

Transcript of the Testimony of
REPORT OF PROCEEDINGS 4-17-2013 5:30

Date: April 17, 2013

Case: THE PROPOSED CLOSURE OF JOHN ALTGELD
ELEMENTARY SCHOOL AND RELOCATION OF DANIEL
WENTWORTH

TOOMEY REPORTING

Phone: 312-853-0648

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PUBLIC HEARING
TO CONSIDER THE PROPOSED CLOSURE OF
JOHN P. ALTGELD ELEMENTARY SCHOOL
AND
RELOCATION OF
DANIEL S. WENTWORTH ELEMENTARY SCHOOL

WEDNESDAY, APRIL 17, 2013
COMMENCING AT 5:30 P.M.

HONORABLE JAMES EGAN
HEARING OFFICER

SPEAKERS ON BEHALF OF
CHICAGO PUBLIC SCHOOLS WERE AS FOLLOWS:

MICHELLE HURLEY
BENJAMIN FELTON
ADRIAN WILLIS

SPEAKERS ON BEHALF OF THE PUBLIC

SEE ATTACHED LIST

1 THE COURT: Good evening, ladies and
2 gentlemen. My name is James Egan. I'm a
3 retired Circuit Court judge. I'm sitting
4 in as the public hearing officer today in
5 the hearing of the proposed closure of
6 John P. Altgeld Elementary School and the
7 relocation of Daniel S. Wentworth
8 Elementary School.

9 We will proceed with Chicago
10 Public School putting on their case, and
11 then we will proceed to the people who have
12 stated that they wish to talk here today.

13 The people who are wishing to
14 talk from the public will be, due to the
15 time constraints, will be given two minutes
16 each. I'd ask that everyone speak up
17 loudly. I will ask you to state your name
18 so the court -- There is an official court
19 reporter here who will be taking everything
20 down.

21 I have noticed from the sheets
22 that were given to me that there is a list
23 of approximately 50 people but not everyone
24 one has "yes" after their name as wishing

1 to speak.

2 I'm going to call the people who
3 have the yes after their name, and then I
4 will go through the others to see if they
5 also wish to speak, but I want to make sure
6 the ones have marked yes get an opportunity
7 to speak and let me know what's on their
8 mind as to the school closing.

9 I will now ask if the Chicago
10 Public Schools wishes to proceed with their
11 case.

12 MS. HURLEY: So, your Honor, if I may
13 just pause for a moment while they are
14 correcting some technical difficulties
15 because part of the presentation is going
16 to include slides. So if we could wait
17 just a moment before we begin the CEO's
18 presentation.

19 THE COURT: Okay. That's fine.

20 MS. HURLEY: Thank you.

21 THE COURT: I assume people have been
22 told that if you can have your cell phones
23 off. I don't want that to interfere with
24 anyone who is speaking or presenting your

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 4

1 evidence. So please turn off all cell
2 phones. Are we ready?

3 MS. HURLEY: Thank you for
4 accommodating our need to delay. Good
5 evening, your Honor. My name is Michelle
6 Hurley. That's M-i-c-h-e-l-e, Hurley,
7 H-u-r-l-e-y.

8 I'm an attorney in the Chicago
9 Board of Education Law Department, and I'm
10 here today before you in connection with
11 the proposal of the chief executive officer
12 or CEO of Chicago Public Schools to close
13 John P. Altgeld Elementary School or
14 Altgeld and relocate Daniel S. Wentworth
15 Elementary School or Wentworth.

16 At this time, I have already
17 tendered to you, and I'm going to ask that
18 you admit into the record, the CEO's
19 compiled Exhibit Number 1, a binder of
20 documents being submitted for your
21 consideration in support of the proposal.

22 A copy of the binder is also
23 available here in board chambers on the
24 ledge behind me for public viewing. The

1 binder consists of documentary evidence and
2 written statements demonstrating that the
3 CEO's proposal complies with the
4 requirements of the Illinois School code
5 and the CEO guidelines for school actions.

6 Specifically, the written
7 statements and documents demonstrate the
8 following: At Tab A, the binder includes
9 notice letters to the parents and guardians
10 of students, school staff members and local
11 school council members at Altgeld and
12 Wentworth accompanied by draft transition
13 plans.

14 The notice letters and draft
15 transition plan (1) describe the basis of
16 the proposal, explain how the proposal
17 meets the criteria of the guidelines,
18 identifies supports for students' safety
19 and security, academic, social and
20 emotional needs and specific supports for
21 students with disabilities, students in
22 temporary living situations and English
23 language learners. It also identifies the
24 student's options to enroll in a higher

1 performing school, provide information on
2 choice of schools and identify
3 transportation where practicable.

4 Tab A also includes the notice of
5 the scheduled community meetings and
6 hearings published in the newspaper and
7 affidavits attesting to the delivery of the
8 notice to the Altgeld and Wentworth parents
9 or guardians, school staff, local school
10 council members and elected officials.

11 Finally, Tab A includes an
12 affidavit attesting to proper publication
13 of (1) the list of qualified independent
14 hearing officers and draft guidelines for
15 school actions before November 1st. The
16 finalized guidelines for school actions
17 following a 21-day public comment period,
18 (3) the proposals before March 31st and at
19 least 15 calendar days before the first
20 community meeting and the summary from the
21 April 10, 2013 community meeting posted on
22 or before April 15th within five days after
23 the meeting.

24 Please note that the second

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 7

1 community meeting took place just this past
2 Monday, April 15th, and the summary will be
3 posted on or before Saturday April 20th. I
4 will supplement the record by sending you a
5 copy and an updated affidavit attesting to
6 the proper publication of the summary by
7 5:00 o'clock p.m., Monday, April 22, 2013.

8 At Tab B, the binder includes the
9 Illinois School Code provisions designating
10 the powers of the Board and outlining the
11 process for school actions. This tab also
12 includes the Board's policy on school
13 performance, remediation and probation for
14 the 2011/2012 school year and the policy on
15 the review and establishment of school
16 attendance boundaries.

17 Also at Tab B are the Chicago
18 Public Schools space utilization standards
19 and the CEO's guidelines for the school
20 actions for the 2012/2013 school year.

21 Finally, Tab B includes the CEO's
22 procedures for public hearings on proposed
23 school closings. At Tab C, the binder
24 includes written evidence in support of the

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 8

1 CEO's proposal. Tab C contains the
2 transcripts from the two community meetings
3 and the summary from the April 10th
4 community meeting to elicit public comment
5 held at a location convenient to the
6 Altgeld and Wentworth school communities.

7 Again, I will supplement the
8 record by 5:00 o'clock p.m. Monday,
9 April 22nd with a summary from the second
10 community meeting which was held Monday,
11 April 15th.

12 Tab C also includes the written
13 statement of Benjamin Felton, the
14 accompanying presentation demonstrating
15 Altgeld's and Wentworth's underutilization
16 and the space available at the Altgeld
17 facility to welcome all of the students
18 without exceeding its enrollment efficiency
19 range and a map of the proposed attendance
20 area boundary change.

21 Finally, Tab C includes the
22 written statement of Adrian Willis and
23 accompanying documents demonstrating
24 Wentworth's status as a higher-performing

1 school and outlining the supports that will
2 be offered to students as they transition.
3 At this time, I request that the CEO's
4 compiled Exhibit 1 be admitted into the
5 into the record.

6 THE HEARING OFFICER: I will grant
7 your motion to admit that into the record.

8 MS. HURLEY: Thank you, your Honor.
9 At this time, I would like to introduce the
10 CEO's representative, Benjamin Felton, who
11 will make a statement in support of the
12 proposal. His statement is located in the
13 binder at Tab 20. Mr. Felton.

14 MR. FELTON: Good evening, your
15 Honor. My name is Benjamin Felton,
16 B-e-n-j-a-m-i-n F-e-l-t-o-n. I'm a
17 portfolio planner for the Chicago Public
18 Schools. I have been in this position
19 since July 2012.

20 As a portfolio planner, I manage
21 strategic planning to improve efficient
22 utilization of CPS facilities. Prior to
23 becoming a portfolio planner, I worked as a
24 teacher at CPS. I then joined the

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 10

1 Tennessee Department of Education where I
2 focused on teacher and principal evaluation
3 and recruitment and contributed to the
4 development of the department's five-year
5 strategic plan. I have a bachelor of
6 science from Vanderbilt University.

7 I have been asked to appear at
8 this hearing today to convey to you, the
9 parents and the community as well as the
10 interested members of the public in
11 attendance information regarding the space
12 utilization of the Altgeld facility with
13 respect to the proposal to close Altgeld.

14 According to the Chief Executive
15 Officer's guidelines for the 2012/2013
16 school year, the CEO may propose to close a
17 school if it is underutilized based on CPS
18 space utilization standards and student
19 enrollment numbers recorded on the 20th
20 attendance day of the 2012/2013 school
21 year.

22 The CEO may only propose a
23 closure if the impacted students have the
24 option to enroll in a higher performing

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 11

1 school and the resulting space utilization
2 after the closure will not exceed the
3 facility's enrollment efficiency range as
4 defined by the CPS space utilization
5 standards.

6 I will discuss the details
7 regarding the space utilization of the
8 proposal while my colleague, Adrian Willis,
9 will discuss the performance of the
10 welcoming school and highlight the supports
11 being offered in the draft transition plan.

12 Altgeld is currently located at
13 1340 West 71st Street. Altgeld is an
14 elementary school that as of the 20th day
15 of attendance for the 2012/2013 school year
16 serves 443 students in prekindergarten and
17 kindergarten through eighth grades.

18 To understand the enrollment
19 efficiency range of the facility, Chicago
20 Public Schools utilizes its space
21 utilization standards, which are in your
22 binder at Tab B14.

23 The enrollment efficiency range
24 is plus or minus 20 percent of the

1 facility's ideal enrollment. For
2 elementary school facilities, the ideal
3 enrollment is defined as the number of
4 allotted homerooms multiplied by 30. The
5 number of allotted homeroom classrooms is
6 approximately 76 to 77 percent of the total
7 classrooms available.

8 As an elementary school's
9 enrollment increases above the efficiency
10 range, a school may be considered
11 overcrowded as programming options are
12 reduced or compromised.

13 As an elementary school's
14 enrollment decreases below the efficiency
15 range, a school may be considered
16 underutilized as classrooms are unused or
17 poorly programmed making the use of limited
18 resources less effective.

19 A typical elementary school
20 facility has a total of 39 classrooms.
21 Therefore, the number of allotted
22 homerooms, approximately 76 to 77 percent
23 of 39 is 30 classrooms. Multiplying 30
24 classrooms by 30 equals the ideal

1 enrollment of 900.

2 Finally, the enrollment
3 efficiency range is plus or minus 20
4 percent of 900, which is 720 -- which is
5 between 720 and 1,080. If a school in this
6 typical elementary facility had an
7 enrollment below 720, it would be
8 considered underutilized.

9 Alternatively, if the school's
10 enrollment was above 1,080, it would be
11 considered overcrowded. There are 41 total
12 classes within the Altgeld facility.
13 Approximately 76 to 77 percent of this
14 number is 31, the number of allotted
15 homerooms. This number multiplied by 30
16 yields the ideal enrollment of the
17 facility, which is 930.

18 As such, the enrollment
19 efficiency range of the Altgeld facility is
20 between 744 and 1,116 students. As I
21 stated, the enrollment of Altgeld as of the
22 20th day of attendance for the 2012/2013
23 school year is 443. This number is below
24 the enrollment efficiency range and thus

1 the school is underutilized.

2 The CEO has proposed that the
3 students from Altgeld be welcomed by
4 Wentworth. Wentworth will be relocated
5 from its present location to the current
6 Altgeld facility at 1340 West 71st Street.

7 If this proposal is approved by
8 the Board of Education for the city of
9 Chicago, the resulting space utilization
10 will not exceed the 1340 West 71st Street
11 facility's enrollment efficiency range as
12 defined by the CPS space utilization
13 standards.

14 To explain fully the enrollment
15 trend associated with these schools, I
16 would like to direct your attention to the
17 screen. Projected is a slide that shows
18 the enrollment trend of Altgeld and
19 Wentworth, the green-hashed lines showing
20 the enrollment efficiency range of the
21 1340 West 71st Street facility and a circle
22 representing the combined projected
23 enrollment for 2013/2014. Altgeld's
24 current enrollment of 443 students and

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 15

1 Wentworth's current enrollment of 333
2 students combines to a total of 776
3 students within the enrollment efficiency
4 range of Altgeld facility.

