-Sandoval, would  
13 you be good enough to get in line.

14 Go ahead, please.

15 MS. GREER: Elisabeth Greer, E-L-I-S-A-B-E-T-H,  
16 G-R-E-E-R. I'm the chair of the Local School  
17 Council at NTA and very strongly against this  
18 proposal.

19 I'm here to speak on the record about the  
20 Near South Steering Committee. Initially I was sent  
21 an e-mail by Pedro Soto, Dr. Janice Jackson's chief  
22 of staff, requesting the names of three people who I  
23 would recommend serve on the committee. Our  
24 principal, Mr. Isaac Castelaz, and the executive

1 director of Chicago United for Equity, Niketa Brar,  
2 were also asked for three names each. Ultimately no  
3 one from my list or from Niketa's list were chosen,  
4 and only one person Mr. Castelaz recommended was on  
5 the committee.

6 Additionally, out of the four people  
7 chosen by CPS to represent NTA, two of the names on  
8 the list were not immediately recognized by  
9 Mr. Castelaz or myself. We eventually discovered  
10 that they were NTA parents but neither were actively  
11 involved in the fight to save our school.

12 How did their names end up on the list?  
13 Both parents told me that they didn't know. Someone  
14 from CPS called them and asked them to be on the  
15 committee. Neither of these parents attended any of  
16 the Near South Steering Committee meetings  
17 effectively whittling down NTA's representation to  
18 two people.

19 Conversely, South Loop Elementary was  
20 represented by four actively engaged members,  
21 including two LSC members and one member of their  
22 Space Planning Committee. NTA was at a distinct  
23 disadvantage, and this disadvantage continued as I  
24 discovered that in several instances my e-mail



1 address was left off of CPS's vital communications  
2 about the committee. And a meeting was even  
3 convened without my knowledge.

4 I also want to be clear that the agendas  
5 of all the meetings focused on what to do when the  
6 proposal was enacted. We were not tasked to  
7 determine whether or not the proposal should be  
8 enacted.

9 On a different note, I want to urge that  
10 this plan not be carried through on the basis that  
11 CPS is proposing to create a 2,000-seat,  
12 three-building, one administration Frankenschool.  
13 There is no academic evidence that larger schools  
14 are good for children. In fact, all evidence points  
15 to the contrary.

16 The new South Loop Elementary School will  
17 be the largest in CPS and, as such, it will probably  
18 struggle in maintaining academic outcomes for  
19 students, and it will drop from its coveted Level 1+  
20 rating.

21 Thank you.

22 HEARING OFFICER DOLAN: Thank you very much.

23 Will Kate Gladson get in line, please.

24 Go ahead, ma'am.

1 MS. VANOPSTAL: Elizabeth Vanopstal,  
2 E-L-I-Z-A-B-E-T-H, V-A-N-O-P-S-T-A-L. Your Honor, I  
3 am a NTA mother and a pediatrician where I teach  
4 both ethics and evidence-based medicine.

5 Let me state this simply. I think this  
6 plan is not evidence based, and I do not think it's  
7 moral. It furthers patterns of racism and classism  
8 that favors some and not others.

9 First, we have presented tons of evidence  
10 against the plan. The detriments to education for  
11 both NTA and South Loop kids when you create massive  
12 elementary, there's evidence behind that. The  
13 importance is breaking down data into fair  
14 comparisons, and I don't think that CPS is  
15 accurately giving you information. When we've had  
16 independent people look at test score data, there  
17 are major discrepancies. And we've talked about the  
18 health effects and even mortality effects of adverse  
19 childhood events.

20 But more importantly, to the core of my  
21 being, I think this plan is immorally wrong. And it  
22 breaks do not harm as a principle. Many of our kids  
23 have been displaced multiple times. First there  
24 were the promises of the Iches being told that this

1 would be their school forever, and then that was  
2 taken away. Then there were Long Grove and Hilliard  
3 kids getting kicked out of South Loop Elementary and  
4 their borders being redrawn. And later when South  
5 Loop is overcrowded, they wanted to have a school  
6 within a school at NTA rather than making the  
7 boundaries different then. So I ask how is this  
8 equitable?

9 Another thing is the community meetings.  
10 They say they have community engagement, but what  
11 does that mean? It's not the NTA community. When  
12 you go to the community engagement meetings, they  
13 don't tell you the history of the racism and the  
14 displacement that has affected these kids.

15 And so it's not fair to say that they're  
16 offering something new when these kids in these  
17 other communities have nothing to lose. That's not  
18 a fair choice. It's like offering medicine and  
19 making people struggle for the choices that are  
20 available when NTA already belongs to a family.  
21 It's a cruel plan which does not value equity.

22 HEARING OFFICER DOLAN: Thank you so much.

23 Would Candace Moore please get in line.

24 MS. VANOPSTAL: I wanted to submit I also have

1 video testimonials from families. Thank you.

2 HEARING OFFICER DOLAN: Please carry on. Your  
3 name?

4 MS. FRAUSTO-SANDOVAL: Beatriz  
5 Frausto-Sandoval, B-E-A-T-R-I-Z, F-R-A-U-S-T-O  
6 hyphen S-A-N-D-O-V-A-L. I'm a parent of a child at  
7 NTA, and I am opposed to the plan to convert to a  
8 high school, which is, in essence, a closure plan as  
9 other parents and opponents have stated tonight.

10 I think we've heard many very valuable  
11 arguments tonight as far as why this plan is not in  
12 the best interest of any of the students involved,  
13 whether they're students from NTA or the students  
14 from the neighboring communities where, yes, a  
15 quality high school is needed.

16 I agree that Chinatown, Bridgeport,  
17 Armour Square, and Bronzeville need a high school.  
18 Everybody needs a good high school. But there is,  
19 as other people have said, over 1,000 seats in  
20 Phillips and very little investment in Phillips to  
21 date.

22 Because I am also an attorney, I just  
23 need to refute some of the things that have been  
24 said tonight by the people from the Board of Ed and

1 the alderman regarding diverse school communities.  
2 NTA is an extremely diverse school community.

3 Pat Dowell stated that the most  
4 academically positive option is this merger of NTA  
5 in South Loop academy, which we have already stated  
6 will result in a three-building campus of over 2,000  
7 seats. The research fares out that larger schools  
8 are not a positive thing for learning.

9 The gradual conversion that the CPS Board  
10 proposes as a way to ameliorate the affects of this  
11 plan really doesn't eliminate the problem that this  
12 is going to create a mega school. This is going to  
13 create displacement of our students, many of which  
14 have already been displaced several times as we've  
15 stated.

16 And it is going to destroy the community  
17 of NTA. People have come up here and said that a  
18 school is not the bricks. And that is right, a  
19 school is the people. But if you take these people  
20 out of the schools, we will not have our principal.  
21 We will not have --

22 HEARING OFFICER DOLAN: Thank you so much.

23 MS. FRAUSTO-SANDOVAL: We will not have  
24 everybody --

1 HEARING OFFICER DOLAN: Excuse me, I am going  
2 to have to ask you to submit anything else you'd  
3 like to say if you'd like to.

4 Niketa Brar, if you'd get in line.

5 Carry on, ma'am.

6 MS. GLADSON: Good evening. Your Honor.

7 HEARING OFFICER DOLAN: Good evening.

8 MS. GLADSON: My name is Kate Gladson,  
9 G-L-A-D-S-O-N. I'm from the Legal Assistance  
10 Foundation, and I'm here with Candace Moore from  
11 Chicago Lawyers Committee for Civil Rights.

12 We're here on behalf of concerned parents  
13 of NTA and Chicago United for Equity to speak  
14 against this proposal. We've prepared a written  
15 statement which we will be submitting for our  
16 review, and Candace and I will summarize it now.

17 In order for the Board of Education to  
18 approve any school action, CPS must prove that its  
19 proposal complies with Illinois law and complies  
20 with its own guidelines. In this case CPS's  
21 proposal fails to comply with both.

22 Turning first to the law, CPS's proposal  
23 violates Illinois law in at least four separate  
24 ways. First of all, its proposal includes both a

1 boundary change and a phaseout, so the gradual  
2 cessation of grades in NTA's elementary school.

3 CPS's proposal includes both of these  
4 actions, yet CPS's guidelines fail to include any  
5 criteria for a phaseout this year. Without criteria  
6 for a phaseout, the CEO cannot permissibly propose a  
7 phaseout, and the Board of Education cannot approve  
8 a phaseout.

9 Second, CPS must provide students with an  
10 opportunity to attend a higher performing school  
11 after a school action. In this case NTA students  
12 will not have that opportunity. NTA and South Loop  
13 Elementary are both Level 1+ schools.

14 Third, the transition plan that CPS has  
15 generated fails to commit specific resources to  
16 provide NTA students with a comparable level of  
17 support services after this action. Specifically  
18 this transition plan fails to address how students  
19 will receive additional support for the loss of  
20 their school-based health center and for the  
21 community center on site, and for their free  
22 extracurricular activities.

23 Lastly, CPS failed to include the NTA  
24 community in arriving at this decision, which also

1 violates the law. Turning to the guidelines, this  
2 request did not come from NTA parents, principal, or  
3 community, therefore it fails to meet the  
4 guidelines.

5 Additionally, there have not been --

6 HEARING OFFICER DOLAN: Thank you very much.

7 Jessica Schneider, if you'd get in line.

8 Ms. Moore, carry on, please.

9 MS. MOORE: Good evening.

10 HEARING OFFICER DOLAN: Good evening.

11 MS. MOORE: My name is Candace Moore,  
12 C-A-N-D-A-C-E, Moore, M-O-O-R-E. And I'm from the  
13 Chicago Lawyers Committee for Civil Rights.

14 Following Kate's comments, I want to make  
15 a few additional points. The first point is that  
16 it's important that the full scope of community  
17 feedback and comments be considered. Many students,  
18 parents, and community members make time to come out  
19 and speak out hoping that this time, unlike so many  
20 others, would be a real moment when the powers that  
21 be at CPS would actually listen to them.

22 This is why we are formally requesting  
23 that Your Honor rely strictly on the transcripts of  
24 the community meetings and not the summaries of the



1 meetings. In reviewing the summaries, we found a  
2 number of inconsistencies that we have documented in  
3 our request, and I'll submit that, that make them  
4 wholly unreliable.

5           Additionally, as you consider the best  
6 interest of the communities at issue, I want to make  
7 a couple points. One, NTA is a resource. Beyond  
8 its academic excellence, it offers a number of  
9 different community benefits. It has the UIC health  
10 clinic that provides health care services to  
11 students and community members, including uninsured  
12 and underinsured families.

13           It has a wonderful partnership with the  
14 Chicago Park District, which offers recreational  
15 programs, including swimming, affordable child care.

16           Additionally, the Chicago Housing  
17 Authority, in their plan for transformation,  
18 specifically acknowledges NTA as a resource and  
19 investment to support the Hilliard Homes and the  
20 Iches redevelopment.

21           The final point I want to make is closing  
22 this school does more than just take a good thing  
23 away. It actually creates additional harms. It,  
24 once again, displaces communities who already were

1 asked to bear this burden when they were cut out of  
2 the South Loop's boundaries years ago and those who  
3 were displaced in the historic 50-school closing.

4 It imposes a burden on this community  
5 while many of the supporters that were listed  
6 tonight benefit while losing very little or nothing  
7 at all. It destroys the school community of  
8 educators, parents, community members who came  
9 together and worked hard to turn things around for  
10 their students and achieve the success we now see at  
11 NTA.

12 It is for these reasons and the others  
13 outlined in our statement that we'll be submitting  
14 that that is our position.

15 HEARING OFFICER DOLAN: Thank you. We'll get  
16 your materials.

17 MS. MOORE: Thank you.

18 HEARING OFFICER DOLAN: Will Aiko Habino get in  
19 line, please.

20 Ms. Brar.

21 MS. BRAR: My first name is spelled  
22 N-I-K-E-T-A.

23 Please stop the time.

24 HEARING OFFICER DOLAN: Excuse me, continue

1 with the time, please.

2 MS. BRAR: I'm sorry, I was --

3 HEARING OFFICER DOLAN: Continue with the time.

4 MS. BRAR: -- following the protocol by which  
5 you were holding the time for everyone else's name.

6 N-I-K-E-T-A, Brar is B-R-A-R. I'm the  
7 Executive Director of Chicago United for Equity,  
8 which is a Chicago-based organization focused on  
9 promoting more jobs to equitable inclusive city  
10 building bridges across race, class, and geography.

11 Our organization became involved in this  
12 proposal in response to community sentiments that  
13 this was not in line with community requests or  
14 interest, which was demonstrated after 1500  
15 signatures were submitted in opposition of this plan  
16 and over 470 letters were submitted to state  
17 legislatures requesting an assessment of this  
18 proposal through a racial equity assessment tool.

19 Our organization has spent the last three  
20 months conducting a racial equity assessment  
21 engaging over 300 members of the Chinatown, South  
22 Loop, and near south community. This is more than  
23 any of the other community organizations, and it is  
24 also a more diverse offering than any of the

1 organizations that you've heard speak today.

2 Overwhelmingly people supported the goals  
3 of diversity and high-quality school options. And  
4 overwhelmingly the community decided that this was a  
5 proposal that would meet the Chinatown community's  
6 needs to a certain respect, and that community has  
7 been underserved for nearly 40 years. However, the  
8 community also found that this disproportionately  
9 burdened three specific groups, all of which are low  
10 income and African-American students.

11 And that in response there were six  
12 different proposals that were developed that would  
13 meet the same needs for diversity, that would meet  
14 the same needs for high-quality high school options  
15 but would not disproportionately impact  
16 African-American students, would not create  
17 disruptions that are unnecessary, and would not  
18 systematically create a segregation border for  
19 Phillips High School, which currently has the  
20 ability to enroll a diverse offering of students and  
21 would not be able to if it was limited to the  
22 population.

23 HEARING OFFICER DOLAN: Thank you for your  
24 comments.

1           Would Kiku Hibino get in line, please.

2           Carry on.

3           MS. SCHNEIDER: Good evening. My name is  
4 Jessica Schneider. I'm with the Chicago Lawyers  
5 Committee for Civil Rights. And alongside my  
6 colleagues who spoke before me, I'm here to express  
7 opposition to this proposal.

8           I want to focus on and build on one  
9 aspect of this inequitable proposal that has already  
10 been mentioned. We have heard throughout this  
11 process that there needs to be a separate  
12 neighborhood high school and that Phillips High  
13 School is not a viable option. It is supposedly too  
14 far, it is not a quality option, and it won't work.