5 Further, the projected enrollment
6 of Altgeld for the 2013/2014 school year is
7 413 and the projected enrollment for
8 Wentworth is 314 for a total of 727
9 students, which is also within the Altgeld
10 enrollment efficiency range. Thus, there
11 is enough space within the facility to
12 accommodate both student populations. Even
13 the combined projected enrollment of 727
14 students for the 2013/2014 is within the
15 1340 West 71st Street facility's enrollment
16 efficiency range. Thus, there is enough
17 space within the 1340 West 71st Street's
18 facility for students from Altgeld and
19 students from Wentworth.

20 If Altgeld is closed, the CEO is
21 also proposing that the Altgeld's
22 attendance area be reassigned to Wentworth
23 currently located at 6950 South Sangamon
24 Street but proposed to be relocated at

1 1340 West 71st Street.

2 In addition a small portion of
3 the geographic boundary currently
4 associated with Carrie Jacobs Bond
5 Elementary School or Bond, located at
6 7050 South May Street will be reassigned to
7 Wentworth. Thus, Wentworth will also
8 become the neighborhood school for the
9 students not currently enrolled in Bond who
10 live within the portion of the Bond
11 boundary being assigned to Wentworth.

12 A map showing this proposed
13 boundary change is located in your binder
14 at Tab 22 and copies of the map were
15 available tonight at the registration desk.

16 In proposing this boundary
17 change, several factors were considered as
18 outlined in the review and establishment of
19 School Attendance Boundaries Policy,
20 including, but not limited to, the
21 capacities of the schools involved,
22 geographic barriers, travel time, distance
23 traveled and program considerations.

24 You will next hear from my

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 17

1 colleague, Adrian Willis, who will discuss
2 the performance of Wentworth and highlight
3 the proposed transition efforts. Thank
4 you, your Honor. This concludes my
5 statement.

6 THE HEARING OFFICER: All right.

7 MS. HURLEY: Your Honor, at this
8 time, I would like to introduce the CEO's
9 next representative, Mr. Adrian Willis, who
10 will make a statement in support of the
11 proposal. His statement is located in the
12 binder at Tab 23.

13 THE HEARING OFFICER: Before he
14 speaks, what was placed up on the Board,
15 the graph, is that somewhere in the binder?

16 MS. HURLEY: Yes, sir. It is
17 immediately following Mr. Felton's
18 statement, which I believe was at Tab 20.
19 So it should be at Tab 21.

20 THE HEARING OFFICER: All right. I
21 see it. You may proceed.

22 MR. WILLIS: Good evening, your
23 Honor. My name is Adrian Willis,
24 A-d-r-i-a-n, last name, W-i-l-l-i-s. I am

1 the chief of schools for the Chicago Public
2 Schools Englewood-Gresham Elementary
3 Network.

4 Chicago Public Schools are
5 divided up into networks. Network offices
6 are run by a chief and provide support and
7 oversight for the schools assigned to them
8 on behalf of the CEO. Wentworth is within
9 the Englewood-Gresham Elementary network,
10 and I am responsible for the support and
11 oversight of Wentworth on behalf of the
12 CEO.

13 I have been the chief of
14 Wentworth since July of 2008. By way of
15 background, over the past 23 years, I have
16 worked in a number of capacities within
17 public education including teacher,
18 assistant principal and principal before
19 becoming a chief.

20 Prior to assuming the position of
21 chief of elementary schools in the
22 Englewood-Gresham network in 2008, I served
23 as the principal of Earle Elementary School
24 from 2006 to 2008.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 19

1 During my tenure, Earle
2 experienced 13.6 percentage point gains in
3 ISAT composite scores. Prior to that, I
4 served four years as principal of Keller
5 Regional Gifted School. I have a Master of
6 Arts in Educational Administration and am
7 currently pursuing a doctorate.

8 As you have already heard,
9 Altgeld fits the criteria of the chief
10 executive officer's guidelines for school
11 actions because it is underutilized based
12 on CPS space utilization standards and
13 student enrollment numbers recorded on the
14 20th attendance day for the 2012/2013
15 school year.

16 If this proposal is approved,
17 Altgeld students will be welcomed by
18 Wentworth, and Wentworth will relocate to
19 the current Altgeld facility located at
20 1340 West 71st Street. The facility at
21 1340 West 71st Street has enough space for
22 Altgeld and Wentworth students, and the
23 resulting combined enrollment will not
24 exceed the facility's enrollment efficiency

1 range.

2 When Altgeld students are
3 welcomed by the Wentworth administration
4 staff and students, they will be attending
5 a higher performing school based on the
6 CEO's guidelines for school actions.

7 The CEO's guidelines for school
8 actions define a higher performing
9 elementary school to be a school receiving
10 a higher level on the performance policy
11 for the 2011/2012 school year.

12 The CEO's guidelines also define
13 a higher performing elementary school if
14 the performance policy level is equal to be
15 a school performing higher on the majority
16 of four performance metrics for the
17 2011/2012 school year.

18 Both Altgeld and Wentworth
19 received a Level 3 rating in 2011/2012.
20 Thus, the higher performing school under
21 the guidelines is the one that performed
22 higher on the majority of four performance
23 metrics.

24 The four performance metrics

1 analyzed are the percentage of points the
2 school received on the performance policy,
3 the ISAT composite meets or exceeds score,
4 the Value-Added score in riding and the
5 Value-Added score in math. I will explain
6 each of these metrics below and explain how
7 Wentworth performed higher than Altgeld in
8 2011/2012.

9 The first metric to compare is
10 the school's percentage of points received
11 on the performance policy.

12 The performance policy basis its
13 rating on a point system. Points are
14 received for the school's current level of
15 performance and improvement over time on
16 standardized tests and attendance as well
17 as the growth of individual students from
18 year to year on the state test.

19 For 2011/2012, Wentworth received
20 45.2 of available points, and Altgeld
21 received 26.2 percent of available points.
22 Thus, Wentworth received a higher
23 percentage of points on the performance
24 policy.

1 The second metric is the ISAT
2 Meets or Exceeds Composite score, which is
3 the combined result of the ISAT reading,
4 mathematics and science assessments.
5 Wentworth's ISAT meets or exceeds composite
6 score was 59.4 percent and Altgeld's meets
7 or exceeds composite score was 66.2
8 percent.

9 The third and fourth metrics of
10 the school's Value-Added are the school's
11 Value-Added score in reading and math.
12 Value-Added is a component of the
13 performance policy that compares student
14 academic growth on the ISAT at a school
15 with the growth of similar students across
16 the district.

17 This is done through a regression
18 methodology that controls for nine student
19 level factors including grade level, prior
20 performance on the ISAT, free or reduced
21 lunch eligibility, race or ethnicity,
22 mobility, participation in the Students in
23 Temporary Living Situations program,
24 Individualized Education Program or IEP

1 status, English language learner status and
2 gender.

3 Controlling for these factors
4 allows us to see how much impact the school
5 had on its average student over the past
6 year. Because we control for prior
7 performance, this metric allows us to
8 identify schools with low test scores where
9 growth is rapid and schools with high test
10 scores where growth is slow.

11 The Value-Added metric is a
12 standardized measure with a mean of zero.
13 Standardization means that the score is
14 reported in standard deviation units, which
15 is a measure of how far away the school's
16 score is from the district's average.

17 A positive number means that
18 students in the school are growing at a
19 faster pace than similar students in the
20 district. For example, a positive 1
21 indicates that the school is one standard
22 deviation above the mean, meaning that the
23 school's students are growing at a faster
24 pace than approximately 84 percent of

1 schools in the district.

2 A score near zero means that
3 students at the school are growing at about
4 the same pace as similar students in the
5 district and a negative score means that
6 students at the school are growing at a
7 slower pace than similar students in the
8 district.

9 As you can see, Wentworth's
10 reading Value-Added score was 0.8 in 2012
11 and Altgeld's reading Value-Added score was
12 a negative 4.6. This means that, on
13 average, students at Wentworth grew at a
14 faster space in reading when compared to
15 students at Altgeld.

16 Wentworth's mathematics
17 Value-Added score was a 1.7 in 2012 and
18 Altgeld's Value-Added score was a negative
19 2.1. This means that, on average, students
20 at Wentworth grew at a faster pace in
21 mathematics when compared to students at
22 Altgeld.

23 To summarize, Wentworth performed
24 higher than Altgeld in 2011/2012 on the

1 majority of the metrics identified in the
2 CEO's guidelines for school actions and
3 thus is a higher performing school.

4 If this proposal is approved,
5 students will receive additional supports
6 at Altgeld during the remainder of this
7 school year and at Wentworth next year, and
8 the network will provide assistance to ease
9 the transition process as much as possible.

10 CPS has developed a plan
11 dedicating additional resources to address
12 any safety concerns and to fulfill
13 students' academic, social and emotional
14 and other individual needs.

15 The draft transition plan
16 explaining these additional resources was
17 sent home to all families affected by this
18 proposal and is located in your binder at
19 Tabs A-1 and A-2.

20 CPS will publish final transition
21 plans if the Board approves this proposal
22 which will incorporate feedback from
23 community meetings, this hearing and
24 additional input received. The CPS office

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 26

1 of safety and security or OSS has worked
2 with the Chicago Police Department,
3 Department of Family and Support Services,
4 local community groups and faith partners,
5 elected officials and other sister agencies
6 to develop a plan for the safe transition
7 of students.

8 If this proposal is approved, OSS
9 will take the following steps: First, OSS
10 will review and update school safety
11 audits, security personnel allocations and
12 school safety technology systems to make
13 enhancements as appropriate.

14 Second, OSS will be available to
15 address specific safety concerns raised by
16 students and staff.

17 Third, OSS will provide safe
18 passage supports for students and staff
19 traveling to and from school. Safe passage
20 workers wear identifiable vests and stand
21 on designated street corners to monitor
22 students' safety during their travel to
23 school in the morning and home in the
24 afternoon.

1 Prior to the start of the
2 2013/2014 school year, OSS will work with
3 the Wentworth administration and the
4 community to designate specific
5 intersections for safe passage supports.

6 Additionally, students will
7 receive academic supports as they
8 transition, including the following:
9 First, a principal transition coordinator,
10 or PTC, will be assigned to help the
11 principal of Altgeld maintain academic
12 rigor for the remainder of the school year
13 and ensure a smooth transition to
14 Wentworth.

15 PTCs are former principals or
16 other administrators with significant
17 experience who will be a resource for the
18 administration and ensure continuity of
19 support for faculty and students.

20 Second, the Wentworth
21 administration will receive comprehensive
22 student-specific data on all transitioning
23 students to allow staff to proactively
24 identify individual student needs and

1 prepare to meet those needs.

2 Third, principals will receive
3 discretionary resources to provide direct
4 academic supports to students. For
5 example, these funds may be used to provide
6 an instructional coach, teacher leader or
7 to obtain an academic tutoring position or
8 program for students in reading and math.

9 I will support the principals as
10 they consider how to use these resources
11 and approve their selections once decisions
12 are made.

13 Fourth, beginning this fall, CPS
14 will offer students attending Wentworth
15 with an opportunity to participate in the
16 science, technology, engineering and math
17 or STEM program.

18 The STEM program aims to build
19 engaging learning environments and train
20 students to become problem solvers and
21 critical thinkers on a global level capable
22 of developing and designing multiple
23 solutions for complex real-world situations
24 and grounding their decisions in evidence-

1 based reasoning.

2 Students will also receive social
3 and emotional supports to help them adjust
4 to a new school environment, including the
5 following: First, CPS will help school
6 staff members facilitate intervention
7 groups or peace circles aimed at helping
8 students work through concerns associated
9 with the transition.

10 Second, CPS will help staff
11 members implement restorative practices
12 such as peer circles and peer juries to
13 encourage peer-to-peer problem resolving
14 and resolution.

15 Third, groups of students in need
16 of more individualized attention will be
17 provided with access to highly structured
18 interventions.

19 Fourth, to foster an environment
20 that is both supportive and inclusive for
21 all students, CPS will provide resources to
22 the Wentworth leadership to implement
23 culture-building activities such as staff
24 luncheons and team and trust-building

1 activities.

2 Resources will also be provided
3 to sponsor activities such as school visits
4 for families, coffee chats with principals,
5 picnics, field trips or parent meetings to
6 help transitioning families get to know
7 their new school.

8 Finally, additional transition
9 supports will be provided to ensure that
10 Altgeld students who have unique needs or
11 circumstances are adequately supported in
12 this transition, including students with
13 diverse learning needs, students in
14 temporary living situations, English
15 language learners and early childhood
16 participants.

17 These additional supports are
18 described in more detail in the draft
19 transition plan located in your binder at
20 Tabs A-1 and A-2.

21 In conclusion, Altgeld is
22 underutilized. The combined enrollment of
23 Altgeld and Wentworth students at the
24 1340 West 71st Street facility will not

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 31

1 exceed the facility's enrollment efficiency
2 range, and Wentworth is a higher performing
3 school.

4 The CEO believes that this
5 proposed school closure will help the
6 district better serve all students and is
7 prepared to assist students with additional
8 supports as they transition. Thank you for
9 your time and attention, and this concludes
10 my statement.

11 MS. HURLEY: Your Honor, this
12 essentially concludes the presentation in
13 support of the CEO's proposal. Before I
14 return to my seat, I want to point out for
15 the public, and I will give it to you so
16 that you can repeat it again if you wish,
17 at the end of public participation, but
18 written comments -- The record will remain
19 open to accept written comments until
20 5:00 o'clock p.m. tomorrow, and that is for
21 any members of the public who wish that the
22 hearing officer consider any additional
23 information that you are not able to
24 present tonight.

1 The written comments must be
2 submitted or delivered by hand to the law
3 department here at 125 South Clark Street
4 on the 7th floor or they may be e-mailed to
5 qualityschools@cps.edu. That's
6 Q-u-a-l-i-t-y-s-c-h-o-o-l-s@cps.edu. Those
7 documents that are either hand-delivered to
8 the law department or e-mailed to that
9 e-mail address will then be presented to
10 the hearing officer for his consideration.

11 Your Honor, we thank you. If you
12 have additional questions for us, we will
13 be available to answer them. Thank you for
14 your time and your consideration.

15 THE HEARING OFFICER: If you could
16 make a copy of that e-mail address, I'm
17 sure people couldn't have written it down
18 quick enough, just so they have a copy of
19 that.

20 I just wanted to further
21 reiterate that at the end of the hearing
22 after the public has gotten an opportunity
23 of speaking that I will receive a copy of
24 the transcript. I will also receive a copy

1 of the transcript of the two previous
2 community meetings.

3 I will then be called upon to
4 make up my hearing officer report and
5 recommendations to the chief executive
6 officer.

7 So I will ask that when you step
8 up, speak very clearly so the court
9 reporter can get everything down. I will
10 be able to review that before I make my
11 recommendation.

12 I stated before that we would
13 start with the yeses that were marked on
14 the list of people who are here. I have
15 noticed that I have been given an amended
16 list and that the Alderman, Latasha Thomas,
17 is present and I would like to ask her to
18 speak first, and then we will proceed with
19 the general public.

20 MS. THOMAS: Your Honor, if I may, I
21 would like to have some of the parents
22 speak before me. I would like to hear what
23 they say.

24 THE HEARING OFFICER: That's fine.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 34

1 As I stated, there is a list of -- the
2 first list, a list of 50 individuals, but
3 not all of them had yes next to their name.
4 I will start with the yeses and then we
5 will proceed on to the ones that if someone
6 else wishes to speak.

7 The first one listed is Taiesha
8 Woodson-Durham.

9 MS. WOODSON-DURHAM: I'm not going to
10 speak.

11 THE HEARING OFFICER: The next is
12 Cory Allen.

13 MR. ALLEN: Yes.

14 THE HEARING OFFICER: Do you wish to
15 speak?

16 MR. ALLEN: Yes.

17 THE HEARING OFFICER: All right. You
18 may step up.

19 MR. ALLEN: She wants the parents to
20 speak first, your Honor.

21 THE HEARING OFFICER: All right, let
22 me see. We will skip down to -- The first
23 parent I have on my list is Lashanda
24 Moorehead.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 35

1 MS. MOOREHEAD: Hello, my name is
2 Lashanda. I'm a parent of students at
3 Altgeld, and I just want to really hope and
4 pray that you all reddecide about relocating
5 the school and, you know, give the teachers
6 the opportunity to stay at the school
7 because we have excellent teachers, and we
8 really feel that our students are learning
9 great with the teachers we have, and it's
10 all about the safety and the education of
11 our students and just keep it that way.
12 I'm done. Thank you.

13 THE HEARING OFFICER: All right.
14 Thank you. Next, parent listed is
15 Mr. George Woodlow.

16 MR. WOODLOW: Hello, my name is
17 George Woodlow. I'm a parent of Altgeld
18 students, and I want to say our teachers
19 are excellent and a merging of the two
20 different schools is going to be a lot of
21 violence and how could kids learn in a
22 cluttered environment with two different
23 schools coming together like that? We got
24 excellent teachers and I just pray you guys

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 36

1 come to a decision not to close our school.
2 Thank you.

3 THE HEARING OFFICER: Thank you.
4 Next parent I have speaking is Kira
5 Matthews.

6 MS. MATTHEWS: I'm a teacher.

7 THE HEARING OFFICER: Oh, you're
8 right. I missed that. Next is Beatrice
9 Triplette.

10 MS. TRIPLETTE: Hello, my name is
11 Beatrice Triplette. I'm a parent at
12 Altgeld school. I have two children that
13 goes there and they're autistic, and I
14 really would like for you to keep their
15 teacher there. I'd really appreciate it
16 because they have been taught very well by
17 Ms. McKenny and Ms. Mohommy (phonetic).
18 They started there at four -- when they was
19 in the fourth grade. So now they are
20 seventh. They're doing excellent, reading
21 very well. They used to couldn't talk,
22 couldn't communicate, couldn't even
23 understand what they read.

24 So they're doing very well and if

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 37

1 you could just keep her there, I'd really
2 appreciate it. The teachers are very well
3 there. They are very good there for my
4 boys. Thank you.

5 THE HEARING OFFICER: You're welcome.
6 Thank you. Is it Caldy Buie?

7 MS. BUIE: Hello, my name Ms. Buie.
8 I've got a son go there. He been there
9 about four or five years, and I'd like for
10 them to keep the school open and they
11 say -- if they got room in the school, why
12 can't they let kids stay there and go and
13 just bring in some more teachers, keep the
14 same teachers there?

15 THE HEARING OFFICER: Okay, thank
16 you. Next Dorian Boykin.

17 MS. BOYKIN: Hi, my name is Dorian
18 Boykin. I'm a student -- I'm a parent of
19 four students at Altgeld, and I would just
20 like to say that Altgeld is a very family-
21 oriented school as well as I had a -- Well,
22 I have four students at Altgeld.

23 My kindergartner came out reading
24 at like a third-grade level, and I have a

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 38

1 eighth grader that was there that was doing
2 very well in math. They were calling her a
3 mathematician from the learning that she
4 received here at Altgeld, and the teachers,
5 you know, they're very -- I think it's
6 going to be horrible if you all integrate
7 these two schools. That's what I really
8 think.

9 I live right in the neighborhood.
10 I don't think it's a good idea for the
11 children's safety, for their emotional,
12 their mental, everything. I think it's
13 going to be a bad thing with the
14 integration, especially with taking the
15 staff away from those students.

16 They are not thinking about our
17 children. To me, CPS was speaking about
18 children like they're just animals like we
19 are going to place them here and place them
20 there. I don't think nobody is thinking
21 about the children.

22 And, you know, the safe passage
23 that they have already set up, it isn't
24 working. So what they are saying is -- I

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 39

1 just believe -- I just pray that you all
2 keep Altgeld open. I think that would be
3 the best thing, Altgeld being open also
4 with the staff that's there because, yes,
5 our 443 students, they know the staff
6 there, and they care about our students,
7 and I'm very active at the school; and the
8 school, you know, they are very concerned
9 about students.

10 We got to deal with meeting new
11 teachers, new everybody that -- yes, they
12 are going to know their students that they
13 bring in but what about our babies? I
14 don't think nobody is taking into
15 consideration our children, okay? Thank
16 you.

17 THE HEARING OFFICER: Thank you. The
18 next, it's a grandparent but why don't we
19 go to Bettye Plair.

20 MS. PLAIR: Here. Hi, my name is
21 Bettye Plair. I have a granddaughter that
22 attend Altgeld. I have a problem with what
23 I seen from the little time that I been
24 there. I see that a CD has came out that

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 40

1 should not have been presented until it was
2 officially when the school was closed. I
3 have a problem with that. I did not
4 appreciate it, and I think it's a slap in
5 the face to Altgeld. This should have
6 never happened. See, and it's making me
7 believe that this is all a sham. You made
8 your decision. This is a form of -- just
9 protocol because that should have never
10 did. I have one of the CDs. I have the
11 paper that was sent out telling you to come
12 to Wentworth. That shouldn't have never
13 happened.

14 My granddaughter shouldn't have
15 never received this. It shouldn't have
16 never happened. You guys are doing things --
17 I could understand that you -- Did you give
18 the school the help, the resources? No.
19 You want to give them laptop -- I read the
20 papers, a science lab. You want to make it
21 a STEM, that's fine; but why didn't you do
22 this while they was here? Why did you wait
23 to offer these students this -- Okay, why
24 did you wait for a school to close to give

1 them the resources that they need. That
2 shouldn't have never happened.

3 I see a computer lab up in the
4 main building that's not being used. So
5 I'm getting the impression that you guys
6 made your decision because I don't see them
7 used, and I asked my granddaughter, not
8 that I'm getting it from nobody else, I
9 asked my granddaughter, and it's just
10 showing me that this is all protocol. You
11 are going through it. Here go the CD.
12 Here go the paper, and I made copies of it.
13 I shouldn't have never -- She shouldn't
14 have never received it. Her mother
15 shouldn't have never received it and nor
16 should I be looking at it right now.

17 I'm going to conclude this
18 because I only get two minutes but there's
19 a lot that I have to say, but I cannot. So
20 that's it for right now, but I will be at
21 the meeting.

22 THE HEARING OFFICER: The copy of
23 whatever you have, if you wish to file
24 that, you do that also.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 42

1 MS. PLAIR: I got it, uh-huh. Here
2 go the CD. You can make copies of that.
3 They gave it out.

4 THE HEARING OFFICER: Thank you.
5 Antoinette McLaurin.

6 MS. McLAURIN: Good evening. My name
7 is Antoinette McLaurin. One of my concerns
8 with Wentworth going over to Altgeld is the
9 transportation. It's a big concern of
10 mines. I have a nine-year-old in third
11 grade, and it is not safe. We are in
12 Englewood and people standing on the
13 corners is just not good enough for me.

14 We have seniors. We have foster
15 parents. We have single parents that have
16 to work, and the distance within our
17 community, Wentworth is workable; but
18 because of you all doing what you do in the
19 decision-making, I don't think you really
20 considered the fact that we have small
21 children that walk to school, and it takes
22 me five minutes to go to Altgeld and I'm in
23 a car. So that just doesn't sit well, and
24 I need something -- I need you all to come

1 and let the LSC president, which is myself,
2 something because it's already a lot of
3 static. It's already a lot of -- we are
4 trying to go with the flow and being
5 supportive to both schools, but the safety
6 in Englewood -- We have enough children
7 dying all by itself. We have enough kids
8 getting raped and stabbed all by itself.
9 We have enough kids being shot.

10 So I think this would add more
11 fuel to the fire, and I really need you all
12 to consider the decisions that you're
13 making. So if it's that you need to get a
14 bus service or however you can do it to
15 make my day, my evening better because you
16 all already doing what you're doing in
17 terms of the change, I would appreciate it
18 if you consider that because that is a very
19 big concern with the children, parents,
20 single parents and grand parents at
21 Wentworth. Thank you.

22 THE HEARING OFFICER: Thank you.
23 Theodore Johnson, do you wish to speak?

24 MR. JOHNSON: No.

1 THE HEARING OFFICER: Daphne Coleman.

2 MS. COLEMAN: Hi, my name is Daphne
3 Coleman. I'm a parent at Altgeld. I have
4 two children in Altgeld, one fourth grade,
5 one in fifth grade. They are different as
6 day and night. They share the same
7 teachers through all the grades. We have
8 been at Altgeld ever since my 11-year-old
9 was in pre-K. So this is all they've known
10 and they love the teachers; and my fourth
11 grader, she have behavioral issues and the
12 teachers know and they work with her and
13 they brought her a long way. She is doing
14 excellent. Her work is perfect. Thank you
15 Altgeld teachers for working with Chasity
16 and Aliah.