15           However, at this same moment CPS is  
16 considering a proposed school action that will send  
17 students in Englewood to Phillips High School when  
18 their schools close. It is in fact farther for  
19 students in Englewood to travel to Phillips than it  
20 would be for South Loop students, so why is it not  
21 too far for them?

22           South Loop is 3.4 miles from Phillips  
23 High School. Hope High School in Englewood is 3.3  
24 miles away. And Robeson High School in Englewood is

1 4.7 miles away. Students from South Loop at  
2 farthest would have to travel 27 minutes by public  
3 transportation, yet the students from Hope and  
4 Robeson would have to travel 35 minutes by bus and  
5 train from Hope and 37 minutes by train from  
6 Robeson.

7 So I ask, when this is clearly an  
8 inequitable result, why is CPS operating in this way  
9 with this proposal? I submit it is because CPS has  
10 always operated in a way where what's a good enough  
11 option for one community of students is not good  
12 enough for another. Simply put, CPS is willing to  
13 reroute low-income black students but not others.

14 Children know when you don't think their  
15 community is worth the investment. This proposal  
16 will affect not just current students but  
17 generations of students. In a district that  
18 overwhelmingly underserves low-income black  
19 students, why close this over-performing Level 1+  
20 school? These children are exceeding all their  
21 standards and expectations, and they should be able  
22 to continue to do so.

23 HEARING OFFICER DOLAN: Thank you very much.

24 Aiko Habino, please.

1 MS. HABINO: Good evening. Aiko Jojima Habino  
2 A-I-K-O, J-O-J-I-M-A, H-A-B-I-N-O. I have a  
3 undergrad degree in policy management and master  
4 degree majoring in governing studies. I am a Ph.D.  
5 candidate at University of Chicago in Sociology.  
6 I'm currently teaching sociology at the School of  
7 the Art Institute at Chicago, specifically a class  
8 on the focus on inequity in the Foodscape in the  
9 world, the US, especially the City of Chicago.

10 So I'm against this CPS proposal because  
11 this is following a concerning pattern of CPS, the  
12 current operations, which is racial inequity in  
13 Chicago is increasing as a result of current school  
14 construction and closures. CPS school  
15 infrastructure spending is more inequitable than the  
16 education spending formula.

17 Before funding reform, CPS received 76  
18 cents for every dollar that majority white districts  
19 received and asked for reform, yet Chicago gave its  
20 own majority black school just 38 cents, I repeat,  
21 just 38 cents for every dollar spent on building and  
22 maintaining majority white school in Chicago from  
23 2011 to 2015.

24 Moreover, majority white school received

1 funds to drive community development. Majority  
2 black schools on the other hand get funding to patch  
3 programs. The most common type of spending on  
4 majority black schools was for interior renovation  
5 such as paint upgrades, security cameras, and metal  
6 detectors. The most common type of spending at the  
7 majority white schools was new construction for  
8 60 percent of these schools. Not a single  
9 segregated black school ever received new  
10 construction funds from fiscal year 2011 to 2015.

11 So this is a concerning pattern. This  
12 proposal is one of the typical case of this. I'm  
13 against this proposal.

14 HEARING OFFICER DOLAN: Thank you very much.

15 Pauline Lipman, if you'd get in line,  
16 please.

17 Kiku Hibino?

18 MR. HIBINO: Good evening, Your Honor.

19 HEARING OFFICER DOLAN: Good evening.

20 MR. HIBINO: My name is Kiku Hibino, K-I-K-U,  
21 H-I-B-I-N-O. My child is a student at NTA, a  
22 Level 1+ Title 1 school where he is excelling due to  
23 the wonderfully dedicated work of the  
24 administrators, teachers, and parents. NTA was not



1 consulted as required by Policy Manual Section  
2 703.2, Section 3. Because we would have expressed  
3 our opposition to this change.

4 Our concern is regarding the massive  
5 impact to our school's performance, community, and  
6 enrollment numbers. I request that you meet with  
7 NTA parents to clarify this boundary change and to  
8 discuss the future plan to maintain this strong  
9 academic community and the high performing school.

10 We do not feel that our interests are  
11 being well served with this move and that this has  
12 not been conducted in the spirit of the MCLV  
13 Title 1, Parental Involvement Policy, Section 801.3.

14 Thank you very much.

15 HEARING OFFICER DOLAN: Thank you very much.

16 Latasha Watkins, if you'd get in line,  
17 please.

18 This is a student, Student C.

19 STUDENT C: I am a third grader in NTA. I am  
20 against the proposal because I think it is wrong.  
21 It's not fair to NTA. It's another school CPS is  
22 destroying. NTA is a Level 1+, and we have a gym, a  
23 pool, a park, mostly everything. All of that will  
24 be great for high school, but there are still

1 schools who have not even finished kindergarten. It  
2 would distract the young kids' education. It would  
3 put the next generation of kids in trouble.

4 NTA is the best school for everyone,  
5 black or white or Asian like me. Please do not  
6 close NTA.

7 HEARING OFFICER DOLAN: Thank you very much.  
8 Would Chris Hall get in line, please.  
9 Carry on.

10 MS. LIPMAN: Pauline Lipman, L-I-P-M-A-N. I'm  
11 a Professor of Education Policy at UIC.

12 I'm a researcher, and I work with data,  
13 but I'm not going to discuss CPS data. I've been  
14 testifying at school closing hearings since 2004.  
15 Every year parents, teachers, students, and  
16 researchers like me come with testimonies and data  
17 for why a school should not be closed. But the  
18 mayor and his appointed ward are not weighing data,  
19 no disrespect to you, sir.

20 There is no way to understand the Board's  
21 proposal to close NTA and shuffle students to South  
22 Loop outside the larger context of race, real  
23 estate, and privatization. So-called disparities  
24 between South Loop and NTA are negligible. That's

1 smoke and mirrors.

2 Here are some data we should pay  
3 attention to. Since 2001, CPS has closed, phased  
4 out, consolidated, or turned around 160 schools,  
5 almost all in black and brown communities.

6 87 percent of all students affected have been  
7 African-American. Meanwhile CPS authorized 130  
8 charter schools and spent money for that.

9 Students shuffle from school to school  
10 away from families and trusted adults out of their  
11 neighborhood. Students from Price were shuffled to  
12 NTA. Now NTA students are going to be shuffled  
13 again. The NTA closing is tied to closing the only  
14 neighborhood high schools in Englewood. While CPS  
15 invests in schools in affluent and white north side,  
16 they disinvest in neighborhood black schools.

17 This is part of an assault on low-income  
18 black Chicagoans that has driven 240,000  
19 African-Americans out of Chicago since 2000 and cut  
20 the black teaching force almost in half. Our data  
21 show that school closings have not improved  
22 education and have been destabilizing for children  
23 and families and communities.

24 HEARING OFFICER DOLAN: Thank you very much.

1 MS. LIPMAN: Investing in south side high  
2 schools doesn't have to be contingent --

3 HEARING OFFICER DOLAN: I'm going to have to  
4 ask you to step aside.

5 Madam Reporter, just stop the testimony  
6 there. Thank you very much.

7 Leoman McGrow, please. If I mispronounce  
8 your name -- are you from the GAP committee?

9 MR. MC GEE: Leonard Mc Gee.

10 HEARING OFFICER DOLAN: I'm sorry, it says the  
11 GAP looks like committee. Is it Leoman McGrow? So  
12 you get in line after the gentleman in the back.

13 I'm sorry, carry on, please, ma'am.

14 MS. WATKINS: Hi. I'm Latasha Watkins,  
15 L-A-T-A-S-H-A, W-A-T-K-I-N-S.

16 Is this really about a boundary change?  
17 If so, then a separate hearing really should be held  
18 regarding the high school portion of this. It's not  
19 the building that makes the school, it's the people  
20 is what I heard. As long as the people are white  
21 enough. Why don't current families within NTA  
22 boundaries send their children to NTA now is the  
23 question.

24 I feel like the problem of overcrowding

1 at South Loop is a created problem when 40 percent  
2 of the children are from outside of South Loop's  
3 neighborhood boundary. The school is not  
4 overcrowded if it only admits the students within  
5 its boundary.

6 I asked Alderman Dowell specifically  
7 about whether we would do an attendance assessment,  
8 and I think respectfully she said, no, we're not  
9 going to do that. Why? Why is that not being done  
10 to understand whether we really need to build,  
11 number one, a new school. And then, two, whether we  
12 need to sacrifice NTA for a high school.

13 We already talked about what community  
14 members generated this proposal, which were not  
15 those from NTA who have not been involved in  
16 creating a proposal.

17 And why have no other alternatives been  
18 seriously considered? For instance, why are  
19 Chinatown or South Loop or Bridgeport not offering  
20 one of their buildings for this conversion? What  
21 about investing in Dunbar and Phillips to better  
22 impact more CPS students, specifically those that  
23 are black and brown. What about building a new high  
24 school building structure instead of a new

1 elementary school for South Loop?

2 As an NTA community, we're not against  
3 communities having a high school that they well  
4 deserve. We're not against diversity. In fact,  
5 diversity is occurring naturally at NTA already.  
6 What we are against is sacrificing our students, who  
7 why should they bear the burden of this change? Why  
8 should they be displaced and do so at their academic  
9 risk?

10 Personally I am a CPS student. And it  
11 looks like I'm out of time.

12 HEARING OFFICER DOLAN: You are. Thank you.  
13 Who do you have with you?

14 MS. WATKINS: This is Joseph, who should be  
15 going to NTA because we chose to stay for that  
16 reason. I think he's made his opposition known too.

17 HEARING OFFICER DOLAN: Thank you very much.  
18 You all know the applause will not be on the record.  
19 I did hear you, but it's not on the record.

20 Johnnetta Diming, would you get in line,  
21 please.

22 Carry on, sir.

23 MR. HALL: Chris Hall, C-H-R-I-S, H-A-L-L. I  
24 oppose the plan.

1           This deal has been described as not  
2 perfect but good. However, in reality a good deal  
3 is one where sacrifice and hardship are shared.  
4 When you list out the sacrifices in this deal, NTA  
5 students are the ones who lose their school  
6 building. NTA students are the one who lose their  
7 teachers. NTA students are the ones who lose the  
8 administration that has lifted their school to its  
9 current 1+ height.

10           NTA students are the only ones who lose.  
11 However, this has always been known since the plan  
12 was devised. The reality is that the current  
13 proposal offers political benefits that outweigh the  
14 cost to the community and especially those born  
15 solely by the students and families at NTA.

16           The question then is is there a solution  
17 within the current proposal that could make it at  
18 least a good one? I believe there is. If the  
19 building at Cermak and State is the only viable high  
20 school option for the communities involved, then the  
21 new building at 16th and Clark should become the new  
22 NTA.

23           Now, this solution is still far from  
24 perfect. Ask anybody from the NTA community if they

1 want to be forced from their school. Furthermore,  
2 it still inherits the issues with the current plan,  
3 most notably that both schools will suffer from  
4 overcrowding in the very near future. However, this  
5 common sense change to the proposal is also fair and  
6 has precedence.

7 Dr. Janice Jackson has said the proposal  
8 was to write the wrong committed by CPS just ten  
9 years ago. Alderman Dowell said this as well. This  
10 statement is disingenuous at best. But if there is  
11 any honesty to this, this change would be a huge  
12 leap closer to that goal.

13 Furthermore, this solution, unlike the  
14 first ever a closing of a Level 1+ school, is not  
15 without precedent. It is the exact same solution  
16 that CPS implemented at South Loop Elementary for  
17 the first time the same vulnerable families were  
18 displaced from their school.

19 At the last meeting a representative from  
20 PDNA noted that the schools are the community's  
21 assets, and the community needs to decide how  
22 they're best utilized. I agree with that sentiment,  
23 let the community decide. Is my proposal perfect?  
24 No, but neither is the current one.



1 HEARING OFFICER DOLAN: Thank you, sir. I  
2 appreciate it.

3 I'm going to ask Kayla Perkins, please,  
4 to get in line.

5 Carry on, sir.

6 MR. MC GEE: My name is Leonard E. Mc Gee.  
7 L-E-O-N-A-R-D, middle initial is E., last name is  
8 M-C space G-E-E. I'm the president of the GAP  
9 Community Organization.

10 First of all, I'd like for you to  
11 consider the boundaries to be that of the Tift  
12 boundaries. The Tift which was back in 1998 under  
13 Madeline Habecock, who's the one that actually paid  
14 the \$38 million to build the school, which is built  
15 by black money, not South Loop. The school belongs  
16 to the Tift. And we are in support of bringing in  
17 the high school, and the key word here, is quality,  
18 a quality high school.

19 They have talked about a lot of high  
20 schools in the area, but the issue is quality. We  
21 would like to make sure that the Tift boundary, the  
22 people who paid for it -- and those are black people  
23 who paid for it, tax increment financing over the  
24 last 20 years have actually put up \$38 million.

1 Most of the people here didn't put a dime into the  
2 school.

3 So we would like to have our building  
4 back. We're already at the table. We want the  
5 boundaries to reflect what the Tift is. And anybody  
6 else who wants to sit at the table, we welcome them.  
7 But the African-American community that built it and  
8 paid for it should have access to the high school.

9 Thank you.

10 HEARING OFFICER DOLAN: Thank you very much,  
11 sir.

12 Would -- is it Milda --

13 MS. SAUNDERS: Saunders.

14 HEARING OFFICER DOLAN: Yes. Would you get in  
15 line. Thank you so much. Thanks for the help.

16 MS. DIMING: Hello.

17 HEARING OFFICER DOLAN: Hello.

18 MS. DIMING: I'm Johnnetta, J-O-H-N-N-E-T-T-A,  
19 Diming, D-I-M-I-N-G. I'm here, a parent and a  
20 resident of the low-income community of Bronzeville.  
21 I'm here because all this stuff that we're talking  
22 about, can none of this make sense to half the  
23 people that's trying to make the decision. The only  
24 thing I'm asking is that whatever decisions you all

1 make, could you all just think about us, think about  
2 us because our kids, they need a chance too.

3 We're trying to do what we can to make  
4 sure our kids have equal rights like everybody else.  
5 We're trying to do the right thing by our kids.  
6 We're asking you all the same thing, just do right  
7 by our kids. Our kids deserve it. They didn't do  
8 nothing wrong.

9 Thank you.

10 HEARING OFFICER DOLAN: Thank you very much.

11 Milda Saunders, if you'd get in line,  
12 please.

13 Carry on.

14 STUDENT D: I am 12 years old in the 7th grade.  
15 I am a proud NTA scholar and a proud --

16 HEARING OFFICER DOLAN: I'm going to interrupt  
17 you. You can start her time again, but this is  
18 going to be Student C.