17 My children ask me. I called
18 them as soon as I got off work. They said,
19 mommy, please tell them do not close
20 Altgeld. They do not want to transfer.
21 They're used to the kids that are there
22 already. They're comfortable. Chasity,
23 she is very, very sensitive and that will
24 disturb what's she already -- you know, in

1 her academic work.

2 The teachers are excellent at
3 Altgeld. They're excellent, the principal,
4 everybody. They are -- I mean, everybody
5 is welcome at Altgeld. The parents are
6 welcome at Altgeld; and if you close down
7 Altgeld and bring Wentworth to Altgeld, my
8 kids -- and that's all the kids in Altgeld.
9 I'm talking about my kids. I sit on the
10 local school council. I attend parent
11 meetings. I work two jobs, but yet I could
12 do that for my children. I advocate for my
13 kids. So please do not close Altgeld for
14 our children. That's all I'm saying.
15 Thank you.

16 THE HEARING OFFICER: Thank you.
17 Shirley Arnold.

18 MS. ARNOLD: Good evening. I'm a
19 grandparent of two at Altgeld, Donovan and
20 Nilah (phonetic). It's my heart. They
21 have good teachers. You ask my
22 granddaughter about her teacher, she said
23 they're her hero.

24 Donovan have a challenge. Well,

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 46

1 he one of the top five students in his
2 class. Please do not close them down. I
3 went there. I graduated from Altgeld. For
4 you all to come in and change the name
5 that's known, get rid of the good teachers
6 that are qualified to teach our babies,
7 don't do this to us. Please don't do this
8 to us. I got tears in my eye. Don't do
9 this to us. These is our baby. These is
10 our teachers, and I'm proud of each and
11 every last one of them.

12 I didn't know Ms. Vaughn. I
13 didn't even have grand kids when Ms. Vaughn
14 was ringing in my ear, Ms. King. They are
15 mighty warriors at Altgeld. Please do not
16 take our teachers. Do not destroy our
17 children. They have a life and let them
18 live their life. They got good excellent
19 teachers from Ms. Harris, Ms. Ento,
20 Ms. King, Ms. Vaughn. Please do not take
21 our teachers. I'm begging you all because
22 the streets going to take our children if
23 you all do this. The streets will have our
24 children. We don't want more killings. We

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 47

1 don't want no more dying. We don't need
2 this. We are parents standing up fighting
3 for what's ours. We tired of fighting with
4 killing. So please do not take our school.
5 Do not take our teachers. We are begging
6 you all do not. Thank you.

7 THE HEARING OFFICER: Okay. I
8 believe I have gone through the list of
9 proposed parents. I do have five students.
10 I don't know if the Alderman wishes to
11 speak now or do you wish to hear the
12 students and there are also teachers who
13 are on my list.

14 MS. THOMAS: I definitely want to
15 hear the students.

16 THE HEARING OFFICER: Okay. I will
17 proceed with the students. They are
18 designated by a letter. I was informed
19 that each of the students knows what their
20 letter is so we don't reveal your name.
21 First student speaker, Student A if you
22 wish to step forward to the microphone.

23 STUDENT A: Hello, I am a student of
24 Altgeld Elementary School, and I'm a part

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 48

1 of the student council, and I have been a
2 part of Altgeld Elementary School ever
3 since pre-K, and I believe that this is a
4 great foundation for our students and for
5 me personally, and I would like to first
6 state that I have a little brother that's
7 still going to Altgeld, and I'm graduating.
8 I'm in eighth grade, and I believe if you
9 would put Wentworth with Altgeld, it would
10 just cause a lot of confusion because my
11 brother is familiar with all of the staff
12 here, and I believe that -- I would feel
13 most comfortable and my parents will, too,
14 that they would stay with familiar teachers
15 and staff here, and I believe that -- I
16 would like to say that I feel a heart for
17 all the teachers here, and I do have love
18 for all of the teachers here because they
19 did a lot for me going through all of my
20 personal issues and all that, and I believe
21 they're just great. Just put it like that,
22 they're great and they're awesome and I
23 believe that you shouldn't close the school
24 down to me personally because that's all I

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 49

1 know is Altgeld. That's all I know, and
2 that's all everybody knows, Altgeld; and it
3 would just be an emotional breakdown for me
4 and my family and for everybody. Thank
5 you.

6 THE HEARING OFFICER: Thank you.
7 Student B.

8 STUDENT B: Good evening. I am an
9 eighth grader at Altgeld, and I am
10 president of the newly elected student
11 council at John P. Altgeld Elementary
12 School.

13 I am in eighth grade, and I have
14 been a student at Altgeld since
15 kindergarten. I would like to take this
16 opportunity to let you all know that
17 Altgeld has a staff of educators that are
18 hard working, caring and committed.

19 Additionally, this year, the
20 student council has spearheaded and
21 participated in the Pennies for Patients
22 Fundraiser where we raise funds to help
23 leukemia patients.

24 We have planned several more

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 50

1 projects: Recycling, community clean-ups
2 and peer tutoring that we will complete
3 this school year. These projects will not
4 only support our learning but also allows
5 us to give back to others both in and out
6 of our community.

7 As the president of Altgeld
8 student council, it is my hope that we
9 would be able to blaze a path for students
10 to follow, but how can we do this if the
11 school is closed. Please do not close our
12 school. Thank you.

13 THE HEARING OFFICER: Thank you.
14 Student C.

15 STUDENT C: Hello, I'm a student at
16 Altgeld Elementary. I'm in seventh grade,
17 and I do not want Altgeld to close because
18 I have three younger siblings, one in
19 kindergarten, one in second and one in
20 fifth. The kindergartner, she learning how
21 to read and she know -- and the second
22 grader, she learned how to read from all of
23 her teachers. She know everything, and I
24 just don't want Altgeld to close because I

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 51

1 know all the teachers, and they have been
2 great to me. Thank you and have a great
3 day.

4 THE HEARING OFFICER: Thank you.
5 Student D.

6 STUDENT D: I am vice president at my
7 school. I don't think you should close
8 Altgeld because, one, when you merge in
9 Wentworth with our school, it's not going
10 to be a good thing because it's going to be
11 a lot of commotion and violence, which is
12 not going to be provocative (sic) for our
13 school.

14 Our teachers have a wonderful
15 staff. My teacher, Ms. Moore, if you were
16 to pull the graph back up again -- Let me
17 start this again.

18 THE HEARING OFFICER: That's okay.
19 Take your time.

20 STUDENT D: I don't think you should
21 close Altgeld because it's a wonderful
22 school. We have a great staff. The
23 student council has done a lot of work for
24 the school. We are making a lot of changes

1 slowly but surely. The teachers and the
2 staff should not be put out because if you
3 put them out, you have the students that
4 are previously here, they won't get the
5 experience that we had for our seventh and
6 eighth grade year, which was very fun, very
7 fun. The ones that come behind us, they
8 won't have a chance to experience -- We had
9 a lot of fun this year and last year, but
10 there's a lot to Altgeld that meets the eye
11 that you do not see; but if you come to our
12 school and spend the day there, I think you
13 will change your mind about closing
14 Altgeld.

15 THE HEARING OFFICER: Thank you.
16 Student E.

17 STUDENT E: Good evening. I'm a
18 student at Wentworth Elementary School, and
19 I'm in third grade. We are here because we
20 care about our future. We are here because
21 we believe in ourselves and our people. We
22 are here to be who we were created to be:
23 Confident, capable, creative and
24 compassionate young men and women.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 53

1 We think before we speak and
2 choose our words carefully. We recognize
3 the power we have and use it to make good
4 choices for ourselves and others. We take
5 care of our school and our community
6 because we represent them and they
7 represent us. We are high achievement at
8 all areas and work hard to get smart.

9 We are learning to be great and
10 to share our greatness with others. No
11 matter what, we never give up. We believe
12 that our work speaks for us and so we take
13 it very seriously. We think, speak and act
14 in a way that always shows our very best,
15 every warrior, every day, college bound.

16 THE HEARING OFFICER: Thank you.
17 Thank you. All right. If Alderman Thomas
18 wishes to speak now or I'm going to move to
19 the teachers.

20 MS. THOMAS: How many teachers?

21 THE HEARING OFFICER: There is a
22 significant number, over 20 I would think
23 anyway.

24 MS. THOMAS: Good evening, your

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 54

1 Honor.

2 THE HEARING OFFICER: Good evening.

3 MS. THOMAS: I'm Alderman Latasha
4 Thomas of the 17th Ward; and on behalf of
5 the people in the 17th Ward and the
6 students of the 17th Ward as well as the
7 city of Chicago, I'm here to raise some
8 concerns regarding the closing of Altgeld
9 School and the consolidation into Wentworth
10 School.

11 I don't agree with the proposed
12 action, and I don't support it. The
13 executive office of CPS and parents of
14 Chicago's communities recognize the need to
15 do something about underutilized and
16 underperforming schools.

17 I'm very frustrated with the fact
18 that so many schools are struggling or are
19 underenrolled, but these things did not
20 happen overnight and we have to recognize
21 that correcting them can't happen at the
22 cost of the students and their family.
23 These things will take time, but we can
24 resolve these issues as well.

1 For years, I have been fighting
2 to protect and improve the 17th Ward
3 schools as well as schools across Chicago.
4 Millions of dollars in capital improvement
5 have been invested in the 17th Ward schools
6 occurring within the last 13 years since I
7 have been Alderman.

8 We can't allow these improvements --
9 Altgeld had a lot of improvements made. We
10 can't allow these improvements -- Wentworth
11 had a lot of improvements made -- go to
12 waste.

13 So where do we start? Do we
14 begin to fix the most recent challenge,
15 challenges of our children's future. Let
16 me first state that it is our understanding
17 that the reason for the closing of Altgeld
18 school is utilization.

19 Let's speak about the
20 utilization. The recommendation to close
21 Altgeld is based on that, but there are
22 some things, some factors that could not
23 have been considered before making the
24 decision:

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 56

1 One, the use of the classrooms
2 for special needs students which requires a
3 lower number of students per classroom.

4 Two, the use of the classrooms as
5 parent rooms, which helps the parents
6 thereby helping the student.

7 Three, the wraparound surfaces
8 inside the school to help the students and
9 the parents, which allows the students to
10 learn well. Just as an example, Children's
11 Home and Aid is an example of a community
12 organization, community partner, that
13 supplies much needed services inside
14 Altgeld School, which actually helps the
15 student learn. It makes the student more
16 comfortable.

17 Four, within the school utilizing
18 the space that Altgeld has -- they have a
19 fantastic library without the help of CPS.
20 They have a computer lab and other uses of
21 the classroom which were considered as
22 underutilized but were used in positive
23 ways to improve the educational
24 environment.

1 Five, I know that they didn't
2 consider the high mobility and homeless
3 population that's within Altgeld School.

4 As they looked at the utilization
5 issues facing the school, there are a
6 number of things that I listed that are of
7 monumental importance that could not have
8 been considered when you looked at Altgeld
9 School.

10 Our first and most important huge
11 and we've heard from parents concerned is
12 the safety. Will our children be safe in
13 this new school. Safety is not just in the
14 walk to and from school. So the safe
15 passage is not -- It doesn't come close to
16 being enough.

17 What happens during school?
18 Children -- The 7th District -- Both of
19 these schools are in the 7th District. The
20 7th District can tell you, and I have a map
21 of it, there are five gang territories in
22 this new proposed attendance boundary that
23 our children will have to walk in, which
24 means our children even if they are not in

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 58

1 a gang, they are identified with that area.
2 So not only are they walking through gang
3 territories; but if we just for simplicity
4 call them the areas in colors, within the
5 school, inside the school, there are five
6 different colored areas. That student is
7 from area blue. This student is from area
8 green. This student is from area red, and
9 everyone in that school knows it. So the
10 students in the school, the climate in the
11 school, the students are more afraid. They
12 are considering their safety than they are
13 learning, and the senior citizens that are
14 standing on the corners, the main streets
15 for safe passage, will not make them feel
16 comfortable. It will not be sufficient.

17 If you just count the blocks in
18 the attendance boundary for the map that
19 they showed us, Halsted to Ashland,
20 Halsted, Green, Peoria, Sangamon, Morgan,
21 Carpenter, Aberdeen, May, Racine,
22 Elizabeth, Throop, Ada, Bishop, Loomis,
23 those -- that third grader has to walk
24 there, that length. That kindergartner has

1 to walk that length. That eighth grader
2 has to walk through five gang Terry towers.
3 Seventh and eighth graders -- Sixth,
4 seventh and eighth graders are recruited
5 highly. They have to walk through the gang
6 territory.

7 Our number one concern are the
8 children, their safety; and we want them to
9 learn, and we cannot have them so worried
10 about their safety that they are not
11 learning, but I have some other issues.

12 Bond School is still listed as a
13 receiving school for some of the Altgeld
14 students. Bond School was a receiving
15 school last year for the Guggenheim
16 students. Bond school is trying to
17 improve, but we continue to put other
18 groups into that school. It is not fair to
19 those students in that population and that
20 administration.

21 I'm not sure that you realize
22 that Wentworth School is in Englewood and
23 Altgeld School is in West Englewood, two
24 different community areas.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 60

1 In those community areas, each
2 school has community partners. Wentworth
3 has a great partnership with Salvation Army
4 who has come into my office very worried
5 about what happens with the school action.
6 Altgeld has a great partnership with
7 Children Home and Aid. They are very
8 concerned about what happens to the
9 students they have been helping with this
10 action.

11 I would like to address the
12 presentation by Chief Willis as well. I
13 would like you to first -- I'm assuming
14 this is the same booklet that they directed
15 you to although I heard Tabs 81 and 82,
16 which this doesn't go that far up. It only
17 goes up to 25; but if you go to Tab 25, the
18 last two pages, performance policies, gives
19 more than just one year of performance for
20 both Wentworth and Altgeld.

21 I think you have to consider what
22 Altgeld has done with the environment, the
23 classroom space to try and improve the
24 educational environment and education of

1 the student; and when you look at those
2 last two pages, and I would suggest that
3 you ask for them to give it to you in color
4 so you can have a better idea what they
5 are, you see a performance over more than
6 just one year.

7 The presentation to you today by
8 CPS was performance for Year 2011/2012.
9 Comparing Wentworth and Altgeld for only
10 one year does not take into consideration
11 the growth pattern that Altgeld began to
12 have with the environment they were
13 improving using the space that they have.

14 The metrics shown did not address
15 the growth. The metrics only showed the
16 growth for less than a year, not even two
17 years. The reasons that -- and from that,
18 I guess you gather that the reasons for
19 this action is utilization and moving
20 Wentworth over is for performance.
21 However, if you don't look at performance
22 for more than one year, then you are not
23 really looking at performance.

24 Each of our communities has

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 62

1 significant differences. You know this.
2 Anybody that lives in Chicago knows this.
3 I expect for you to study the differences
4 between the areas to help solve these
5 issues facing schools and our communities
6 and families collectively so that
7 everyone's interest can be addressed and
8 real solutions can be implemented.

9 For these reasons, I do not
10 support this action and I do not support
11 the closing of Altgeld. I look forward to
12 working with you, and I will give you my
13 statement before 5:00 o'clock tomorrow.

14 THE HEARING OFFICER: All right.
15 Thank you very much. All right. If we can
16 proceed with the teachers. I believe first
17 I called Taiesha Woodson-Durham.

18 MS. WOODSON-DURHAM: Good evening.

19 THE HEARING OFFICER: Good evening.

20 MS. WOODSON-DURHAM: Altgeld School
21 is part of the Englewood-Gresham Network
22 under the leadership of Mr. Adrian Willis,
23 chief of elementary schools.

24 Within the Englewood-Gresham

1 Network, Altgeld is classified in the math,
2 science and technology cluster. With the
3 use of intense data analysis of all
4 available student and school data, it is
5 required that teachers deliver data-driven
6 intentional, challenging and engaging
7 instruction every school day in every
8 content area.

9 The multi-dimensional and thus
10 multi-discipline nature of many school
11 challenges requires a team approach. It is
12 the goal of Altgeld to implement this
13 approach by contributing skills and
14 coordinating efforts towards the most
15 positive, inviting and interactive culture
16 and climate as possible.

17 John P. Altgeld Elementary School
18 will provide a nurturing and safe
19 environment that will motivate students to
20 strive for academic excellence, college and
21 career readiness through differentiation,
22 technological and inquiry-based
23 instruction.

24 All stakeholders will be

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 64

1 committed to developing diverse learners
2 that possess independence through
3 appropriate academic and social schools to
4 become cultured and productive members of
5 society.

6 Over the past three years,
7 Altgeld has undergone several changes that
8 have affected all Altgeld stakeholders. As
9 of 2012/2013 school year, we have been able
10 to establish a strong foundation with new
11 administrative leadership, newly appointed
12 staff members and community partnerships.

13 Through these changes, we, as a
14 school, have made critical but necessary
15 changes that have yielded increased student
16 performance within the first half of the
17 2012/2013 school year.

18 Altgeld provides additional
19 support to at-risk students by implementing
20 the following: We have small group guided
21 reading instruction. We have a reading
22 interventionist, paraprofessional pull-out.
23 We have after school programs, cluster
24 meetings. So on and so forth. We also

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 65

1 implement RTI, weekly instructional focus
2 analysis of current assessment data.

3 In closing, Altgeld provides
4 parents a variety of opportunities to gain
5 knowledge regarding school performance,
6 current goals with action plans and daily
7 expectations of students. That's just an
8 overview of Altgeld Elementary School.
9 Thank you.

10 THE HEARING OFFICER: All right.
11 Thank you very much. I believe Corey
12 Allen.

13 MR. ALLEN: Good evening, ladies and
14 gentlemen, your Honor. At Altgeld everyday
15 we communicate with the families. So when
16 we communicate with the families, we all
17 collect call logs. We all send out text
18 messages. We have family reading, math and
19 science nights.

20 In this family reading, math and
21 science nights, the entire staff, not just
22 one group, the entire staff stays and we
23 help out each other because we are trying
24 to implore these kids to be better in life.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 66

1 So we are showing them that we are
2 committed, so we force them to make a
3 commitment to schools.

4 We also have report card
5 conferences, which is what we just came
6 from. We all jumped on a bus and came down
7 here. Before we left the conferences, a
8 lot of people were talking about leaving if
9 this consolidation or this underutilization
10 goes through.

11 So I hope -- Hopefully, it does
12 not happen. We also have parent porthole.
13 We have e-mail. We have monthly calendar
14 newsletters, student letters, home visits,
15 parent-student-teacher conferences. We
16 respond to parents in a timely manner. If
17 we receive calls, we are responding to them
18 within hours. We have teaching -- We
19 respect each other cultural differences and
20 religious beliefs. We send out robo calls
21 to parents. We meet and greet the parents
22 every day in the morning -- in the morning
23 and after school. We have parent
24 enrichment programs. We have different

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 67

1 open house things. We have black history
2 and cultural assemblies. We have student-
3 teacher-parent daily logs for like
4 Ms. McKenny's room, which is a autistic
5 room; and also, just to wrap up, every day,
6 all of these young men and women we come to
7 school every day ready to mold minds and I
8 pray that the school board is allowing
9 myself and my coworkers to continue to mold
10 minds every day because if it's really
11 about the kids, I teach all of those kids
12 who came up here to speak, and I mold minds
13 every day, and I work with them every day.
14 I'm trying to keep them away from the
15 gangs; and if you sit up here and keep
16 closing schools, what's going to happen is
17 they going to end up in the gangs and then
18 I'm going to have to go to another funeral,
19 and it's going to tick me off to look at
20 somebody in a casket. I don't want to go
21 through it. That's why I came to CPS to
22 teach these kids because this is where I'm
23 supposed to be at. I'm supposed to be
24 here. I'm supposed to be leading. I'm

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 68

1 supposed to do what I have to do. I'm
2 supposed to be there before school, not for
3 pay. I'm supposed to be there after
4 school, not for pay. I'm not playing. I
5 don't play with this. Stop playing with
6 these kids' education saying you're doing
7 it for the kids. We are struggling, but
8 you know what we do? We take them books
9 that's dated 2004 and we use them, and we
10 take the materials that we don't have and
11 we use them.

12 So I implore you, please -- No
13 disrespect to Wentworth. You're probably
14 doing wonderful things over there. I want
15 you to continue to do wonderful things.
16 We're doing awesome things at John P.
17 Altgeld, and I just want to stay and be
18 able to keep molding minds and getting
19 these kids ready for college, not high
20 school, for college because I got doctors
21 and lawyers. That's what I'm preaching
22 every day, doctors and lawyers. We're not
23 going to make any excuses because an excuse
24 is a tool to make -- which builds monuments

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 69

1 of nothingness, and those who use them
2 rarely amount to anything. Thank you, and
3 I'm sorry I went over my two minutes.

4 THE HEARING OFFICER: Thank you.
5 Tammy Guyton.

6 MS. GUYTON: Good evening. My name
7 is Tammy Guyton, T-a-m-m-y G-u-y-t-o-n. I
8 am a teacher at John P. Altgeld Elementary
9 School. I serve in the role as reading
10 interventionist and data specialist.

11 So I would like to first off say
12 the data that we are presenting tonight is
13 by no means an attack on Wentworth. We are
14 simply stating the facts as we perceive the
15 data.

16 I would also like to point out
17 that some of the information that has been
18 presented by Mr. Willis on behalf of CPS is
19 misleading. As a data specialist, we can
20 make numbers fit whatever scenario we want
21 them to make.

22 So now I would like to take the
23 opportunity to show you how we perceive the
24 numbers. There are several assessments

1 that the district and the network mandate
2 that our students take in addition to us
3 teaching them. One of them is the
4 benchmark assessment, the MAP, NWEA. Our
5 kindergarten through second grade students
6 take the MPG. It is not mandatory that
7 they do but, at Altgeld, we want our
8 students to succeed; and the quicker we are
9 able to identify strengths and challenges,
10 the quicker we can remediate and provide
11 interventions for them.

12 Our third through eighth graders
13 take the MAP assessment. Mr. Willis talked
14 about one year of data, ISAT data. That
15 deals with student performance at grade
16 level. The MAP takes growth into
17 consideration, and what I mean by that if
18 you have an eighth grader who comes to your
19 school reading at the third grade level, it
20 is not realistic to expect by the end of
21 the school year that that student will be
22 reading at the eighth grade level, but the
23 expectation is that that student will grow;
24 and based on the MAP fall to winter

1 benchmark data, Altgeld has outperformed
2 Wentworth in reading 69 to 49 percent and
3 math 67 to 54 percent. So practically in
4 every grade from kindergarten through
5 eighth grade, our students have performed
6 at a higher level.

7 This information that I'm sharing
8 with you actually came from Mr. Willis in
9 the Englewood-Gresham Network where Altgeld
10 was recognized for having some of the
11 highest scores for student growth from fall
12 to winter in math. Thank you. I'm sorry.
13 All of the documentation that we are
14 discussing today is in a binder that we
15 will be presenting to you.

16 THE HEARING OFFICER: All right.
17 Charnette Marshall.

18 MS. MARSHALL: Good evening. My name
19 is Charnette Marshall. I am a third and
20 fourth grade math teacher at John P.
21 Altgeld Elementary.

22 Over the past few months -- well,
23 weeks while this underutilization proposed
24 action has been discussed, we have heard

1 that Altgeld is slated for closing due to
2 underutilization, and the Altgeld staff is
3 expected to be released due to our
4 underperformance.

5 If this performance from 2007 to
6 2012 -- Altgeld has performed at a higher
7 level than Wentworth on the ISAT for the
8 percentage of students who meet and exceed
9 the state's standards. This is according
10 to the Illinois Interactive Report Card.

11 To my knowledge, trends are
12 established when at least three consistent
13 points are met. CPS has only spoke in
14 regards to one year's performance and that
15 is misleading. I am providing six years of
16 established data that proves that Altgeld
17 has a trend of outperforming Wentworth
18 Elementary.

19 Altgeld has outperformed
20 Wentworth Elementary from 2007 to 2012 in
21 reading, math, science as well as the
22 overall composite score.

23 In addition, Adrian Willis has
24 stated that Wentworth is a higher

1 performing school. This is not a factual
2 statement.