19 THE AUDIENCE: D.

20 HEARING OFFICER DOLAN: D. I beg your pardon.  
21 Thank you.

22 Go ahead.

23 STUDENT D: I am 12 years old in the 7th grade,  
24 and I am a proud NTA scholar and a proud member of

1 NTA Student Congress where we are taught to be  
2 leaders and advocates for our school. I have been  
3 attending NTA since I was in kindergarten. In my  
4 eight years at NTA, being an only child, I have met  
5 so many amazing teachers, staff. And, most of all,  
6 I have built friendships with my peers.

7 I've gone from a kid who was shy to a  
8 teen who has been taught by my teachers to believe  
9 in myself. NTA is not just a elementary school to  
10 me. It's my second home. More than anything, NTA  
11 is where I began learning life skills to prepare me  
12 for my future.

13 I feel this proposal is racist and unjust  
14 towards African-American students and should not be  
15 continued. CPS does not listen to how the students,  
16 families, and staff feel. They only care about  
17 making change for South Loop and other communities  
18 and breaking apart our NTA family.

19 I have said this before, and I will say  
20 it again. CPS needs to be building up schools, not  
21 tearing them down. Black students lives and their  
22 education matter, but they obviously can't see that.  
23 Our principal, Mr. Castelaz, is an amazing principal  
24 who believes in all of his students. NTA needs to

1 remain a Level 1+ elementary school and nothing  
2 less. NTA is here to stay.

3 HEARING OFFICER DOLAN: Thank you very much.  
4 Isaac Castelaz, if you'd get in line,  
5 please.

6 Carry on, please.

7 MS. SAUNDERS: Hi. I'm Milda Saunders,  
8 M-I-L-D-A, S-A-U-N-D-E-R-S. I'm an NTA parent of  
9 two children, a physician, and a lifelong Chicagoan.  
10 NTA is a Level 1, predominantly African-American,  
11 predominantly low-income school. We should be  
12 studied and emulated, not closed or boundary changed  
13 out of existence. We support diverse schools both  
14 racially and socioeconomically. We welcome families  
15 to join us. But to close a high-functioning school  
16 because it sits on prime real estate, that's not  
17 integration, that's colonization.

18 As a lifelong south-sider, I agree that  
19 the near south side should have a high school  
20 option, but this is not the way. Has CPS ever  
21 closed a Level 1 school? I sympathize with parents  
22 in Chinatown, Bridgeport, near south, and even the  
23 South Loop. Your struggles are important, but our  
24 children matter too.

1           NTA has school supports, medical clinics,  
2 and, more importantly, staff and faculty who have  
3 always wanted them there and have always supported.  
4 We are better than this, Chicago. We are better  
5 than this, CPS. This is a false choice. This  
6 proposal does not make sense. We shouldn't close  
7 Level 1+ schools. We shouldn't build a high school  
8 that will rapidly be too small for all of the  
9 communities that it proposes it will serve. And we  
10 don't let one community take a school from another  
11 community just because they want it.

12           Let's come up with an equitable and  
13 rational plan. Let's consider Dunbar, King,  
14 Phillips, or other schools other than this plan.  
15 We're better than this.

16           HEARING OFFICER DOLAN: Thank you.

17           Patricia Crosby, if you'd get in line,  
18 please.

19           This is going to be I take it Student E.

20           STUDENT E: I am a third grade student at NTA.  
21 I have been there since I was in kindergarten. I  
22 have so many friends at NTA I can't even count them.  
23 Many of them are not even in my grade. It's like a  
24 second family to me. NTA has the most amazing

1 teachers. They make learning exciting and fun.  
2 They are always there to help.

3 We have a program called second step  
4 which helps us learn with kids in other classes and  
5 get to know them. This has helped to make new  
6 friends outside of my regular homeroom. We can  
7 compare how I like one thing and they might like  
8 another thing. They encourage you to be partners  
9 across classrooms. We have an awesome pool with  
10 great swim classes. And I know I'm a much better  
11 swimmer than I used to be.

12 I think the plan to convert NTA to a high  
13 school is wrong. It will hurt many families,  
14 including mine. I have two younger siblings. My  
15 sister is here at NTA in kindergarten, and my  
16 brother is two years old. Like many families, we'd  
17 be split apart. I would stay at NTA, my sister has  
18 to go to South Loop, and my brother can't go to  
19 either one.

20 Because the plan requires a lot of  
21 construction, I'm afraid I would lose a lot of  
22 friends because who wants to learn in a construction  
23 zone. It can't be good for any student's education  
24 to deal with that in class. I'd lose the pool as

1 well. My sister definitely loses the pool because  
2 South Loop does not have one. And also the health  
3 center.

4 I take public transit with my dad and get  
5 to school, my dad and sister to get to school.  
6 We're not sure how that will work when my building  
7 is ten blocks away from hers. I'm afraid CPS would  
8 be tearing apart the NTA community that I love.  
9 This plan will hurt many families, including  
10 destroying the community.

11 Thank you.

12 HEARING OFFICER DOLAN: Thank you very much.

13 Darrell Actenpona (phonetic). I'm sorry,  
14 I'm sure I didn't do justice to your name.

15 Sir, carry on, please.

16 MR. CASTELAZ: Isaac Castelaz, I-S-A-A-C,  
17 C-A-S-T-E-L-A-Z. I'm the principal at National  
18 Teachers Academy.

19 Back in 1966, nearly to this day,  
20 Dr. Martin Luther King, Jr., moved into a west side  
21 apartment to join a movement designed to desegregate  
22 Chicago. During this time in our city, Dr. King  
23 came to see that more than passing new laws, the  
24 crisis Chicagoans faced could only be solved once we



1 learn to, quote, desegregate our minds, end quote.

2 In so doing, he called for, quote, a  
3 coalition of conscience, end quote, brave people of  
4 every race and background working together to serve  
5 the cause of equity. He said, quote, our power is  
6 in our unity, the force of our souls, and the  
7 determination of our bodies, end quote.

8 This proposal reminds us of the  
9 conditions King spoke of so long ago. We are told  
10 this plan could right a historical wrong in which  
11 the boundary of South Loop school was moved to  
12 exclude poor black children who were sent to NTA, a  
13 new unproven school at that time. However, this  
14 proposal won't right that wrong because NTA has  
15 righted that wrong all by itself.

16 Whereas the boundary-ship years ago  
17 denied poor black children a quality education at  
18 South Loop Elementary School, those same students  
19 today have a quality, high-quality option at NTA,  
20 which has risen from a Level 3 to a Level 1+ school  
21 in four years. NTA is a product of not only the  
22 kind of coalition Dr. King sought but also the power  
23 of the kind of unity he envisioned so many years  
24 ago.

1           The process of considering this proposal  
2 has shown us just how powerful the NTA community is.  
3 But I also think that hidden beneath it all is an  
4 opportunity, an opportunity to do something truly  
5 remarkable. Let's do as Dr. King urged and form a  
6 coalition of conscience between our communities. I  
7 call for us all, NTA, South Loop, Chinatown, CPS,  
8 and, yes, City Hall, to reconsider this proposal  
9 together and explore alternatives which work for  
10 everyone.

11           HEARING OFFICER DOLAN: Sir, your time is up.  
12 Thank you.

13           MR. CASTELAZ: Thank you.

14           HEARING OFFICER DOLAN: Jawan Boston, please,  
15 would you get in line.

16           Carry on, please, ma'am.

17           MS. CROSBY: Hi. My name is Patricia Crosby,  
18 P-A-T-R-I-C-I-A, last name Crosby, C-R-O-S-B-Y.

19           I'm a proud NTA biological foster and  
20 adoptive parent of six young brilliant young men,  
21 and I have two left at NTA. We're a Level 1+  
22 elementary school. Our children, the teachers,  
23 staff, and parents work extremely hard to get to  
24 that level status. Now, usually when you achieve

1 this major accomplishment, you're rewarded. But  
2 instead it feels as if we're being punished.

3 When I think about NTA, I think about it  
4 takes a village to raise a child. That's what NTA  
5 has been doing. One of my children who's in seventh  
6 grade now, he was my foster son, now he's my adopted  
7 son, he went to two schools prior to this, and he  
8 was labeled as learning disabled. But being at NTA,  
9 he thrived. Now, I already knew he was a genius,  
10 but being at NTA, he thrived. Right now his  
11 grades -- he's in seventh grade. His grades are As  
12 and Bs, and they're trying to get him into a select  
13 enrollment school.

14 It's unfortunate -- I mean, I agree -- I  
15 respect everyone's opinion, but what people have to  
16 understand is that we have to think about the  
17 children. NTA children, they need that elementary  
18 school. Please try not to turn NTA into a high  
19 school.

20 Thank you.

21 HEARING OFFICER DOLAN: Thank you very much.

22 Shantel Boston, if you'll get in line,  
23 please.

24 Sir, are you a student?

1           STUDENT F: Yes.

2           HEARING OFFICER DOLAN: We're going to show you  
3 as Student F. Go ahead, please.

4           STUDENT F: Good afternoon. It makes no sense  
5 to put NTA students in a different environment.  
6 This will affect students mentally and academically.  
7 This will make NTA students feel as though they are  
8 inferior since they are not being considered at all.  
9 This will make it less convenient for NTA families.  
10 Should you really take away someone's home because  
11 their scores are slightly lower than people from  
12 families that have more money and resources?

13                   Grammar school is where a student  
14 develops the most. Would you want to put fourth  
15 graders in the same environment as high-schoolers?  
16 Even eighth graders have trouble transitioning to  
17 high school. You give fourth graders the burden of  
18 having to live with this four years early. Think  
19 back to your fourth grade year where you probably  
20 barely managed to make friends and all of a sudden  
21 having to be put near high-schoolers who have  
22 completely different ways than you do.

23                   What would become of your teachers' and  
24 our students' future? It is true that people must

1 travel out of their way to go to high school, but  
2 now we have to go out of our way to go to school.  
3 Students in the South Loop will have an opportunity  
4 to be successful, but another community won't. So  
5 you are prioritizing another community over us.

6 How would you feel if you had a current  
7 home ripped away from you and you were told to go  
8 somewhere else, a home that you had for most of your  
9 life taken away by people who don't even know you  
10 just because they can. Just because your peers  
11 scored slightly lower so the outcome of your life  
12 just got completely changed because of someone  
13 else's test score, not yours, and nothing that you  
14 say or do could change that.

15 We are not numbers or letters that could  
16 be measured and placed in boxes. We are people.  
17 Thanks to our great teachers, our scores are rapidly  
18 growing, and at this rate we'll soon surpass the  
19 South Loop.

20 Your Honor, I'm almost done, so can I  
21 just please have --

22 HEARING OFFICER DOLAN: Sir, I have to move you  
23 along. I still have half more to go. Thank you so  
24 much.

1                   This is a student? Are you a student,  
2                   sir?

3                   STUDENT G: Yes.

4                   HEARING OFFICER DOLAN: Carry on.

5                   STUDENT G: I'm a sixth grader attending the  
6                   school NTA. Our school shouldn't be shut down just  
7                   because people want it for their kids. But my  
8                   classmates and my peers and I, we deserve a quality  
9                   education also.

10                   I'm kind of a problem child at school,  
11                   and staff at my school do all that they can to make  
12                   it better for me and the rest of the kids at NTA.  
13                   Over the past four years that I've been attending  
14                   NTA, I have been -- people have been helping me and  
15                   giving me chance after chance, which shows that they  
16                   do care. Because if they didn't, I would probably  
17                   be expelled.

18                   So I appreciate the staff, Ms. Brown,  
19                   Ms. Brooks, Mr. Castelaz, and a former staff member,  
20                   Mr. Valencia, and other staff members. NTA is our  
21                   second home. We all live here, so don't destroy it.

22                   Thank you, and have a good night.

23                   HEARING OFFICER DOLAN: Thank you very much.

24                   Will Olivia Shelton please get in line.

1 And Sarah Bush, will you get in line as well.

2 Are you a student?

3 MS. BOSTON: Nope.

4 HEARING OFFICER DOLAN: I hope I paid you a  
5 compliment. Carry on, please.

6 MS. BOSTON: Yes, you did. Thank you very  
7 much. My name is Shantel Boston, S-H-A-N-T-E-L,  
8 B-O-S-T-O-N.

9 Hello, I am a parent of three children  
10 who currently attend NTA. The current proposal that  
11 presents the idea to close NTA and scatter our  
12 children into three separate buildings is a huge  
13 inconvenience to my family and I. Even though I  
14 became a mother at a very young age, I have always  
15 aimed to give my children a sense of stability  
16 wherever I chose to reside. I have always aimed to  
17 do whatever was necessary to assure just that.

18 Even in the time where we lived in a  
19 group home clear across town, I traveled miles to  
20 get them to a quality school on time every day and  
21 walked them to school every day to ensure their  
22 safety when we were living in a gang-infested  
23 neighborhood. Now we live in a much better  
24 neighborhood where our children are allowed to walk

1 by themselves to school.

2 And now with them being separated to  
3 different buildings, my children will have to travel  
4 to and from school without the protection of each  
5 other, especially my 5-year-old son who will have to  
6 travel alone to school.

7 There's room for over 4,000 students at  
8 Wendell Phillips High School and also Dunbar High  
9 School for residents of the community. The said  
10 proposal is supposed to accommodate the high school  
11 students to attend currently, and I don't understand  
12 why small children will be forced to make a further  
13 commute for school when the high school students are  
14 at an appropriate age to commute back and forth to  
15 school using public transportation.

16 The fact that these children and their  
17 families have made the decision not to attend their  
18 neighborhood high school is a choice they have made.  
19 But the schools are there and available to all of  
20 these communities that are requesting for another  
21 school at the cost of our school, NTA, and it is  
22 totally unacceptable.

23 My point in case in all that I have said  
24 is that all of our young school age generations



1 deserve a quality education, but must it be at a  
2 cost of the inconvenience to some but a convenience  
3 to others? I am and will always be opposed to the  
4 current proposal of closing NTA.

5 Thank you.

6 HEARING OFFICER DOLAN: Thank you very much.

7 Will Joy Clendenning get in line, please.

8 Carry on, ma'am.

9 MS. SHELTON: Your Honor, my name is Oliva,  
10 Shelton, S-H-E-L-T-O-N.

11 I'm here to oppose closing NTA. I am a  
12 grandmother. My grandson Amil, he's in third grade.  
13 Amil used to be an introvert. Since we came to NTA,  
14 Amil has really grown. He has been on the honor  
15 roll at least for two years.