3 According to the ISBE report card
4 site, Wentworth has never made AYP during
5 the time of 2007 and 2012 where Altgeld has
6 made AYP in reading from 2011, and Altgeld
7 has also made AYP in math in 2008 and 2012.
8 Again, thank you.

9 THE HEARING OFFICER: Tiffany Moore.

10 MS. MOORE: Good evening, I'm Tiffany
11 L. Willis Moore, T-i-f-f-a-n-y L.
12 W-i-l-l-i-s M-o-o-r-e. I'm here to give
13 you some of Altgeld's main building facts.

14 The main building location
15 services 283 students in grades three
16 through eight. 25 of the 26 classrooms,
17 which is 96 percent for those of you all
18 that are into ratio proportions, in the
19 main building utilized by students.

20 The students do not have access
21 to the data room. The counselor's office,
22 computer labs, the library, the gymnasium,
23 music and recess rooms are utilized by
24 grades three through eight, which is also

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 74

1 at 100 percent. Rooms 106, which is our
2 special education room and also Room 203 is
3 our intervention and remediation room.
4 They are also our resource rooms for grades
5 three through eight.

6 Rooms 208, 302, 308 are special
7 education rooms and should not exceed the
8 state allowance of 15 students per room.
9 Third through eighth grade rooms, which are
10 general education rooms totalling 256
11 students, which is at a 90 percent maximum
12 if we are still on the story of
13 utilization. There is also a table that we
14 have, that we have for the resources for
15 the room, which will outline those numbers
16 which are located in our binder. Also, for
17 our annex, which is our primary building --
18 I will just give you some facts on that.
19 The annex building location services 155
20 students in grades preK through second
21 grades. 17 of the 19 classrooms, which is
22 89 percent in the annex, are utilized by
23 students and they also do not have access
24 to the parent room or for the resource

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 75

1 storage. The computer lab, library and
2 gymnasiums is at 100 percent and also for
3 our SPED rooms and intervention rooms, they
4 are at 100 percent.

5 We also have two rooms over in
6 our annex, which is 123 and 221, again,
7 going with the state, they should not
8 exceed the 15 students per the SPED rooms.
9 Six rooms totalling 146, which is at a 94
10 percent.

11 So in summary, CPS formally does
12 not take into consideration classrooms that
13 are not homerooms but are utilized on a
14 daily basis by students for activities and
15 services such as our specialist resources
16 and labs. As a result, the formula does
17 not capture the fact that the main building
18 has a 96 percent utilization rate and the
19 annex is 89 percent utilization rate.

20 Thank you, shalom.

21 THE HEARING OFFICER: Ma'am, the
22 binder that you just mentioned, is that the
23 same binder that was given to me by
24 Ms. Guyton?

1 MS. MOORE: Yes, it's the second
2 document.

3 THE HEARING OFFICER: Next teacher is
4 Quentin Washington.

5 MR. WASHINGTON: So I'm dealing with
6 professional responsibilities that we, as a
7 staff, try to meet with our school
8 community, and we deal with integrity and
9 ethical conduct. Those are things are we
10 do as a staff for our school community.

11 We have teacher-to-teacher
12 collaborations. We maintain student
13 privacy and confidentiality. We have a
14 commitment to college career readiness,
15 which is test complexity and enduring and
16 understanding. We are continuing
17 development and professional development.
18 We have decision-making things such as
19 teaching the students to make good judgment
20 calls, collaborating with the colleagues
21 for behavior and academic success. We do
22 fund raising and grant writing. We follow
23 the Altgeld student parent handbook, and we
24 also adhere to the student -- to the code

1 of conduct.

2 In addition, we also believe in
3 maintaining accurate records whether
4 anecdotal records, RTI records, parent
5 contact logs, grade book, attendance and
6 tardies, progress monitoring, assessments,
7 results, informal and formal MAP assessments
8 and ISAT. In addition, we keep portfolios.
9 We keep a record of missing assignments and
10 have missing assignment logs and assignment
11 logs. We do SGI grouping, small group
12 instruction, and we also have conferencing
13 logs and we keep our IEPs maintained.

14 Now, that's what we do. Now, on
15 a personal level, I'm the music teacher at
16 Altgeld and I have been there since 2009.
17 Altgeld has been a blessing to me. It's
18 been a blessing to our staff. It's been a
19 blessing to our students.

20 We've been doing some things
21 ourselves. We lost our principal. Nobody
22 wants to talk about that -- the impact that
23 that's nice. It does not -- It doesn't
24 tell us about what we did and the impact

1 that that implication -- you know, the
2 implications that we had lost; and in
3 divine order, we've had an administration
4 to rise up. Our principal and our
5 assistant principal have been phenomenal.
6 They've been supportive. They've supported
7 these students. They've supported young
8 people that have losses in their family.
9 They support the staff that's had losses in
10 the family, and we've supported the
11 community that's endured hardships and
12 things of that nature. That's what we do
13 as a body of educators.

14 So in conclusion, I just think
15 that it's unconscionable. I think that
16 it's misleading. I think it's downright
17 disrespectful and rude to us as educators
18 to paint us as people who don't care or are
19 not capable of educating our students; and
20 the data that was given to us and presented
21 to this hearing was extremely misleading
22 and extremely insulting.

23 THE HEARING OFFICER: I have Kendal
24 Gibson as a staff member.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 79

1 MR. GIBSON: Good afternoon, my name
2 is Kendal Gibson. I'm a staff member here
3 at Altgeld. I would also like to say I'm
4 an alumni of Altgeld as well. I graduated
5 in 2006. I got some notes prepared. I
6 have a welcoming letter from Wentworth
7 school. I feel this is rude,
8 disrespectful, unprofessional and
9 inconsiderate to the staff because this is
10 an emotional roller coaster. We all have
11 the thought that we are going to be
12 unemployed come June. Then the decision
13 has not been finalized. So why must
14 Wentworth principal harass us because
15 that's what it feels like. I bet if
16 Ms. Evers was at steak and we sent this
17 letter out to her school, she would be
18 highly upset.

19 Another thing I would like to
20 touch on is the crime. Englewood crime
21 rate is already skyrocketed. Now, you all
22 trying to combine all of these schools.
23 It's going to skyrocket again. I live in
24 Englewood. I still live in the same house

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 80

1 I lived in when I went to Altgeld School.
2 So I know what's going on in the community.
3 It's literally atrocious, the murders, the
4 killings, the stabbings, the beatings, all
5 of that. Now, we dealing with kindergarten
6 through eighth graders like Ms. Latasha
7 said walking from Halsted back to Loomis.
8 That's too long of a walk. I walk from
9 75th and Wood to 71st and Loomis every day,
10 and that's a nice little walk. So a lot of
11 people done touched on the crime aspect.

12 I want to talk about this
13 underutilation -- underutilization. When
14 Mr. Willis came up, he only compared one
15 academic year. How can you -- How can
16 Mr. Willis only compare one academic year
17 to a school closing if we all supposed to
18 be educated -- educators, this is not a
19 smart decision at all. It's a head-shaker
20 and all of that.

21 Then, the teachers, we work here
22 with these children every day. The data
23 shows. The data shows that Altgeld rises
24 above Wentworth. One year, that's not

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 81

1 nothing. We're talking 2007 to 2013 -- All
2 right, please conclude? See you all later.

3 THE HEARING OFFICER: Thank you.
4 Kira Matthews.

5 MS. MATTHEWS: Good evening. My name
6 is Kira Matthews. I'm a third and fourth
7 grade science teacher at Altgeld. Again,
8 the data we're presenting is not an attack
9 on Wentworth. However, the information
10 that was presented by Mr. Willis was quite
11 misleading.

12 According to ISBE, Altgeld has
13 met AYP, which is adequate yearly progress
14 for attendance requirements in the year of
15 2007 through 2012. Wentworth did not meet
16 the AYP attendance requirement in 2011.

17 Additionally, Altgeld has a
18 higher attendance percentage than Wentworth
19 for the years of 2007 through 2012.

20 Another -- Something that we
21 were, you know, given privy to was the fact
22 of students being on track as far as
23 graduation. Altgeld has a greater
24 percentage of students on track than

1 Wentworth. Altgeld has 30 percent on
2 track, and Wentworth has 24 percent on
3 track. So that's just pretty much, you
4 know, what I wanted to say. A lot of the
5 information that was presented was
6 inaccurate; and as my colleague stated, if
7 you look at the data from 2007 through
8 2012, you will see that Altgeld has
9 surpassed Wentworth in academics as far as
10 reading, math and science and our composite
11 scores have been a lot higher. So I think
12 you all need to take that into
13 consideration when you decide on what
14 school -- you know, on the closing of
15 Altgeld.

16 Also, with me being a science
17 teach, I would have loved for a science lab
18 to have been placed in my school because
19 let me just state this, without a science
20 lab, with me purchasing my own materials as
21 a single mother, two boys at home, my
22 students met -- fourth grade -- 74 percent
23 science last year. All books, no labs.
24 Materials I purchased on my own. Thank

1 you.

2 THE HEARING OFFICER: Jennifer
3 Harding.

4 MS. HARDING: Good evening, my name
5 is Jennifer Harding. I'm the student
6 family liaison for Children'S Home and Aid
7 working at Altgeld Elementary School. Some
8 of the things that Mr. Willis said he will
9 put in place when the schools combine to
10 the vision of the principal and assistant
11 principal, some of those things are already
12 in place.

13 We were already doing academics
14 with some of the kids. It's a peer
15 assistant learning program, and we also do
16 academics and social-emotional issues. So
17 we are already covering that. Maybe it
18 will improve a little bit more, but they
19 already have it in place. They have vision
20 for Altgeld, and I know we're struggling,
21 but that's what learning is all about.
22 It's a process. Give us that chance to
23 improve. Thank you.

24 THE HEARING OFFICER: Thank you.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 84

1 Lamonica Boynes.

2 UNIDENTIFIED SPEAKER: She did not
3 wait.

4 THE HEARING OFFICER: Lynetta Smith.

5 UNIDENTIFIED SPEAKER: No, no.

6 THE HEARING OFFICER: Samantha
7 Parish.

8 MS. PARISH: That's okay.

9 THE HEARING OFFICER: Lacy Lamonica.

10 MS. LACY: Hi, your Honor. My name
11 is Lamonica Lacy.

12 THE HEARING OFFICER: Oh, sorry.

13 MS. LACY: I've been at Altgeld for
14 the past eight years, many of my coworkers
15 we have been there also for numerous of
16 years, and what I can't stop thinking about
17 is all of my students that I taught before,
18 their younger sisters and brothers that
19 want to come to Ms. Lacy, that want to come
20 to Mr. Allen, that want to come to
21 Ms. Matthews, and they won't get that
22 opportunity. Why? Because all of the
23 educators are going to have to leave the
24 building due to one year of data and due to

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 85

1 underutilization.

2 I feel it's a slap in the face
3 because we all worked numerous of hours
4 with these students. We went out of our
5 pockets. I know Ms. Matthews that just
6 came up. She bought, purchased labs.
7 We've had different things donated to the
8 school. Different things that we purchased
9 with our own money from Lakeshore and
10 different teacher stores that we never got
11 reimbursed for. Why? Because we love
12 these students, and it's a slap in the face
13 to say that -- you know, it's a lot of
14 people that haven't had answers for us as
15 far as closing but they have a lot of
16 answers tonight, and it's just a slap in
17 the face because, you know, it's a bunch of
18 lies being said to us and then you expect
19 us to go in and we have to basically tell
20 our students, okay, baby, I still need you
21 to read. I still need you to do these math
22 problems, but you tell them before spring
23 break that their teachers are going to
24 leave and we are going to combine these

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 86

1 schools and you're thinking about the fact
2 that these kids were already having a
3 problem in Chicago that's nationwide with
4 the violence. We already have a police
5 department that can't handle that, but you
6 want our kids to go by themselves -- some
7 of them their siblings are already in high
8 school. So they can't take them to school
9 anymore, but you want them to be able to go
10 to a whole nother school. Nothing against
11 Wentworth, but our teachers here, we're
12 highly qualified, but now we got to go into
13 a teaching pool. We got to go and we got
14 to sit up here, and we got to find us
15 another position. So we won't be able to
16 teach their younger sisters and brothers
17 because, oh, it's underutilized, but we are
18 going to have all of Wentworth staff come
19 in but, guess what, we made those gains.
20 We had those numbers for years where you
21 had an eighth grader that wasn't reading
22 but they're reading now; but now, they're
23 going to be looking around the classroom
24 trying to figure out, oh, am I going to be

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 87

1 targeted when I leave school. Are they
2 going to attack me when I leave up out of
3 this classroom. So that's what I had to
4 say about that, and a lot of the teachers --
5 Another thing I wanted to say real quick.
6 I know I'm running out of time. One more
7 thing. A lot of the teachers, they feel
8 like they want to leave the educational
9 field and a parent told me today don't
10 leave, keep fighting, keep being there for
11 my student, for my child; and that's
12 something I want you to know right now that
13 we shouldn't feel that we should have to
14 leave the educational field totally because
15 we feel bullied by somebody that says they
16 don't know something one day but today they
17 got a binder. Thank you.