16 I'm older. I am committed because Amil  
17 is committed to going to school, being at school on  
18 time. Amil is committed to being in his class.  
19 Amil is committed to not wanting to miss anything.  
20 Now, why does he feel like that? Because he loves  
21 the school.

22 I love the school by observing and  
23 participating. And, most importantly, NTA is a  
24 community. Amil is taught -- I love the way they

1 position their classes. It's like a community.  
2 It's in a round table. He's learning not just  
3 academics, he's learning life lessons, how to be in  
4 the community and how to be an individual. I really  
5 love that.

6 Also, my grandson has asthma. And the  
7 clinic, it's a lifesaver. He has had several  
8 episodes. The clinic was able to take care of it  
9 just like that. I didn't have to go anywhere. They  
10 knew what to do. They have his records on file, and  
11 they knew what to do.

12 Secondly, I just think that CPS and  
13 everybody else needs to know there's never a wrong  
14 time to do the right thing. Please do the right  
15 thing when it comes to NTA because it's just not  
16 fair. It's just not fair. And everybody that  
17 stands on the sidelines and don't speak up, you're  
18 guilty. You should always say something when you  
19 have an opportunity.

20 Thank you, Your Honor.

21 HEARING OFFICER DOLAN: Thank you very much.

22 Will -- I think it's Priya Shah, if you'd  
23 get in line, please.

24 Carry on, ma'am, please.

1 MS. BUSH: Good evening, my name is Sarah Bush,  
2 S-A-R-A-H, B-U-S-H, parent of two daughters at NTA.  
3 I want to talk about the process here. First of  
4 all, despite a number of what can only be described  
5 as pro forma community meetings, there's been very  
6 little community input, especially from NTA. As  
7 Ms. Feldstein pointed out, this was a plan that was  
8 hatched long ago, long before anyone at NTA was  
9 consulted.

10 Meanwhile, at the community meetings  
11 we've heard speaker after speaker raising concerns  
12 about the destruction of our wonderful community,  
13 yet the plan before you scatters our students across  
14 four different campuses splitting up families and  
15 destroying that community.

16 Speakers have pointed out that the  
17 proposed high school does not really meet the needs  
18 of the full near south community, Chinatown,  
19 Bronzeville, Bridgeport. Many are left out. It's  
20 simply too small. We've heard about how fast this  
21 community is growing. It's going to be overcrowded  
22 almost immediately. Students are being forced into  
23 a school built for a grammar school.

24 We've asked the Board to consider other

1 options to meet that need in the near south  
2 community. Just this past week we've requested that  
3 the Office of Family and Community Engagement  
4 facilitate a meeting between NTA parents and those  
5 in the South Loop, and we were refused that meeting.  
6 That should have been the first step in any  
7 community-driven process, considering many  
8 alternatives.

9 I want to turn then to the personal side.  
10 Like many NTA families, my family has already felt  
11 the impact of a school closing. My daughter will be  
12 one of those fourth graders sent to school with high  
13 school students. Simply not acceptable. This  
14 instability created by this plan is bad for  
15 children, bad for families, and bad for this city.

16 What kind of a school district closes a  
17 high-functioning well loved school community? This  
18 process has been deeply flawed from the very  
19 beginning, and this plan is a terrible one. I stand  
20 before you in strong opposition to the plan to close  
21 NTA.

22 HEARING OFFICER DOLAN: Thank you very much.

23 Will Kevin Stanciel, if you'd get in line  
24 please.

1                   Carry on, ma'am.

2                   MS. CLENDENNING: Thank you. My name is Joy  
3 Clendenning J-O-Y, C-L-E-N-D-E-N-N-I-N-G, and I'm  
4 honored and humbled to stand here with the amazing  
5 people in this room and the amazing people in the  
6 overflow room.

7                   I'm a CPS parent. It's my 16th year.  
8 I'm a former public high school teacher. I have a  
9 BA from Harvard in history and a master's in  
10 education policy from UIC. I'm the managing  
11 director for Raise Your Hand for Illinois Public  
12 Education, a parent advocacy group, which advocates  
13 for equitable and adequate public education funding  
14 and education policies which provide quality  
15 education to all children.

16                   Over the past eight years, we have worked  
17 with parents, students, and schools about facilities  
18 and programs at their schools throughout CPS and  
19 Illinois. We've read and analyzed the various  
20 criteria year after year, the various formuli  
21 applied, the legal code.

22                   Our conclusion: Without a robust  
23 authentic community engagement process that creates  
24 a real comprehensive citywide facilities plan, CPS

1 should put a hold on closing and opening schools.  
2 Speaking specifically to the case of NTA, Your  
3 Honor, this proposal should not move forward because  
4 this is not a community developed and community  
5 supported proposal, therefore it does not meet that  
6 criteria.

7 And the proposal is not in the best  
8 interest of the students. NTA students are at a  
9 wonderful school which meets their needs, and they  
10 are doing well. Moving them is not in their best  
11 interest.

12 You have the chance, Your Honor, to make  
13 the right and just recommendation, tell CPS that  
14 this school action should not move forward.

15 Thank you.

16 HEARING OFFICER DOLAN: Thank you very much.

17 Will Anna Lundvick please get in line.

18 Back up for a second. Carry on, ma'am.

19 MS. SHAH: My name is Priya Shah, P-R-I-Y-A,  
20 S-H-A-H.

21 Your Honor, I stand before you today as  
22 both a veteran CPS teacher and parent to a 2nd  
23 grader at NTA. NTA's boundaries should not be  
24 decimated, nor should it be closed and converted to

1 a high school.

2 As an educator, I'm deeply offended that  
3 this proposal even exists. The proposal is rooted  
4 in racism and blatantly ignores the tremendous  
5 achievement that NTA has shown during its tenure as  
6 a Chicago public school.

7 Working in a high-achieving selective  
8 enrollment school on the north side, I'm painfully  
9 aware that these types of proposals never attempt to  
10 destroy school communities in more affluent areas.  
11 As a parent, the options that have been presented  
12 for my son and his peers are unacceptable.

13 I reject Option 1, to send him to a  
14 school that spans three buildings and has 1800 plus  
15 students. There's no data that supports 6,000  
16 schools that are so immensely large, especially for  
17 low-income minority students.

18 I also reject Option 2, keeping him at  
19 NTA. The prospect of keeping him at a school that  
20 is slowly being destroyed and reduced year by year  
21 while half of his schoolmates are transferred to  
22 another school is equally unacceptable. As the  
23 youngest grade in the building, he would be a 4th  
24 grader. My son would no longer have opportunities

1 to shine as a mentor to younger students as our  
2 phenomenal NTA middle-schoolers who are behind me do  
3 on a daily basis.

4 Your Honor, my message to you is this:  
5 Encourage the Chicago Board of Education to vote  
6 against this proposal. Show integrity by asking  
7 them to visit NTA to see firsthand the magic that  
8 occurs there on a daily basis. Have the courage to  
9 view the proposal objectively without the influence  
10 of politics and those with wealth and power.  
11 Finally, do what is right for my child and NTA's  
12 children.

13 Thank you.

14 HEARING OFFICER DOLAN: Thank you very much.

15 Rochelle Mc Gee, if you'd get in line,  
16 please.

17 I'd like the record to show that we're  
18 beyond the time of 8:30 when this hearing was to  
19 have terminated. However, we have a number of  
20 speakers to go. I'm going to continue until all the  
21 cards that I have, everybody has had their  
22 opportunity to have their two minutes. But I'm  
23 going to ask everybody please keep to the two  
24 minutes so that we can get everybody through the



1 system tonight.

2 Thank you so much.

3 Sir, carry on.

4 MR. STANCIEL: Kevin Stanciel, S-T-A-N-C-I-E-L.  
5 I'm a resident of the GAP, which is between  
6 31st-35th Michigan and King Drive, for over 25  
7 years. Personally my 18-year run at CPS ends this  
8 spring when my daughter graduates from high school,  
9 my youngest daughter graduates from high school. At  
10 no time did either of my daughters have a good high  
11 school option. I'm here not for myself, I'm here  
12 for all of my neighbors so that they don't have to  
13 travel very far or pay for private high schools as  
14 they do right now.

15 In the GAP we have eight high schools  
16 within six blocks of our neighborhood, five citywide  
17 charters, two military academies, two alternative  
18 schools, an all girls school, an all boys school.  
19 All of those schools but one are Level 2 or 2+.

20 In your press release for this, Pastor  
21 Earl Grandberry is quoted saying all of our kids  
22 deserve access to a high-quality high school in  
23 their community. If this plan is approved, students  
24 from the North Bronzeville area will no longer have

1 to travel far outside their community to reach their  
2 dream school.

3 Well, in my neighborhood they won't.  
4 We're in the preference enrollment boundary. If you  
5 choose to go forward with this plan, I ask that you  
6 include the Pershing boundaries within this plan.  
7 Because the thing is -- and let me say that as a  
8 proud Pershing graduate also.

9 According to your numbers, the GAP and  
10 Lake Meadows have a total of 87 students. So you're  
11 telling me that you can't find -- using about  
12 31 percent of the students would attend, you cannot  
13 find about 45 seats for the students in our  
14 communities?

15 Thank you.

16 HEARING OFFICER DOLAN: Thank you.

17 Rochelle Mc Gee, would you get in line,  
18 please. And also will C.W. Chan get in line.

19 Ma'am, continue.

20 MS. LUNDVICK: Anna Lundvick, L-U-N-D-V-I-C-K.

21 Two Chicagos. When Dr. King delivered  
22 his "I Have a Dream" speech, he challenged a promise  
23 made in the Declaration of Independence. We hold  
24 these truths to be self-evident, that all men are

1 created equal with certain unalienable rights, life,  
2 liberty, and the pursuit of happiness. Dr. King  
3 said it is obvious that America has defaulted on  
4 this promissory note.

5 Instead of honoring this sacred  
6 obligation, American has given the negro people a  
7 bad check, a check that has come back marked  
8 insufficient funds.

9 Two Chicagos. The plan to close NTA  
10 centers around one school, Phillips, a Level 2 high  
11 school who students are majority of black and  
12 economically disadvantaged. A powerful South Loop  
13 community leader shared with the media that Phillips  
14 is not an option and that it's no wonder South Loop  
15 parents scramble to find a better high school for  
16 their children.

17 CPS supports the belief that Phillips is  
18 not quality in a letter to South Loop families  
19 stating that converting NTA to a high school  
20 provides, quote, a continuum of high-quality school  
21 options. And at the same time CPS is declaring that  
22 Phillips is quality for displaced black students  
23 from Englewood.

24 In a letter to Englewood families, CPS

1 states that Phillips provides Englewood students  
2 with a, quote, higher performing high school that is  
3 a good match for their needs. Their needs? Whose  
4 needs? Black students' needs? Definitely not white  
5 students' needs.

6 Two Chicagos. CPS promises a commitment  
7 to every child from every community, but do they  
8 really? Where else but in Chicago would a school  
9 Board close a top-rated school transforming the  
10 lives of black students. Where else but in the city  
11 CNN reported as the most segregated in a nation  
12 would a school board close a school where black  
13 students grow more than 75 percent of students  
14 nationwide. This is another bad check, another  
15 promissory note coming back marked insufficient  
16 funds.

17 Two Chicagos. Eliminating NTA in order  
18 to provide a high-quality school option --

19 HEARING OFFICER DOLAN: Thank you very much.  
20 Your time is up. Ma'am, your time is up.

21 Carry on, please. Will Heidi Chan get in  
22 line, please.

23 MS. MC GEE: My name is Rochelle Mc Gee,  
24 R-O-C-H-E-L-L-E, last name M-C capital G-E-E.

1           What I would like to do is to yield my  
2 position here to the gentleman next to me.

3           HEARING OFFICER DOLAN: Who is the gentleman  
4 next to you?

5           MS. MC GEE: Leonard Mc Gee.

6           HEARING OFFICER DOLAN: Sir, did you already  
7 testify here earlier.

8           MR. MC GEE: Yes, sir.

9           HEARING OFFICER DOLAN: In fairness to the  
10 other people who want to be heard, I think that I'm  
11 going to hold you until the end. We'll have the  
12 time at the end, and we'll hold you then.

13          MR. MC GEE: Thank you.

14          HEARING OFFICER DOLAN: I won't deny that, but  
15 in fairness to everybody else.

16          MR. MC GEE: Thank you.

17          MS. MC GEE: Thank you.

18          HEARING OFFICER DOLAN: Will Cathy Nieng, I  
19 hope I got that right, get in line, please.

20                 Mr. Chan, if you will.

21          MR. CHAN: Hi. I'm C.W. Chan. I'm chairperson  
22 for the Coalition for Better Chinese American  
23 Committee, also chairperson for Chinatown Steering  
24 Committee that's in charge of development of the

1 community.

2           So how long we been talking about this  
3 issue of the high school issue. A few months ago  
4 when the community came to the public hearings, me  
5 as a parent, put up these T-shirts saying that we've  
6 been waiting for 40 years. 40 years only indicate  
7 these people, the parents that experience. 40 years  
8 means a lifetime for them. I have talked to people  
9 over 80 years old. 60 some years ago they already  
10 talking about experience taking two hours to go to  
11 high school growing up in Chinatown. So when we  
12 celebrate the Chinatown --

13           HEARING OFFICER DOLAN: Excuse me, sir.

14           The clock, please.

15           MR. CHAN: Oh, thank you very much.

16           HEARING OFFICER DOLAN: Trust me, sir, I know  
17 how much time you have.

18           MR. CHAN: Recently Chinatown was having  
19 discussion few years ago commemorating the  
20 community's centennial, which means we have been at  
21 the same location for over a hundred years. Very  
22 few people realize that.

23           Look at the City of Chicago. As an  
24 ethnic community, I think we've been at the same

1 location longer than anybody else. So we have  
2 experienced, we have seen the history of neglect and  
3 inequities. For the whole hundred years, we never  
4 had a high school. So when we engaged in this  
5 recent plan, we interviewed about 2,000 people in  
6 the community.

7 The high school issue came out to be one  
8 of the top concerns for the whole community. That  
9 brought us to come to the hearing for last few  
10 months. We have been to every single public hearing  
11 and board meeting for last few months just to state  
12 our case.

13 We started with several approach. We  
14 came up with data statistics. It was never  
15 questioned that we had a need. But then I think  
16 nothing happened. So we started having emotional  
17 response like is it because we've been advocating --

18 HEARING OFFICER DOLAN: Sir, thank you for your  
19 time, your time here this evening. Thank you.

20 MR. CHAN: Well, I think you have to give me  
21 the benefit of doubt when you make a mistake about  
22 the time.

23 HEARING OFFICER DOLAN: Excuse me, your time is  
24 up. Please, we have a lot of other people that want

1 to be heard.

2 MR. CHAN: I challenge my time.

3 HEARING OFFICER DOLAN: For the record, your  
4 challenge...

5 Cathy or Caitlyn Nieng, we'll put that  
6 aside.

7 Is it Sara? Can't read the name. I'll  
8 give these -- why don't you come up and get these  
9 and see what you can do about identifying whoever  
10 those might be.

11 Milica Medved.

12 Carry on, ma'am, please.

13 MS. CHAN: Hi. I'm Heidi Chan, H-E-I-D-I,  
14 C-H-A-N.

15 I've been living in Chicago over 50  
16 years, and I have seen a lot of problems in  
17 Chinatown area and also social problems. Now it's  
18 come to the school. When I saw my friends and some  
19 people younger than me or some nephew or nieces,  
20 they finish school, they could not go to a local  
21 high school. And they have to travel so far away,  
22 more than one hour, more than three miles to go.  
23 They have to get up so early. So we have the  
24 problem.



1 Chinatown is already 100 years old, and  
2 we've been waiting for about 40 years to get a high  
3 school. And now we have a chance to hear that we  
4 have a high school. But I'm for that.

5 And I agree all the people in this area,  
6 they try to help the kids to go to a quality high  
7 school. And also the length of traveling. So I'm  
8 for this because when I heard the people say you can  
9 go to Phillips, Dunbar or something, but when you  
10 finish school, would you send your kid to Dunbar or  
11 Phillips or something else?

12 Thank you very much to listen to me.  
13 Thank you.

14 HEARING OFFICER DOLAN: Thank you very much.

15 Your name, full name, please?

16 MS. NIENG: My name is Cathy Nieng, C-A-T-H-Y,  
17 N-I-E-N-G.

18 HEARING OFFICER DOLAN: Sorry about what I did  
19 to your name.

20 MS. NIENG: That's okay.

21 Good evening, Your Honor.

22 HEARING OFFICER DOLAN: Good evening.

23 MS. NIENG: I'm standing here today to strongly  
24 oppose this proposal when I should be in bed

1 recovering from the flu. I am the parent of a NTA  
2 student and a 14-year South Loop resident.

3 It's interesting to me that many people  
4 who are for this proposal go on and talk about how  
5 they're not racist or that this is not a racist  
6 plan. So I would like to talk about something that  
7 everybody can get behind, and that is traffic, that  
8 is transportation.

9 As a resident who lives north of  
10 Roosevelt Road, when my husband and I drive our  
11 daughter to and from school, we pass by where the  
12 new South Loop school is going to be. There is a  
13 Mariano's there. There is also a Daystar Elementary  
14 School, a private Christian school that is also  
15 planning on expanding.

16 Because of this, there is going to be a  
17 severe traffic and congestion issue in this area.  
18 There's nothing I can do personally to stop this  
19 school from being built, but because of this plan,  
20 the students from NTA who are going to be displaced  
21 are going to be displaced -- the youngest ones are  
22 going to be displaced to the old building at 1212  
23 South Clinton.

24 Considering the fact that many students

1 have already been displaced from Iches and the  
2 Hilliard Homes had the opportunity to walk to NTA  
3 and be able to do that. The youngest, most  
4 vulnerable of them would have to travel that much  
5 further without the help of being in the  
6 neighborhood and having to take public  
7 transportation.

8 This is not fair to the students who are  
9 the most vulnerable and would need the most help to  
10 do this. This is one very practical reason that I  
11 oppose this plan.

12 Thank you very much for your time.

13 HEARING OFFICER DOLAN: Thank you very much.

14 Will Hannah El-Amin get in line, please.

15 Carry on, ma'am.

16 MS. STRASSER: My name is Sara Strasser,  
17 S-A-R-A, S-T-R-A-S-S-E-R. And I just want to start  
18 off by saying good evening and how much I really  
19 don't want to be here tonight. My daughter is  
20 really sick. She called me crying on the way down  
21 here. This has been an enormous strain on my  
22 family. The amount of meetings that we have had to  
23 attend is something that no family he should have to  
24 do.

1           But I'm here to talk about how this plan  
2 affects my family and families like mine with more  
3 than one child. I am here with a final attempt to  
4 get you to listen and to allow me to keep my  
5 children together.

6           I have three kids. They're all three  
7 years apart. This plan splits my kids apart. My  
8 son, he would stay at NTA. My daughter has to go to  
9 South Loop. And my young child would not be able to  
10 go to either one. NTA is the school that my husband  
11 and I chose for them. We visited many schools. We  
12 ranked NTA No. 1, and we chose NTA.

13           Sometimes people ask why didn't I choose  
14 my neighborhood school, and I'm going to add a small  
15 fact here. Aside from the fact that they're on  
16 their fourth principal in four years, CPS tried to  
17 do a very similar thing to my neighborhood school.  
18 Last year they proposed consolidating and  
19 overcrowding two majority black schools, one which  
20 was my neighborhood school, to relieve overcrowding  
21 at a nearby school that just happened to be  
22 85 percent white.

23           I am trying, CPS, but we are really going  
24 to become one of those families that are all too

1 familiar in this city that have given up and left  
2 CPS for the sanity of their families. I ask that  
3 you not allow this boundary change as it splits  
4 apart many families just like mine.

5 Thank you.

6 HEARING OFFICER DOLAN: Thank you very much.

7 Would Nadiah Mohajir get in line, please.

8 Carry on, ma'am, please.

9 MS. MEDVED: Hi. My name is Milica Medved.  
10 That's M-I-L-I-C-A, M-E-D-V-E-D. My son is in  
11 kindergarten at NTA. I first of all want to say  
12 that this proposal is a wrong solution because it's  
13 wrong and it's also a solution for a wrong problem  
14 because everybody keeps saying we need a high  
15 school, we need a high school. There is a high  
16 school. Everybody has a high school.

17 Okay, so apparently there's a problem  
18 with Phillips. Why is there a problem with  
19 Phillips? We had the Prairie District Neighborhood  
20 Association come here on record to state that they  
21 have been working on this problem since 2006. So  
22 that's 12 years. That's 12 years of opportunity to  
23 work with CPS, to invest in a neighborhood school,  
24 to ask for money and investment. Look at all this

1 energy and all the money and all the investments and  
2 all the construction that is involved in this  
3 proposal. A lot of grief could have been avoided if  
4 that money were invested in Phillips. So there's  
5 that.

6 On the other hand, I wanted to put it on  
7 record that I have been to NTA to check whether or  
8 not that's a good school for my son. I happened to  
9 walk into the open house, and I looked at the data  
10 that was presented, and it was really astounding. I  
11 have seen the growth charts for students, 5th, 6th,  
12 7th, 8th grade, this is neighborhood students which  
13 are growing two or three times more than the  
14 projected growth based on the testing standards.  
15 That is huge.

16 This is how you pick schools. You don't  
17 pick a South Loop school because the students test  
18 well. You pick a school where children will grow.  
19 And this is what NTA gives their students, an  
20 opportunity to grow.

21 HEARING OFFICER DOLAN: Thank you very much.

22 Will Noir Mohajir get in line, please.

23 AUDIENCE MEMBER: She left.

24 HEARING OFFICER DOLAN: Do we have Hannah?

1 Will you give your first and last name and spell it  
2 for the court reporter, please.

3 MS. EL-AMIN: Hannah El-Amin, H-A-N-N-A-H, E-L  
4 hyphen A-M-I-N.

5 I want to speak to the idea or the notion  
6 that the results of the proposal are not harmful.  
7 The 3rd Ward where NTA is housed has had more  
8 closures and more displacement of African-American  
9 economically disadvantaged students than any other  
10 ward in Chicago.

11 Research shows the ill-effects of  
12 displacement, again, in one year before displacement  
13 and lasts up to three years after in terms of  
14 attendance, academic performance, college attendance  
15 as well. Merge that data with the fact that many  
16 NTA families have already lived through displacement  
17 two to three times, including getting kicked out of  
18 the very school community that is now asking them to  
19 move once again to use our building for their needs  
20 shamelessly and comically cloaking this in righting  
21 a wrong. Also previous mergers in the ward have  
22 been shown to drop the ratings of low-performing  
23 schools, including Pershing Elementary.

24 This proposal would serve to create the

1 largest elementary school in the CPS school district  
2 spread across three to four campuses when school  
3 size has been shown to adversely affect academic  
4 achievement.

5 I know that we have been told that the  
6 children are being moved to a better school or that  
7 South Loop Elementary is a better school than NTA,  
8 but the achievements at South Loop Elementary are  
9 expected from school with greater economic  
10 advantages, access to resources, and no history of  
11 the repeated destabilization of their education.  
12 Compare that to NTA who has exactly the opposite set  
13 of circumstances which has risen from the lowest  
14 possible CPS ranking to the absolute highest  
15 possible CPS ranking in just three years.

16 And we're also one of only 18 schools out  
17 of over 600 in CPS that serve the African-American  
18 community with this academic and community profile  
19 in this way, one of only 18, I want to state that  
20 again, and are we set to take this away.

21 You will hear some voices in support of  
22 this proposal, but I want to make sure that you're  
23 careful to notice that the only support that you  
24 hear are those with everything to gain and nothing



1 to lose.

2 Thank you.

3 HEARING OFFICER DOLAN: Thank you very much.

4 Will Sayeed El-Amin get in line, please.

5 And you are?

6 MS. MOHAJIR: Hi. My name Nadiah Mohajir,  
7 N-A-D-I-A-H, M-O-H-A-J-I-R. I am a parent at NTA.

8 Your Honor, I'm here to express my strong  
9 opposition to this plan. I'm here to tell you that  
10 this is not about me being emotional. This is  
11 actually about doing what's right.

12 I have three children and have applied to  
13 various schools using the central application  
14 process for the last eight years. We have had the  
15 experience of being registered or enrolled at eight  
16 different schools at different times during the last  
17 eight years, and we have visited over 26.

18 I have seen the great work that is  
19 happening at NTA, which surpasses any of the other  
20 schools that we've been at or visited. Not simply  
21 just because of the phenomenal academics but because  
22 of the strong social justice curriculum values that  
23 they are exposed to since kindergarten.

24 NTA gives me the hope for not only the

1 kind of citizen my children and their peers will  
2 become but for the future of this amazing city. I  
3 truly believe that tomorrow's activists and public  
4 servants will come from National Teachers Academy.  
5 Schools like this should be highlighted, replicated,  
6 and improved and not underutilized or closed down.

7           Unfortunately, though, we're here today  
8 because CPS has decided it's in the best long-term  
9 interest for the near south community to dismantle  
10 this great work that's happening.

11           Your Honor, tonight I ask you will a new  
12 thousand-seat building really serve the needs any  
13 better than the existing 4,500 vacancies? What if  
14 CPS added an excellent ESL program in bilingual  
15 education at one of these schools like Kelly High  
16 School has been offering to its students from time  
17 to time for decades? Or why not an IB program or  
18 STEM partnership with IIT to these underutilized  
19 high schools? Invest in the teachers and the  
20 administration to make these schools more  
21 attractive.

22           Our children deserve a better plan.  
23 Chicago deserves a better plan. And I stand today  
24 with the NTA community in calling a pause for this

1 plan because this proposal should not move forward.  
2 We cannot sacrifice a successful school and must  
3 find alternatives.

4 HEARING OFFICER DOLAN: Thank you very much.

5 We're not going to have the student's  
6 name, but I have to know, you just spoke, did you  
7 not, ma'am?

8 MS. EL-AMIN: This is my son.

9 HEARING OFFICER DOLAN: I understand. But I'm  
10 trying to determine is this Noir?

11 MS. EL-AMIN: It is not.

12 MS. BRIZUELA: Noir is not speaking. It's the  
13 other student.

14 HEARING OFFICER DOLAN: Begins with an S?

15 MS. EL-AMIN: Begins with an S.

16 HEARING OFFICER DOLAN: Student, or sir who  
17 begins with an S, you're going to be Student H.  
18 Carry on, please.

19 STUDENT H: Hi. I'm a fifth grader at National  
20 Teachers Academy. I've been there since 1st grade.

21 I think that this proposal is a bad idea  
22 because it will move a lot of kids, and it's already  
23 a perfect school for too many people. It will break  
24 our community apart. I say community because NTA is

1 more than just a school to us. It's our home, our  
2 family. This includes our amazing principal,  
3 Mr. Castelaz; our inspired teachers; and our beloved  
4 friends.

5 As with all good families, NTA is a  
6 source of stability and confidence. We need to  
7 learn and grow in school and outside of school. We  
8 do this well and deserve to be supported and not  
9 torn apart like how my brother and I will be split  
10 between schools.

11 I want to also share that at NTA we have  
12 something that's called the NTA way. The NTA way  
13 encourages us to always display courage, commitment,  
14 awareness, and integrity. Because of this, even  
15 though I used to be a very shy kid, I have developed  
16 the courage to speak up here for my school tonight  
17 and show my commitment to my school.

18 And out of the NTA way, I also ask our  
19 school leaders to have awareness to be able to see  
20 that this plan is hurtful and have integrity to be  
21 able to reject it. Please think of us children and  
22 do better. We are putting trust in you.

23 And I would also like to add our slogan,  
24 We are NTA, and NTA is here to stay. This these

1 might not sound like much, but it demonstrates NTA  
2 and its core values. We spent money that we don't  
3 have to promote these slogans, and they're not to be  
4 thrown around just like we would with a crass  
5 proposal.

6 Thank you.

7 HEARING OFFICER DOLAN: Thank you very much.

8 Bonnie Sanchez-Carlson. And then is it  
9 Bathni Toldon?

10 Counsel, you may want to see if you can  
11 get somebody to identify that, please.

12 Gregg McClure, would you get in line,  
13 please.

14 Carry on, ma'am.

15 MS. SANCHEZ-CARLSON: Bonnie Sanchez-Carlson,  
16 B-O-N-N-I-E, S-A-N-C-H-E-Z hyphen C-A-R-L-S-O-N. I  
17 represent Near South Planning Board, a  
18 community-based organization serving the community  
19 since 1946.

20 Our organization was deeply concerned  
21 about the boundaries for the plan that was presented  
22 before us. In fact, on August 25th we provided a  
23 letter to CPS questioning the boundaries proposed  
24 for the new elementary school.