18 THE HEARING OFFICER: David Heckmann.
19 David Heckmann.

20 MS. GUYTON: Your Honor, your Honor,
21 I'm sorry. Miss Heckmann doesn't want to
22 speak; but if it's okay, I would just like
23 to clear something up. Altgeld, we are a
24 school that operates on integrity; and one

1 of my colleagues, Mr. Gibson, he stated
2 that the principal of Wentworth sent a
3 letter to our staff indicating -- welcoming
4 them to the new school. That letter was
5 not sent directly from Ms. Evers. It was a
6 generated letter that came from CPS, but it
7 did say -- it did have her name on there.
8 So, again, misleading having the staff and
9 the students or anyone in the Altgeld
10 family believe that Ms. Evers sent the
11 letter directly to them when, in fact, it
12 was a generated letter that came directly
13 from CPS, and I just wanted to clear the
14 record up because we are a school that
15 focuses on integrity and we don't want
16 things to be misleading for the record.

17 THE HEARING OFFICER: Thank you.
18 I've got different lists. Did Mr. Theodore
19 Johnson get an opportunity to speak?

20 MR. JOHNSON: I will speak. Good
21 evening.

22 THE HEARING OFFICER: Good evening.

23 MR. JOHNSON: My name is Ted Johnson.
24 I'm a parent. I sat in the meeting at

1 Harper High School about a week ago, and I
2 listened to stories from Latasha to other
3 parents and teachers, but there was no
4 feedback given back. I got a fourth grader
5 and a sixth grader. Tiera Johnson and
6 Tyler Johnson. I'm a student from John P.
7 Altgeld School. It's emotional to me. I
8 graduated in 1984 from John P. Altgeld
9 school, went to CVS High school, then I
10 went on to Iowa State University and
11 graduated.

12 So there's many success stories,
13 and I just started with me and I'm just the
14 fourth child and the youngest child. All
15 of my brothers and sisters went to Altgeld,
16 went to high school, then went to college.
17 The families that's in the Englewood
18 community that I know of did the same
19 thing, and they went on and there was, like
20 I said, was a productive member of society.
21 So Englewood is not all that bad. Yes, it
22 does have its lumps. It does have its
23 gangs.

24 I was recruited when I was in

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 90

1 seventh grade, but I had the common sense
2 to tell the member who wanted to recruit me
3 that I would rather fight you than my
4 father. So it wasn't like that, but I know
5 things have changed. The recruitment is at
6 a younger age right now, but really that's
7 not the issue. It's the education for
8 Wentworth and John P. Altgeld. If we
9 could, we could keep them both open but
10 obviously that's not going to happen.

11 I picked up my kids grades today
12 and I felt proud. My little girl got all
13 A's and B's, all A's and one B; and my son
14 that's in fourth grade showed improvement.
15 Ms. Marshall, Ms. Sage, Ms. Matthew, they
16 told me. They said Tyler is not giving
17 that much effort. I said we'll work with
18 it.

19 It starts at home with the
20 parents, and then we drop them off or they
21 walk to school and we put them in the hands
22 of Chicago Public School teachers, which I
23 think the Altgeld staff is doing an
24 excellent job, and I just want my family

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 91

1 members -- Remember. I'm the youngest in
2 my family. I have a sister. All the kids
3 then graduated from John P. Altgeld. Went
4 to the military, went to college and my
5 little niece Brittany, she's headed to my
6 alumni school, Iowa State University. So
7 things can happen within Englewood. I have
8 been -- I lived in Englewood for some time,
9 and students can succeed, but we need these
10 teachers; and this is a great staff, great
11 staff, at John P. Altgeld; and I'm pretty
12 sure it is at Wentworth. I'm not trying to
13 bash either students. All I care about is
14 the kids' education. That's all I care
15 about and they get the best education to
16 proceed, you know, into life. So I thank
17 you for my time. I thank the teachers at
18 John P. Altgeld School, and I hope it works
19 out for them because they deserve it. I
20 hate to see great teachers be unemployed.

21 Mr. Heckmann, he just took my
22 daughter to a science fair just last
23 Saturday. I got up in the morning, dropped
24 her off at like 7:15m and I just hate to

1 see that end. I mean, you guys know the
2 numbers in terms of the money. You know
3 that. But in terms of the community, the
4 safety, that I do know. I know who's on
5 those corners. I know who's on those
6 corners, and I know what goes on within the
7 community. Police can't be on every corner
8 but, again, it's not all about that. It is
9 an issue along with so many other issues,
10 but the main issue that we want to keep
11 upheld is the education for our children.
12 Thank you for your time.

13 THE HEARING OFFICER: All right.
14 Thank you. Edmund Dixon.

15 MR. DIXON: Greetings to everyone,
16 parents, staff, people of the community.
17 We are all here for the same reason and
18 that's for our kids. For our kids to be
19 successful, but one thing that I have heard
20 just sitting here is the community. The
21 community has come together both at Altgeld
22 and at Wentworth and that's one thing that
23 I'm here for is to make sure that kids are
24 being first thought of, and I see the

1 community coming together; and as a result,
2 moving forward, I want to see the community
3 come together and do what's best for the
4 community -- I mean, the students.

5 THE HEARING OFFICER: Thank you.
6 Shuronda Turner.

7 MS. TURNER: Good evening, everyone.
8 I was up late last night about 2:00 o'clock
9 in the morning, and I saw the Rogaine hair
10 commercial for men, and one of the things
11 that really stuck out to that commercial,
12 that infomercial, for me is the part where
13 he says I'm not only the client. I'm the
14 president, and that rings true for me
15 because I'm not only a teacher at Wentworth
16 but my child also attends Wentworth
17 Elementary School. She is in kindergarten
18 and she loves the school and her teacher.

19 There's not too many teachers
20 that can actually say they bring their
21 childrens to school with them every day.
22 There's not too many teachers that would
23 trust their children in Englewood in this
24 community at school every single day; and

1 against my family own wishes, my father
2 even went as far as to say that he would
3 pay for my daughter to go to private
4 school; but because I believe in my school,
5 I believe in my staff, I believe in the
6 teachers that are there, I entrust my child
7 at that school every single day. I entrust
8 my child with the staff, with the students,
9 everything that our community has to offer.
10 I also grew up in Englewood. I also went
11 off to college, came back and this is my
12 way of returning to my community. I also
13 live in Englewood. So I know the violence
14 and the things that takes place. But what
15 I see take place is a lot of teachers
16 concerned, dedicated teachers, a lot of
17 concerned dedicated parents on both sides;
18 and it thrills me to even see this much of
19 it coming together because I believe if we
20 can come together like this to make this
21 transition work, then it could actually be
22 something that's workable and something
23 that benefits our students on both sides.

24 We are not here to try to -- and

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 95

1 I can understand Altgeld's temperament with
2 the situation because I don't know how I
3 would feel if someone came in and told me
4 that I wasn't performing up to standard to
5 teach my students. I would feel like that
6 was slap in the face as well; but
7 Wentworth, we are not here to bash or
8 attack each other. We want this to come
9 together and to work as a plan. We are
10 concerned about our students' safety. We
11 are concerned about our students'
12 transition to this as well. So what I'm
13 seeing here today, everybody coming
14 together, I hope that we can come together
15 like this in the future and actually make
16 this thing work for our students because
17 that's all of our main concern. Thank you.

18 THE HEARING OFFICER: I believe
19 that's all that were listed as yeses to
20 speak. Is there anyone else who wishes to
21 speak. You can step up and if you can
22 state your name and spell your last name.

23 MS. McMILLAN: Good evening. My name
24 is Yolonda McMillan, M-c-M-i-l-l-a-n. I'm

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 96

1 a school counselor at John P. Altgeld
2 School. The role of the school counselor
3 includes, but is not limited to, providing
4 social and emotional support for our
5 students for their academic success for
6 college and career readiness.

7 I just want to say that I am not
8 the only counselor at Altgeld School.
9 Every single staff member that's sitting
10 behind me, every single staff member that
11 are sitting behind me are counselors.

12 They go over and beyond the call
13 of duty. They are not just teachers
14 secretaries, support staff. They are
15 mothers and fathers and sisters and
16 brothers to our students. If you take away
17 Altgeld's staff, you are not just taking
18 away teachers, you are taking away family.

19 Sometimes it's the only family
20 that maybe some of our kids know. We ask
21 that you please reconsider what you are
22 doing to us. You are not just taking away
23 our job, you're taking away what we know
24 six, seven, eight hours a day. Some kids

1 do not have the stability at home that they
2 have with us. I plead with you do not take
3 away our family. Thank you.

4 MS. MOONEY: Chanika Mooney,
5 C-h-a-n-i-k-a M-o-o-n-e-y, and I'm a
6 teacher. This is my second year at
7 Altgeld. The data that Mr. Willis
8 discussed earlier pertains to one school
9 year, which is misleading. Altgeld has
10 consistently outperformed Wentworth the
11 past five years; and while they may have
12 students that perform at a faster rate for
13 one school year for Value-Added, Altgeld
14 has students that are performing at a
15 faster rate as pertains to growth.

16 When including Value-Added data
17 when students are performing at a high
18 rate, the Value-Added points will be lower.
19 In this case, Altgeld may have lower
20 Value-Added than Wentworth yet we have a
21 higher performing percentage than Wentworth
22 students, and we have meet and exceeds the
23 ISAT standards for multiple years, not just
24 for that one year that Mr. Willis talked

1 about.

2 And it's really emotional sitting
3 here. I didn't go to school to be let go.
4 I'm came here for the kids. Growing up, I
5 always wanted to be a teacher, and I'm
6 fulfilling my dreams, and now you are
7 telling me I can't do that. I don't even
8 want to teach anymore. Like my coworkers
9 said, it feels like a slap in the face and
10 I got to go back -- This is the first job I
11 ever had. The first job I ever had. I got
12 hired the first interview I ever had and
13 now I got to go back out and do this again.
14 It's not fair.

15 THE HEARING OFFICER: Thank you.
16 Sir, do you want to step up?

17 MR. LEE: Hi, good evening. My name
18 is Jordan Lee, J-o-r-d-a-n L-e-e. I'm a
19 senior security aide at John P. Altgeld
20 Elementary School, and I want to go back to
21 Ms. Thomas' numbers as far as saying
22 there's five different gangs within the
23 community of John P. Altgeld, and that is --
24 could be almost inaccurate.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 99

1 Nowadays, these students, these
2 kids is growing up. It's not just regular
3 gangs as they used to be. There are
4 different factions. Factions within
5 different blocks, different streets. You
6 have one block there's one gang. The next
7 block would be another gang. You go down
8 two more blocks and there's another gang.

9 There's no more of the regular
10 just gangs. These kids nowadays are coming
11 up with their own set gangs. Now, I'm
12 going to go back to February 23rd, 2013,
13 the riot that happened at Ford City Mall.
14 Those were kids that took it upon
15 themselves to create havoc within the
16 community. Then we go to March -- I forget
17 the day -- 2013 Downtown Chicago Avenue
18 where you had hundreds of students,
19 hundreds of kids out in the community
20 creating havoc.

21 Now, these are the same kids that
22 you all want to sit here and combine with
23 other groups of kids and you expect them to
24 be productive in learning and getting an

1 education. That is unfair.

2 Have you all forgotten that the
3 student of Fenger High School Daren Albert
4 who lost his life due to the violence in
5 his community because of different -- I see
6 your sign. Thank you -- due to the
7 different jurisdictions and different lines
8 that were set by CPS? Have we forgot that?
9 So my question to you is what are you
10 prepared to tell that parent of that child
11 who may lose their life? What are you
12 prepared to tell them? What can you say
13 that's going to comfort them, that's going
14 to give them a satisfaction of knowing that
15 you all have done everything in your
16 possible ability to keep that child safe?
17 What can you say? For me, no dollar
18 amount, whether it's a billion dollars --
19 43 million in one year is worth any kids
20 life at all, period.