1           In our letter we were adamant that the  
2 boundaries be extended south, in particular, south  
3 to include what was the former Iches housing project  
4 so that all the right to return former residents and  
5 new students had equitable access to a quality  
6 education.

7           In our most recent review of the updated  
8 plans, we were pleased to discover that our  
9 recommendations are being considered and have been  
10 incorporated in the newly-released proposal. As I  
11 mentioned also in our August 2017 letter, the  
12 unprecedented growth of our residential population  
13 in the past decade with more units proposed for  
14 future development necessitated the call for a  
15 public high school to serve the community.

16           In reviewing the recent changes made to  
17 the plan and the extension of the boundaries noted  
18 in said plan, Near South Planning Board supports the  
19 newest version of this plan.

20           HEARING OFFICER DOLAN: Thank you very much.

21           Will Mike or Mic Lockwood and Tara  
22 Lockwood get in line, please.

23           Before we go any further, Rochelle  
24 Mc Gee, are you still in the room?

1 MS. MC GEE: Yes.

2 HEARING OFFICER DOLAN: On the card itself, one  
3 of the rules is that you cannot cede your time. So  
4 if you'd like to take your time in the next couple  
5 minutes, I'll put you in, okay, or we'll hold you to  
6 the end. But you can't cede your time.

7 Carry on, sir.

8 MR. McCLURE: I am Gregg McClure, Gregg, M-C  
9 upper case C-L-U-R-E. Good evening.

10 HEARING OFFICER DOLAN: Good evening.

11 MR. McCLURE: To the NTA staff, parents, and  
12 our supporters, I applaud and I celebrate you. You  
13 took the fight to the very doorsteps of the hidden  
14 figures that have drawn up these new boundaries.  
15 The city and this neighborhood in which NTA thrives  
16 is in the spotlight. But be careful, though, I was  
17 once told that all publicity is not good publicity.

18 I stand here disappointed. I am  
19 disappointed for believing in my city, my mayor, the  
20 3rd Ward alderman, and everyone else involved in the  
21 decision of kicking out our children of NTA. I  
22 mean, kudos to those that are considered powers that  
23 be or the people with the money to influence. Your  
24 point was proven.

1           Maybe instead of teaching my children  
2           that going to school every day and doing the best in  
3           class and in your community and being the best  
4           person that you can be is simply not enough. I need  
5           to teach them that their money and the people that  
6           they form their allegiances with is what really  
7           matters.

8           I gambled five years ago when I chose NTA  
9           for my son, not on the school but on CPS. You see,  
10          my parents were on to something back in 1980 when  
11          they decided to send me to catholic school K through  
12          college. It wasn't because we were devout  
13          catholics, and it wasn't about the quality of the  
14          education, but it was about the instability, the  
15          political influence, and the questioning of the true  
16          plight of our city schools.

17          I now get it. NTA was never built for  
18          the inhabitants that are in there today. NTA was  
19          targeted since 2010 as an important asset to others.  
20          My time is splitting up.

21          I implore the appointed Board to make  
22          history today and vote down the measures that CPS  
23          leadership is presenting. This is the only way to  
24          right this wrong. Leave the NTA children and



1 community be. We've only shined up the jewel that  
2 has been sitting in the rough for years, and we only  
3 want it to continue to shine.

4 HEARING OFFICER DOLAN: Thank you very much.

5 Louis Makarewicz, if you'd get in line,  
6 please.

7 Mr. Lockwood?

8 MR. LOCKWOOD: Good evening, Your Honor. My  
9 name is Mark Lockwood, M-A-R-K, L-O-C-K-W-O-O-D, and  
10 I thank you for the opportunity to speak with you  
11 this evening.

12 Throughout these proceedings the NTA  
13 families have been characterized as loud, rowdy,  
14 even hateful. I'm here to tell you today, Your  
15 Honor, that we are not hateful. I would like to ask  
16 you to come to NTA for yourself and see the love  
17 that is at NTA. It's a very impressive place. We  
18 can sit here all night and talk till we're blue in  
19 the face about how wonderful NTA is. I wish you  
20 would take the opportunity to stop by and see for  
21 yourself.

22 It's very troubling tonight to hear the  
23 members who are in favor of this motion to speak  
24 about NTA as if it's a vacant building. They are

1 right when they say that it is a very valuable  
2 asset. And the asset is inside the walls.

3 So I want to be clear, we're only here  
4 for one fundamental reason. We're here to defend  
5 against the closure of a Level 1+ Chicago Public  
6 School that serves mostly black low-income children.  
7 That's it. We're here to defend against the closure  
8 of a Level 1+ CPS school. I don't know if that  
9 sounds odd to you, but it's hard for me to wrap my  
10 mind around that.

11 I want to let you know I've been coming  
12 here for weeks and weeks and weeks. I object to the  
13 hostile takeover of my son's school. I object to  
14 being dragged into this contentious situation  
15 unwillingly. I object to the CPS leaders using NTA  
16 to divide these Chicago communities. We love our  
17 community members in Chinatown and in South Loop and  
18 Bridgeport. I object to the mayor going on TV and  
19 keeping praise upon Forrest Claypool when he should  
20 be praising NTA.

21 HEARING OFFICER DOLAN: Sir, thank you for your  
22 time.

23 Tara Lockwood, please.

24 MS. LOCKWOOD: Good evening. Tara, T-A-R-A,

1 Lockwood.

2 HEARING OFFICER DOLAN: L-O-C-K-W-O-O-D?

3 MS. LOCKWOOD: Just as previous, yes.

4 HEARING OFFICER DOLAN: Thank you.

5 MS. LOCKWOOD: I'm here to read a letter that  
6 was written to the Chicago Board of Education of the  
7 Chicago Public Schools by the parents of students at  
8 National Teachers Academy, its Regional Gifted  
9 Center, but I'd like to make clear that that isn't a  
10 distinction I'm generally comfortable making. For  
11 the most part, my child is just another student at  
12 NTA; however, CPS makes that distinction.

13 So it is on our behalf I'd like to say  
14 we're writing to address the current proposal to  
15 change the South Loop attendance boundary and  
16 convert National Teachers Academy into a  
17 neighborhood high school for the South Loop  
18 community. This would also involve moving or  
19 phasing out NTA's RGC.

20 We strongly disagree with this effort and  
21 urge you not to move forward with the plan that will  
22 erase our school. The decisions that we made for  
23 our children's education were deliberate. For many  
24 of us, this started with visiting different Regional

1 Gifted Centers across the city, registering and  
2 testing our children, and carefully ranking schools.  
3 We talked with teachers, administrators, and parents  
4 and subsequently selected NTA as the best choice for  
5 us.

6 We had other options. We could have gone  
7 with different Regional Gifted Centers,  
8 high-performing magnets, or neighborhood programs.  
9 But we chose NTA knowing that, unlike some other  
10 Chicago RGCs, it is a school that put RGC students  
11 and neighborhood students together for lunch,  
12 recess, and enrichment.

13 This was important to us as we saw the  
14 school that was racially and socially and  
15 economically and religiously diverse. Also, the  
16 level of academic rigor at NTA is second to none,  
17 and NTA has high expectations for students both  
18 academically and socially.

19 We ask that you keep our NTA's growing  
20 RGC intact adding a kindergarten class each year  
21 until each grade has an RGC so that we continue to  
22 remain a part of the NTA community.

23 HEARING OFFICER DOLAN: Thank you very much.

24 Will Jasmine Harris please get in line

1 and Denetta Jones behind her. Thank you.

2 Sir.

3 MR. MAKAREWICZ: Good evening, Your Honor.  
4 Louis Makarewicz, L-O-U-I-S, M-A-K-A-R-E-W-I-C-Z.  
5 I'm here as one of the representatives from Chicago  
6 United for Equity, otherwise known as CUE, which  
7 recently produced community reports and racial  
8 equity analysis on the NTA question. I also served  
9 as one of the authors of that community report and  
10 was also a facilitator of the racial equity analysis  
11 that engaged over 300 participants from impacted  
12 communities over three town hall sessions over the  
13 past couple of months.

14 Some major community concerns that made  
15 themselves repeatedly apparent included unequal  
16 benefits to burdens on low-income students of color  
17 who have been accepting the burden of the sacrifice  
18 in this question, and service of advantages, which  
19 are largely taken over by more affluent peers.

20 Additional concerns highlighted the  
21 displacement of students, especially within the  
22 context of historical legacies of school closures in  
23 Chicago as well as the disproportionate impact on  
24 poor communities of those closures.

1           Messaging sent by shutting down a 1+  
2           rated program, especially given that existing  
3           programs such as Dunbar and Phillips are currently  
4           available and have the potential to be strengthened  
5           was of additional concern for participants.

6           Alternative proposals exist, including  
7           moving NTA to new independent facilities; investing  
8           and strengthening existing high schools, including  
9           Dunbar and Phillips; selling the old South Loop  
10          facilities to generate up to \$35 million in capital  
11          funding for a new high school; redistributing  
12          selective enrollment seats from Jones College Prep  
13          and moving on to Phillips and Tillman; and, 5,  
14          housing South Loop's K through 6 in the current  
15          facility and expanding the 7th through 12th grades  
16          in the new building at 16th and Dearborn allowing  
17          NTA to persist at its current location.

18           Thank you very much. Alternative  
19          proposals exist. The community hopes that they are  
20          considered.

21           HEARING OFFICER DOLAN: Thank you very much.

22           Will Germayne Cade get in line, please.

23           Is this Jasmine?

24           STUDENT I: Yes.

1 HEARING OFFICER DOLAN: And you're a student?

2 STUDENT I: Yes.

3 HEARING OFFICER DOLAN: Bring that microphone  
4 down. Please begin.

5 STUDENT I: I am a 3rd grader at NTA. I don't  
6 want you to take my school away because I have the  
7 best time at NTA. I have learned reading, science,  
8 swimming, and math. My school is a Level 1+ school,  
9 and I don't want to lose it.

10 I love the way my classmates are so nice.  
11 They made our school a Level 1+ school. My teacher  
12 taught me a lot of things, and I don't want that to  
13 go away. Please don't take my school away, please.

14 HEARING OFFICER DOLAN: Thank you very much.

15 Will Karen Wong get in line, please. Did  
16 Germayne get in line?

17 MR. McCLURE: She's gone.

18 HEARING OFFICER DOLAN: Thank you very much. I  
19 appreciate that.

20 MS. CADE: Germayne, I'm here.

21 HEARING OFFICER DOLAN: Get in line, please.

22 Carry on, ma'am.

23 MS. JONES: Hi. My name is Denetta Jones,  
24 D-E-N-E-T-T-A, J-O-N-E-S.

1 I have two students at NTA. I'm a NTA  
2 parent. In 2013 they were displaced from their  
3 previous school. The new school that they attended  
4 did not bode well for them. They both had academic  
5 and emotional problems. I know from experience.  
6 They would get frustrated. I would get frustrated.

7 My prayers were answered when I moved to  
8 2030 South State because NTA is right across the  
9 street. When I registered them, I had such the  
10 nicest time registering because the staff is just --  
11 the staff of NTA is phenomenal.

12 My daughters went from being Ds and F  
13 students to As and Bs. They love the school. They  
14 love the students there. They love their teachers.  
15 My youngest daughter gives everyone a hug at the  
16 school.

17 I'm begging you not, please do not close  
18 the school because my daughters have already been  
19 through an emotional trauma being displaced from one  
20 school. I do not want them to go through that  
21 again.

22 Thank you.

23 HEARING OFFICER DOLAN: Thank you very much.

24 You are?



1 MS. WONG: I'm Karen Wong.

2 HEARING OFFICER DOLAN: Excuse me for one  
3 second.

4 Will Ben Shanbaum get in line, please.  
5 Thank you.

6 Go ahead, Karen.

7 MS. WONG: My name is Karen Wong, spelled  
8 W-O-N-G. I'm a lifelong Chinatown/Bridgeport  
9 resident and attended CPS schools throughout my  
10 entire educational career. I'm here to speak to  
11 Chinatown's need for a neighborhood high school. I  
12 think the greatest need that the high school would  
13 address is the issue of language access or lack  
14 thereof in our community.

15 Now, I was lucky enough to test into  
16 Walter Payton Prep, but a lot of my families were  
17 not as fortunate. My cousin Alex, for instance,  
18 immigrated from China to start his sophomore year of  
19 high school in Chicago. He did not place into any  
20 selective enrollment high school and enrolled at a  
21 south side neighborhood high school.

22 Class material was already difficult on  
23 its own but was even harder for Alex to follow due  
24 to the fact that the class was taught in the English

1 language, which he was not well versed in at all  
2 just having immigrated from China a month ago before  
3 school started.

4 With no access to language support, he  
5 started falling behind and was too embarrassed to  
6 ask for help or raise his hand in class. He  
7 eventually stopped attending class altogether. The  
8 weight of the new material he had to learn coupled  
9 with the inability to understand the language the  
10 classes were taught in in the first place led him to  
11 drop out of high school his junior year. That was  
12 2011.

13 Today it's even harder for kids. Now  
14 that there's a rigorous tier system, ESL and ELL  
15 children who live in Tier 3 but do not actually have  
16 the socioeconomic privilege of Tier 3 must reach  
17 impossible standards to get into schools that meet  
18 their needs. This is why language access is  
19 important. Chinese students deserve an equal  
20 opportunity at doing well and succeeding in school  
21 even if English is not their first language.

22 Furthermore, a language access is also  
23 important because bilingual language accommodation  
24 is important for parents to get involved in their

1 children's education. My parents are small business  
2 owners in Chinatown who have always worked until  
3 late at night and still do. They simply aren't able  
4 to attend community meetings like this. And even if  
5 they did, the language barrier would serve as a huge  
6 obstacle preventing them from ever speaking out and  
7 taking a stand, much like all of you guys are doing  
8 today.

9 We don't all have that same privilege.  
10 There's a reason I'm only the fourth person in  
11 Chinatown to speak out tonight. This high school  
12 will serve as a step in the right direction of  
13 ending the cycle perpetuating a language barrier.  
14 It shouldn't stop here either.

15 HEARING OFFICER DOLAN: Thank you very much for  
16 being here tonight.

17 Germayne Cade.

18 And will Chris Johnson get in line,  
19 please.

20 MS. CADE: My name is Germayne Cade, spelled  
21 G-E-R-M-A-Y-N-E. The last name is Cade, C-A-D-E.

22 I stand here before you, Your Honor, in  
23 strong support of maintaining National Teachers  
24 Academy as the elementary school. And I am

1 vehemently opposed to converting it or transforming  
2 it into a high school.

3           There are people who have asked me that  
4 are not familiar with NTA, Germaine, your son has  
5 access. He has choices. Why do you care so much?  
6 A couple reasons.

7           One, because one child is not the sum of  
8 a population of the school.

9           Two, because NTA has values that we live  
10 by. The fact that Principal Castelaz holds not only  
11 the staff and teachers accountable, he holds the  
12 students and the parents accountable. He leads with  
13 transparency, and we all collectively as a community  
14 have come together to make the school what it is  
15 today.

16           I think thirdly, because it's a case of  
17 have and have nots and right or wrong. So I've  
18 listened to when we talk about we've developed a  
19 plan. But when one party of the plan has started  
20 developing it years before the other party is  
21 privileged to it, it's not right.

22           And so I think, Your Honor, you are on  
23 the precipice. I liken you to Chief Justice Earl  
24 Warren. You are in a place where you're going to

1 have to make a decision. You're going to have to  
2 make a decision that may be unpopular on the side of  
3 politics, but it's the right thing to do when you  
4 look at the transcripts of what you've heard today.

5 Thank you, Your Honor.

6 HEARING OFFICER DOLAN: Thank you. I wish I  
7 was getting his salary too.

8 Debbie Lynn, would you get in line,  
9 please.

10 Carry on, sir.

11 MR. SHANBAUM: Thank you, Your Honor. Ben  
12 Shanbaum, S-H-A-N-B-A-U-M.

13 I'm the parent of a child attending South  
14 Loop and a child attending NTA. I've spent years of  
15 my life and several gray hairs on my beard working  
16 with the South Loop community to try to help address  
17 its overcrowding problem, and I am vehemently  
18 opposed to the solution that has been put forth.  
19 It's bad. It manages to be a nonsolution to an  
20 imminent catastrophe to just about everybody  
21 involved.

22 First, it's clearly bad for NTA. Now,  
23 you've heard plenty of people talking here, and it's  
24 not the fancy brickwork and the class windows, the

1 lockers. It's not that that makes NTA what it is.  
2 It's the hard work and devotion, dedication, purpose  
3 of the people who are working there, of  
4 Mr. Castelaz, the principal; Mrs. Riffenberg, who  
5 you heard from earlier today; that have turned that  
6 school from a Level 3 to a Level 1+ in four years.

7 It's bad for the South Loop community  
8 because, as I said before, we've spent years and  
9 years fighting an overcrowding problem that has  
10 clearly resulted in sacrifices I've witnessed  
11 firsthand for my daughter. We end up with a  
12 solution that just puts a new school at capacity,  
13 potentially overcapacity from day one with the  
14 potential it's only going to get worse. It's really  
15 not a solution for those who are seeking a good high  
16 school.

17 Now, this is a tempting apple that has  
18 been thrown in the direction of this neighborhood;  
19 however, we have to look at the numbers and the  
20 demographics. NTA, as a building, can house 250 to  
21 300 people per grade level. Right now it's being  
22 promised to 500 people per grade level in the  
23 guaranteed spot, another 150 per grade level in the  
24 preference boundary, and another 350 people per

1 grade level in nearby private schools. It's not a  
2 solution for anybody.

3 Thank you.

4 HEARING OFFICER DOLAN: Thank you very much.

5 Ivy Lam, if you'd get in line, please.

6 You are Chris Johnson? Is Chris Johnson  
7 in the room?

8 You're Debbie Lynn?

9 MS. LIU: Liu, L-I-U.

10 HEARING OFFICER DOLAN: I'm sorry. Would you  
11 be good enough to spell your first and last name.

12 MS. LIU: It's Debbie, D-E-B-B-I-E, L-I-U.

13 HEARING OFFICER DOLAN: Go ahead.

14 MS. LIU: So I've been able to witness CPS at  
15 its best as a proud alum of receiving college prep  
16 and at its worse by limiting public education from  
17 those who need it. I grew up with three younger  
18 sisters. One of the sisters worked hard but  
19 struggled with test taking. She wasn't able to  
20 grasp the topics as quickly as her peers. Overall  
21 she was just a B student.

22 She did her best, but she was not matched  
23 with her chosen selective enrollment. So my parents  
24 enrolled her at private school at De La Salle. I

1 remembered she cried for days wondering why she  
2 wasn't good enough after receiving the rejection  
3 letter. But this story is not coming from any  
4 residents in greater Chinatown. CPS should not be  
5 in the business of only educating or especially  
6 educating high achievers.

7 Average students like my sisters and new  
8 immigrants who barely speak english and have other  
9 issues deserve an opportunity to reach college and  
10 reach the top echelon of society. However, for  
11 residents of Armour Square and Bridgeport growing up  
12 in an elementary school that is rated 1+ are left  
13 with 2 or lower nearby options, it is no wonder that  
14 families are sending their kids to private schools  
15 or moving out of the community altogether.

16 So this NTA conversion is the first  
17 serious attempt by CPS to address a long-term  
18 serious need of Chinatown. While this plan is  
19 beneficial for greater Chinatown, NTA does stand the  
20 most to lose. So should this unprecedented proposal  
21 pass, thoughtful and considerable long-term and  
22 transparent district-wide planning should accompany  
23 this and future plans.

24 Thank you.



1 HEARING OFFICER DOLAN: Thank you very much.

2 Would Angela Lou or Lin. And also will  
3 Hongbo Wang please get in line as well.

4 Go ahead, please.

5 MS. LAM: Your Honor, my name is Ivy Lam,  
6 L-A-M. We all have a long day today, especially we  
7 saw a lot of NTA's students and parents. We respect  
8 everybody's thought. Actually, I've been sacrifice  
9 for two of my kids, which is back to 1999. Because  
10 of the high school issue, I make a decision to  
11 moving away from Chicago to west suburb.

12 But since my kids, when they were still  
13 in elementary school because they're 18 months  
14 apart, my daughter and my son, and my daughter would  
15 say, mommy, I really want to be with my brother in  
16 the same school. So we decided to move.

17 Of course I understand not that many  
18 parents can afford to move away from their homeland,  
19 Chinatown. Especially me myself, I have to work in  
20 Chinatown, so I have to drive every day 45 minutes,  
21 and my husband have to drive over two hours to his  
22 work. But after that the main thing is my kids lost  
23 their childhood friends from elementary school.  
24 They have to build their relationship and new

1 friends in their high school.

2 When they come back to Chinatown, they  
3 lost all their connection. Even my daughter just  
4 got married. When she came back from New York, she  
5 asked me, mommy, we still don't have high school in  
6 our neighborhood? I said, yeah. So thank you very  
7 much. This is just my experience. I'm in favor on  
8 CPS proposal.

9 Thank you.

10 HEARING OFFICER DOLAN: Thank you very much.

11 Would Joji Yu get in line, please.

12 Carry on, please.

13 MS. LIN: Hi. Good evening. I'm Angela Lin,  
14 A-N-G-E-L-A, L-I-N.

15 I'm the community outreach coordinator  
16 for CBCC, the Coalition for a Better  
17 Chinese-American Community, which is a political  
18 advocacy and community development organization in  
19 Chinatown.

20 Despite the Chinese having lived in this  
21 area for over 100 years, Chinatown still has needs  
22 that are not met and have historically been pushed  
23 to later dates. This is not just schools. For  
24 example, Harding Square and Stanford Park were the

1 only recreational facilities that serviced Chinatown  
2 for a long time. They were torn down in 1962 when  
3 the Dan Ryan Expressway was being built, which also  
4 split Chinatown in two. That was pretty  
5 devastating. And it wasn't replaced until 2000.

6 In the 40 years that Chinatown was  
7 neglected, other park investments were popping up in  
8 the rest of Chicago. This neglect applies to  
9 schools as well.

10 Chinatown was on its own in the '60s at a  
11 time when there were clear racial lines that were  
12 never crossed. Since the '20s, there was Italian  
13 Armour Square to the right, Irish Bridgeport to the  
14 left, and the Blackbow as it was called to the  
15 south. If you crossed any of these lines, you'd get  
16 beaten up. And even in the lines many Chinese were  
17 still harassed.

18 Half a century later, immigration  
19 policies have changed in Chinatown and Chicago so  
20 much, but the high school assignments have not  
21 changed to accommodate the ongoing flux of  
22 immigrants who are the backbone of the residential  
23 and economic community.

24 So we surveyed like a bunch -- I'm

1 running out of time. But we surveyed 2,000  
2 residents in 2012 for their needs, and education was  
3 one of the highest. We've been going to all the NTA  
4 meets and racial equity analyses. It's really  
5 touching to see the strength that they show even  
6 though they have been displaced so many times.

7 And Chinatown hasn't really been  
8 displaced, but it has been neglected. And we do  
9 need a high school that fits the language access  
10 needs of our community.

11 HEARING OFFICER DOLAN: Thank you very much.

12 Rochelle Mc Gee, do you want to get in  
13 line to give your comments now?

14 Okay, carry on, please.

15 MS. WANG: Hi. My name is Hongbo Wang, last  
16 name W-A-N-G.

17 HEARING OFFICER DOLAN: And spell your first  
18 name.

19 MS. WANG: H-O-N-G-B-O.

20 HEARING OFFICER DOLAN: Thank you. Carry on.

21 MS. WANG: I'm a community activist. As a  
22 educator and a parent, I always strongly, strongly  
23 believe that all the children are equal and all the  
24 children deserve to receive the best education they

1 should. Children or those students in Chinatown  
2 community definitely deserve a high quality  
3 neighborhood school, neighborhood high school.

4 But the more town hall meeting I went,  
5 the sadder I feel because I gradually realized that  
6 the satisfaction of one group means sadness of  
7 another group. That means when people in one group  
8 get something, means another group will lose some  
9 benefit. I don't think it's fair.

10 I know CPS is very resourceful and very  
11 creative. I believe CPS is able to find a solution  
12 which will meet the needs of both communities.

13 HEARING OFFICER DOLAN: Thank you.

14 Will Wong Lu get in line, please.

15 Carry on.

16 STUDENT J: Hi. I'm a student from Kelly. And  
17 I'm a junior this year.

18 HEARING OFFICER DOLAN: Hold on. Just one  
19 moment. Don't start her time yet, please.

20 Go ahead, please.

21 STUDENT J: It's been over like several hours,  
22 and I have a final tomorrow, so I'll go quick.

23 The last time I speak is a year ago.  
24 This school thing is not done over a year. I really

1 want to say something based on my experience of  
2 Kelly's school life. It's not a bad school, but it  
3 also provide bilingual program. But I really want  
4 to like have a high school in Chinatown because the  
5 immigrants keep coming. Kelly is over-containing.  
6 There's so many Chinese, and new people keep coming.  
7 I think the school is really like out of control  
8 sometimes. So I don't think the Chinatown high  
9 school is a bad idea.

10 Further, I also want future immigrant can  
11 receive higher education. I really want the high  
12 school of Chinatown can have higher quality  
13 education.

14 By the way, like Chinatown is a really  
15 awkward location. Kelly is really far away. And I  
16 have to get up at 6:00 every morning to get to  
17 school on time. So for me I really encourage this  
18 school. I think this thing is working for the  
19 future immigrants, future high school students who  
20 is now going to Haines or James Wood because it's  
21 not a bad thing. The location will be really good  
22 for the future immigrants.

23 Thank you.

24 HEARING OFFICER DOLAN: Thank you very much.

1 Will Lirin Leon, I hope I pronounced  
2 that -- Did I pronounce it close? Okay, get in  
3 line, please.

4 Ma'am, if you will.

5 MS. MC GEE: Shall I state my name again?

6 HEARING OFFICER DOLAN: Yes, please.

7 MS. MC GEE: Rochelle Mc Gee, R-O-C-H-E-L-L-E,  
8 last name M-C-G-E-E.

9 My statement is that the boundary for the  
10 school should include the people that actually paid  
11 to build the school initially. Our community would  
12 like to have the boundary for NTA to include the  
13 Tift. This neighborhood high school option is very  
14 good for the community. Your Honor, please consider  
15 the expansion of the boundary.

16 Thank you.

17 HEARING OFFICER DOLAN: Thank you very much.

18 Did Wong Lau, it looks like L-A-U, is  
19 that you?

20 Are you a student?

21 STUDENT K: Yes.

22 HEARING OFFICER DOLAN: Carry on, sir. Are you  
23 a student?

24 STUDENT K: I'm a freshman at Kelly High School

1 and a graduate from James Wood Elementary School. I  
2 came from China in 2016. English is not my first  
3 language, so going to school here has been  
4 difficult. When people told me that Kelly High  
5 School had a bilingual program, therefore many  
6 recent immigrants like myself often end up attending  
7 there.

8 I took the 62 Archer bus Chinatown to get  
9 to school. My commute is about 40 minutes. But  
10 it's not the school I am suited for. Although I  
11 attend Kelly, I do not like the school. When I was  
12 in China, students work very hard to excel in every  
13 class. I feel the school environment here is  
14 different.

15 At Kelly I notice that a lot of students  
16 were not learning and even skipping class. In my  
17 class students are noisy, and I cannot listen to my  
18 teacher clearly. Make it more difficult to learn as  
19 I do not understand English as well as my peers.  
20 Also the facility is not as clean. Also the school  
21 study was near the bus stop. This make it hard for  
22 me to learn and stay motivated in school.

23 None of this would have been acceptable  
24 back home. And my parents would worry about my



1 future education. But I will still strive for the  
2 best. I wish for a school where the environment is  
3 safe and filled with hard-working student and staff  
4 who understand the needs of immigrant kids as well.  
5 I want a school to prepare students for the future.

6 Thank you.

7 HEARING OFFICER DOLAN: Thank you very much.

8 Will Aaron Sanders and David Shapiro get  
9 in line, please.

10 Student L, carry on.

11 STUDENT L: I'm a freshman from Lane Tech  
12 College Prep High School, and I graduated from James  
13 Wood Elementary School. I spend over 40 minutes  
14 going to school on the L compared to a minute walk  
15 when I went to James Wood. I've been hearing that  
16 NTA is a great school and it should not be taken  
17 down for a new high school for the Bridgeport  
18 neighborhood. However, I feel bad, and I don't know  
19 what else I could do.

20 All I know is that Chinatown has been  
21 asking for a high school for many years, and it is  
22 unfair that people are repeatedly putting this need  
23 aside. I hope CPS can make a decision with best  
24 reasoning.

1 Thank you.

2 HEARING OFFICER DOLAN: Thank you.

3 Will Simon Shiu, would you get in line,  
4 please.

5 Carry on.

6 MR. SANDERS: Aaron Sanders, S-A-N-D-E-R-S.  
7 I'm a parent of two scholars at National Teachers  
8 Academy.

9 Your Honor, I come before you, I know  
10 you're relatively new to the process, but I've been  
11 going to these various events for a fairly long  
12 time. And as someone who works in the business  
13 community in Chicago, I have to say I am extremely  
14 disappointed with the way that the administration,  
15 the way that Chip Johnson has managed the process  
16 with respect to the interaction between the  
17 different interested parties in this particular  
18 process.

19 So I'm going to talk a little bit about  
20 the process for a couple minutes, couple seconds  
21 actually. This process has effectively divided four  
22 different neighborhoods and all of the interested  
23 parties in it. I blame Chip Johnson. I blame  
24 Janice Jackson. I blame Alderman Dowell behind me

1 for exactly creating the situation that you have  
2 here.

3 Most of the Chinatown residents, as I've  
4 come to understand, badly do need their own  
5 neighborhood high school, but they're not actually  
6 getting that out of this process. And they were  
7 never really contemplated as part of the process  
8 either. Neither, for that matter, were the  
9 residents within South Loop.

10 You've only heard from one individual  
11 within South Loop who's actually described this plan  
12 as a good one for him, and it is, because his kids  
13 happen to be in seventh grade right now. So that  
14 means that they can immediately jump into this new  
15 NTA high school.

16 Everyone else that you've heard from, the  
17 alderman, Tina Feldstein, the other interested  
18 parties from South Loop who have come into the town  
19 halls, they all have other interests at heart, not  
20 necessarily for any of the kids there. You haven't  
21 heard anything like this from those parents.

22 Lastly, I want to talk a little bit about  
23 the high school. Someone's already described the  
24 numbers, the situation we have here. I happen to

1 work in numbers. The math here really doesn't work,  
2 Your Honor. There's over 2,400 individuals. We're  
3 only going to talk about 2,000 because of public  
4 schools. There's only going to be 1200 seats for  
5 these individuals. I urge you to reject this plan  
6 and take it back to the board.

7 HEARING OFFICER DOLAN: Thank you.

8 Will Mya Cicero please get in line and  
9 also Mayra Romero.

10 Carry on, sir.

11 MR. SHAPIRO: Good evening, Your Honor. My  
12 name is David Shapiro, S-H-A-P-I-R-O. I am the  
13 proud father of a first grader at National Teachers  
14 Academy. Obviously a whole range of problems with  
15 the CPS proposal have been identified tonight. The  
16 one I'd like to focus on is that it is reckless and  
17 profoundly irrational in the sense that it is  
18 sacrificing two known and proven institutions based  
19 upon the idea that it will create a fantastic new  
20 school in the South Loop and a great new high  
21 school.

22 But the fact is that these hypothetical  
23 future institutions, no one knows if they're going  
24 to be any good. That's a purely speculative

1 assertion. CPS ought to know that you don't just  
2 open a school and be able to assume that it's going  
3 to be great. But all of the comments that we've  
4 heard in favor of this new high school are just  
5 assuming that in a profoundly irrational manner.

6 Meanwhile an assumption is also being  
7 made that you combine National Teachers Academy and  
8 South Loop Elementary into a single school, that  
9 that's going to be smooth. Who knows. It could be  
10 a total failure as evidenced by the other comments  
11 that have been made about larger schools being  
12 generally less successful.

13 This is a classic example of the idea  
14 that rational people don't trade a bird in a hand  
15 for one in the bush. We're talking about shutting  
16 down, profoundly transforming two extremely  
17 successful 1+ level institutions and replacing them  
18 with a total unknown. That is not a rational  
19 choice. That is not the sort of recklessness that  
20 is appropriate with children.

21 Thank you, you were.

22 HEARING OFFICER DOLAN: Thank you, sir.

23 And Rekeia Williams, if you'd get in  
24 line, please.

1           Go ahead, sir.

2           MR. SHIU: Hi. My name is Simon, S-I-M-O-N,  
3 S-H-I-U. I live in the Bridgeport area for 45  
4 years. My kid goes to Healy. I'm the LSC member  
5 and a past chairman. We have 1,500 students over  
6 there. And then I got my master's degree at DePaul.  
7 I've believe in higher education. Higher education  
8 you build from the ground up. Right now we're stuck  
9 over here because Healy 8th grade students graduate,  
10 they cannot go anywhere. Some students smart, they  
11 can go enrollment. Some students not.

12           Just like my neighborhood, they are  
13 Spanish, Italian, Italy, they have different country  
14 people living on my block. But the thing is they  
15 are frustrated trying to find a good high school for  
16 their own kid.

17           And then for Healy, the center within a  
18 mile. Doesn't matter go east, west, south, north.  
19 I'm hearing that elementary school. I didn't hear  
20 any high school at all. I come here 45 years ago.  
21 I am frustrated for the high school. I go far away,  
22 at least an hour per day. In the wintertime it's  
23 about one and a half, two hours one way. If I had  
24 spent that time to study instead of playing the game

1 or stuck in traffic, I can go for the Ph.D. But  
2 right now I'm stuck there.

3 I know NTA is a limited seat for all the  
4 elementary school. So my proposal is to say go for  
5 it and then build a second NTA.

6 Thank you.

7 HEARING OFFICER DOLAN: Thank you very much.

8 Now, is this Mya?

9 STUDENT M: Yes.

10 HEARING OFFICER DOLAN: And Mya is a student?

11 STUDENT M: Yes.

12 HEARING OFFICER DOLAN: You are Student M.  
13 Carry on, Student M.

14 STUDENT M: Hello. I am a second grader at  
15 NTA. I love NTA a lot, so we need to keep it open.  
16 One reason is because if NTA turns into a high  
17 school, all of the teachers at NTA will lose their  
18 jobs. Also, if NTA turns into a high school, I  
19 probably will never see all my friends again. And  
20 plus there are a lot of enrichment classes that I  
21 enjoy.

22 So please, CPS, please do not convert NTA  
23 into a high school.

24 HEARING OFFICER DOLAN: Thank you.

1           Are you Mayra? Spell your first and last  
2 name.

3           Excuse me for a second. I apologize. I  
4 asked you to do something. I'm speaking over you.

5           Is Rekeia Williams present?

6           Is it Jennifer Sill?

7           AUDIENCE MEMBER: She left.

8           Chris Heck?

9           MR. HACKER: Hacker.

10          HEARING OFFICER DOLAN: Okay, would you get in  
11 line, please. And Adowa James.

12          Okay, carry on, please.

13          MS. ROMERO: Good evening, Your Honor. My name  
14 is Mayra, M-A-Y-R-A, last name R-O-M-E-R-O.

15                 I am a proud NTA parent of a 2nd grader.  
16 All her teachers and staff are outstanding. I know  
17 her teacher works long hours, including weekends,  
18 because she cares about her students. Everyone  
19 there has very high standards for all students.

20                 NTA is a Level 1+. Why close a top level  
21 school? It is not fair for NTA students. There are  
22 other options.

23                 Some parents have complained about their  
24 teenagers commute having to take one to two buses or



1 trains. I also took one to two buses or walked for  
2 blocks to avoid taking two buses. It's just for  
3 four years. That's just what people do here in  
4 Chicago to go to school. Most of the people took at  
5 least one bus, whether it was a neighborhood or  
6 selective enrollment school.

7 Also, I don't want my young daughter to  
8 be in the same building with 14- to 18-year-old  
9 boys. Please do not close NTA.

10 Thank you.

11 HEARING OFFICER DOLAN: Thank you.

12 Is it Adowa James? Matsuo Marti, would  
13 you get in line, please. Alex Au, A-U. Alex Au.

14 Carry on, sir, please.

15 MR. HACKER: Good evening, Your Honor. My name  
16 is Chris Hacker, H-A-C-K-E-R. First all, thank you  
17 for keeping the session open.

18 HEARING OFFICER DOLAN: You're welcome.

19 MR. HACKER: I don't envy your position. My  
20 grandfather, Edgar Jones, served as a labor  
21 arbitrator for over 50 years and as Judge Jones on  
22 television in the late '50s into the early '60s. He  
23 shared many stories about the challenge that he  
24 faced during the times that he had to decide against

1 the company, in the case of labor arbitration, that  
2 had chosen him due to the scene, the margin facts  
3 that were presented to him independent of the  
4 ever-present emotional realities.

5 There are practical issues that have been  
6 discussed tonight. I want to highlight three of  
7 them as a parent of what will be a rising 4th grader  
8 who will be as part of the RGC in the, under the  
9 plan, combined hybrid school. The first thing is  
10 overcrowding.

11 The boundaries, and we keep hearing  
12 people keep asking for them to be expanded. Aside  
13 from that, the model that CPS has used assumes that  
14 the retention rate for the local people to attend  
15 their neighborhood school will remain the same as it  
16 is now with underperforming schools. But the goal  
17 here is to produce a high performing school, which  
18 if in fact they do that, that retention rate will go  
19 up. Those 500 kids, where we can only seat 250 or  
20 300 kids, is going to go way over the top.

21 The second issue was just spoken about,  
22 having my 4th grader sharing schools with kids four  
23 to six years older than him.

24 The last issue that I want to raise with

1 the situation with respect to the plan is that --  
2 sorry, my screen didn't cooperate. The investment  
3 options talked about with respect to Phillips are a  
4 false choice. They have been facility's  
5 investments, not anything else.

6 This is a closure. The policies and  
7 procedures haven't been followed.

8 HEARING OFFICER DOLAN: Thank you very much,  
9 sir.

10 Your name, sir, please?

11 MR. MARTI: Matsuo Marti.

12 HEARING OFFICER DOLAN: Would you spell the  
13 first and last name, please.

14 MR. MARTI: M-A-T-S-U-O, last name is Marti,  
15 M-A-R-T-I.

16 HEARING OFFICER DOLAN: Thank you. Carry on.

17 MR. MARTI: Two Chicagos. CPS promises a  
18 commitment to every child from every community, but  
19 do they really. Where else but in Chicago would a  
20 school board close a top-rated school transforming  
21 the lives of black students?

22 Two Chicagos. Where else but in a city  
23 CNN reported as the most segregated in the nation  
24 would a school board close a school where black

1 students grow more than 75 percent of students  
2 nationwide?

3 Two Chicagos. Where else but in a city  
4 that the term hypersegregation was created to  
5 describe would a school board identify the same  
6 exact school as not high quality for more affluent,  
7 more powerful families and high quality for less  
8 affluent, less powerful Englewood families.

9 Two Chicagos. Where else but in a city  
10 divided by the have and have nots would a school  
11 board change the rules for school inactions to  
12 include unnamed requests as a trigger to  
13 intentionally close a high-performing school.

14 Two Chicagos. Where else but in a city  
15 known for the Chicago way would a school board claim  
16 a lack of city funds to build necessary resources  
17 yet have money for a new police academy, new sports  
18 arena, and a new Ferris wheel.

19 Two Chicagos. Eliminating NTA in order  
20 to provide a high-quality school option for people  
21 that are more affluent and more powerful continues  
22 to prove that all men aren't created equal. Chicago  
23 has a long history of proving we don't actually live  
24 the promise of the Declaration of Independence.

1 Two Chicagos. Demand a just Chicago.  
2 Get woke, and black students matter.

3 Thank you very much.

4 HEARING OFFICER DOLAN: Thank you, sir.

5 I do not have any other cards in front of  
6 me for anybody who has signed up to be heard this  
7 evening. I will call these names again to see if  
8 somehow somebody has gotten passed over.

9 Is it Bathni, it looks like B-A-T-H-N-I,  
10 Toldon, T-O-L-D-O-N.

11 Chris Johnson.

12 Rekeia, R-E-K-E-I-A, Williams.

13 Adowa, A-D-O-W-A, Jones or James, excuse  
14 me.

15 Looks like Jennifer S-I-L-L, Sill, or  
16 S-I-L-K.

17 And Alex Au, A-U. Alex A-U.

18 This concludes the presentation of the  
19 evidence on behalf of the CPS and the comments on  
20 behalf of the community. I want to remind you that  
21 the record in this case will remain open until  
22 tomorrow, Tuesday, January 30th, at 5:00 p.m. You  
23 can submit written materials you want me to consider  
24 and make part of the record until that time.

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You can either hand deliver those materials to the attention of CPS Law Department at 42 West Madison or by using e-mail using the following e-mail address: Transitions, T-R-A-N-S-I-T-I-O-N-S, @CPS.EDU.

I want to thank everybody who's present still in the room, especially the members of the audience, for taking your time. There are a few things more important to us than the work that we've done here tonight. In terms of the next generation, you are the future for all of us. So I thank you for your dedication, your time for being here, and sharing your thoughts.

At this time we will show that it is 9:46. There are no further speakers, no other evidence to come before this hearing, no other business to come before this hearing, therefore I close this public hearing again with thanks. You all be well.

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<b>A</b>	22:5 25:7	151:10	100:16	13:16 20:6	106:10
<b>A-D-O-W-A</b>	78:8 88:13	157:5	133:14	20:9 21:4	<b>advantage</b>
196:13	88:18 96:8	168:13	<b>actions</b> 12:20	24:12 47:18	74:3
<b>A-I-K-O</b>	104:9 109:8	169:4,18,22	15:16 16:12	59:11,12	<b>advantages</b>
102:2	150:14	171:5 179:9	16:15,22	69:3 88:1	151:10
<b>A-M-A-R-A</b>	151:3,18	<b>accessible</b>	17:5 26:1,2	94:18	164:18
59:22	163:16	22:11	28:15 31:9	162:14	<b>adverse</b>
<b>A-M-I-N</b>	167:4	<b>accommod...</b>	55:7 60:20	168:13	73:17 89:18
150:4	<b>academically</b>	20:1,4	94:4	172:16	<b>adversely</b>
<b>A-N-G-E-L...</b>	21:20 78:11	33:12	<b>active</b> 68:20	175:17	151:3
177:14	92:4 123:6	127:10	<b>actively</b>	197:4	<b>adversity</b>
<b>A-N-I-K-A</b>	163:18	178:21	87:10,20	<b>addresses</b>	75:18
62:10	<b>academics</b>	<b>accommod...</b>	<b>activist</b> 84:13	22:18	<b>advised</b> 11:19
<b>A-N-M-I-S...</b>	129:3	169:23	179:21	<b>addressing</b>	<b>advocacy</b>
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