21 So for me, like I said, it's not
22 just about John P. Altgeld. It's not just
23 about Wentworth. It's about Chicago Public
24 School students, period. It's about the

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 101

1 kids. And you want to tell me if it's
2 truly about the kids and if it's truly
3 about the future, there should not be any
4 dollar amount listed because these kids are
5 our future. These are the doctors, the
6 lawyers, the politician, the surgeons, the
7 nurses. These are the people of the
8 future. How can you limit them and
9 restrict them with a dollar amount?

10 So that's what I want to leave
11 you with, and that's what I feel in my
12 heart. I see this stuff every day. I go
13 above and beyond. I sit here and walk
14 students home. I've waited on bus stops
15 with students to make sure they get home
16 safely. I'm the only security guard in my
17 building, and we talking about 443
18 students. Yes, that's my job. I have no
19 problem doing that, and I will continue to
20 do it because it's about the future. It's
21 not about the job, and you have all of
22 these educators that's sitting on both
23 sides that's here for the students. Take
24 the dollar signs off it and give these

1 children what they need.

2 THE HEARING OFFICER: I believe we --
3 All right. I will take one last one
4 because we are at 7:30 at this point.

5 MR. COLLINS: Hello, my name is
6 Maynard Collins. I'm at Wentworth
7 Elementary. I'm the middle school math
8 teacher, and I want to speak on behalf of
9 the staff at Wentworth and I want to speak
10 to the staff at Altgeld.

11 I actually been through the
12 transition. I was at Walter Reed when it
13 phased out and became Johnson College Prep,
14 and I remember a time when we had a news
15 conference with the mayor there and our
16 kids walked through the side like we
17 couldn't be seen by the new building. I
18 remember this time. My principal remember
19 this time, and I felt it was a slap in the
20 face because we was doing good work there,
21 and the school phased out.

22 Now, I understand Altgeld's
23 position, and trust us, all you all going
24 through, same thing we going through. Our

1 kids look at us every day. See, for the
2 kids, it's, Mr. Collins, my school is
3 closing. Not, oh, the staff is moving over
4 there. The school across the street from
5 me is closing. That's the kids' concern.
6 When I go home at night, before I go to
7 sleep, I think about the kids. I dream
8 about the kids. I wake up and think about
9 the kids. All the money that we spend --
10 We spent money out of our pockets for the
11 students.

12 So, I mean, I don't know really
13 what's going to happen in this transition.
14 I honestly don't; but whatever happens, I
15 want everybody, our staff, Altgeld's staff
16 think just about the kids, what's best for
17 the kids because I honestly don't know if
18 I'm going to be over there or not, no clue,
19 me personally.

20 So it's like what do we do now
21 for the kids. What's best for the
22 students. So your students have to deal
23 with new kids coming in. Our students have
24 to deal with going to a whole new area, a

1 whole new school and more of your kids are
2 there already.

3 So our kids -- I had students ask
4 me are we going to get jumped on walking to
5 school, Mr. Collins. What's going to
6 happen to us. So I seen this occur; but
7 all I want is whatever decision is made,
8 whatever decision you make is that we can
9 work together. We can work together to
10 make it best for the students, just keeping
11 the students in mind. Our own thing for me
12 as a teacher, I do my work for the
13 students; and I know this is my calling.
14 So whatever happens to me, I'm going to do
15 more work for the students wherever I go.
16 So I know that's what I'm going to do with
17 the rest of my life, but all we should
18 think about right now, whatever we decide
19 right now should be for the kids.

20 So if we do go over there, if I
21 do go over there, all I'm looking is for
22 what I can for the kids. So just to let
23 you know Wentworth staff is not your enemy.
24 We are not the enemy. We're working just

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 105

1 like you all. Thank you.

2 THE HEARING OFFICER: Thank you
3 ladies and gentlemen. At this point, that
4 will conclude the oral comments. I want to
5 thank you. I can tell the dedication
6 between the parents and the teachers and
7 the five students that spoke were very much
8 appreciated. I have that information you
9 are also allowed any written comments until
10 5:00 o'clock tomorrow afternoon. The
11 e-mail address is qualityschools@cps.edu,
12 but thank you, once again, for your
13 participation.

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 106

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

4 I, Peggy A. Anderson, a Certified
5 Shorthand Reporter in the State of Illinois do
6 hereby certify:

7 That the foregoing transcript was
8 reported stenographically by me, was thereafter
9 reduced to typewriting under my personal
10 direction, and constitutes a true record of the
11 proceedings had;

12 That the said proceeding was taken
13 before me at the time and place specified;

14 That the said proceeding was
15 adjourned as stated herein;

16 That I am not a relative or employee
17 or attorney or counsel, nor a relative or
18 employee of such attorney or counsel for any of
19 the parties hereto, nor interested directly or
20 indirectly in the outcome of this action.
21
22
23
24

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 107

1 IN WITNESS WHEREOF, I do hereunto set
2 my hand at Chicago, Illinois, this 18th day
3 of April, 2013.
4

5
6
7 Peggy A. Anderson

8 Peggy A. Anderson

9 Certified Shorthand Reporter

10 License No. 084-003813
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REPORT OF PROCEEDINGS 4-17-2013 5:30

April 17, 2013

Page 1

A	60:5,10	27:3,18,21	12:5,21	50:7,16,17	103:15
A's 90:13,13	61:19 62:10	59:20 78:3	13:14	50:24 51:8	alumni 79:4
A-1 25:19	65:6 71:24	administra...	allow 27:23	51:21 52:10	91:6
30:20	106:19	64:11	55:8,10	52:14 54:8	amended
A-2 25:19	actions 5:5	administra...	allowance	55:9,17,21	33:15
30:20	6:15,16	27:16	74:8	56:14,18	amount 69:2
A-d-r-i-a-n	7:11,20	admit 4:18	allowed	57:3,8	100:18
17:24	19:11 20:6	9:7	105:9	59:13,23	101:4,9
Aberdeen	20:8 25:2	admitted 9:4	allowing 67:8	60:6,20,22	analysis 63:3
58:21	active 39:7	Adrian 1:20	allows 23:4,7	61:9,11	65:2
ability	activities	8:22 11:8	50:4 56:9	62:11,20	analyzed
100:16	29:23 30:1	17:1,9,23	Alternatively	63:1,12,17	21:1
able 31:23	30:3 75:14	62:22 72:23	13:9	64:7,8,18	Anderson
33:10 50:9	Ada 58:22	advocate	Altgeld 1:3	65:3,8,14	106:3 107:8
64:9 68:18	add 43:10	45:12	2:6 4:13,14	68:17 69:8	anecdotal
70:9 86:9	addition 16:2	affidavit 6:12	5:11 6:8 8:6	70:7 71:1,9	77:4
86:15	70:2 72:23	7:5	8:16 10:12	71:21 72:1	animals
academic	77:2,8	affidavits 6:7	10:13 11:12	72:2,6,16	38:18
5:19 22:14	additional	afraid 58:11	11:13 13:12	72:19 73:5	annex 74:17
25:13 27:7	25:5,11,16	afternoon	13:19,21	73:6 76:23	74:19,22
27:11 28:4	25:24 30:8	26:24 79:1	14:3,6,18	77:16,17	75:6,19
28:7 45:1	30:17 31:7	105:10	15:4,6,9,18	79:3,4 80:1	answer 32:13
63:20 64:3	31:22 32:12	age 90:6	15:20 19:9	80:23 81:7	answers
76:21 80:15	64:18	agencies 26:5	19:17,19,22	81:12,17,23	85:14,16
80:16 96:5	Additionally	ago 89:1	20:2,18	82:1,8,15	Antoinette
academics	27:6 49:19	agree 54:11	21:7,20	83:7,20	42:5,7
82:9 83:13	81:17	Aid 56:11	24:15,22,24	84:13 87:23	Anybody
83:16	address	60:7 83:6	25:6 27:11	88:9 89:7,8	62:2
accept 31:19	25:11 26:15	aide 98:19	30:10,21,23	89:15 90:8	anymore
access 29:17	32:9,16	aimed 29:7	35:3,17	90:23 91:3	86:9 98:8
73:20 74:23	60:11 61:14	aims 28:18	36:12 37:19	91:11,18	anyway
accommod...	105:11	Albert 100:3	37:20,22	92:21 96:1	53:23
15:12	addressed	Alderman	38:4 39:2,3	96:8 97:7,9	appear 10:7
accommod...	62:7	33:16 47:10	39:22 40:5	97:13,19	appointed
4:4	adequate	53:17 54:3	42:8,22	98:19,23	64:11
accompanied	81:13	55:7	44:3,4,8,15	100:22	appreciate
5:12	adequately	Aliah 44:16	44:20 45:3	102:10	36:15 37:2
accompany...	30:11	Allen 34:12	45:5,6,7,7,8	Altgeld's	40:4 43:17
8:14,23	adhere 76:24	34:13,16,19	45:13,19	8:15 14:23	appreciated
accurate 77:3	adjourned	65:12,13	46:3,15	15:21 22:6	105:8
achievement	106:14	84:20	47:24 48:2	24:11,18	approach
53:7	adjust 29:3	allocations	48:7,9 49:1	73:13 95:1	63:11,13
act 53:13	administra...	26:11	49:2,9,11	96:17	appropriate
action 54:12	19:6 20:3	allotted 12:4	49:14,17	102:22	26:13 64:3

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 2

approve 28:11	77:10,10	audits 26:11	based 10:17	Benjamin	body 78:13
approved 14:7 19:16 25:4 26:8	assignments 77:9	autistic 36:13	19:11 20:5	1:19 8:13	Bond 16:4,5
approves 25:21	assist 31:7	67:4	29:1 55:21	9:10,15	16:9,10
approxima... 2:23 12:6 12:22 13:13	assistance 25:8	available 4:23 8:16 12:7 16:15	70:24	best 39:3	59:12,14,16
April 1:8	assistant 18:18 78:5	21:20,21	bash 91:13	53:14 91:15	book 77:5
6:21,22 7:2	83:10,15	26:14 32:13	95:7	93:3 103:16	booklet 60:14
7:3,7 8:3,9	associated 14:15 16:4	63:4	basically 85:19	103:21	books 68:8
8:11	29:8	Avenue 99:17	basis 5:15	104:10	82:23
area 8:20	assume 3:21	average 23:5	21:12 75:14	bet 79:15	bought 85:6
15:22 58:1	assuming 18:20 60:13	23:16 24:13	beatings 80:4	better 31:6	bound 53:15
58:7,7,8	at-risk 64:19	24:19	Beatrice 36:8	43:15 61:4	boundaries 7:16 16:19
63:8 103:24	atrocious 80:3	awesome 48:22 68:16	36:11	65:24	boundary 8:20 16:3
areas 53:8	ATTACHED 1:24	AYP 73:4,6,7	becoming 9:23 18:19	Bettye 39:19	16:11,13,16
58:4,6	attack 69:13	81:13,16	began 61:11	39:21	57:22 58:18
59:24 60:1	81:8 87:2	B	begging 46:21 47:5	beyond 96:12	Boykin 37:16
62:4	95:8	B 7:8,17,21	beginning 28:13	101:13	37:17,18
Army 60:3	attend 39:22	49:7,8	behalf 1:15	billion 100:18	Boynes 84:1
Arnold 45:17	45:10	90:13	1:22 18:8	binder 4:19	boys 37:4
45:18	attendance 7:16 8:19	B's 90:13	18:11 54:4	4:22 5:1,8	82:21
Arts 19:6	10:11,20	B-e-n-j-a-... 9:16	69:18 102:8	7:8,23 9:13	break 85:23
Ashland 58:19	11:15 13:22	B14 11:22	behavior 76:21	11:22 16:13	breakdown 49:3
asked 10:7	15:22 16:19	babies 39:13	behavioral 44:11	17:12,15	bring 37:13
41:7,9	19:14 21:16	46:6	beliefs 66:20	25:18 30:19	39:13 45:7
aspect 80:11	57:22 58:18	baby 46:9	believe 17:18	71:14 74:16	93:20
assemblies 67:2	77:5 81:14	85:20	39:1 40:7	75:22,23	Brittany 91:5
assessment 65:2 70:4 70:13	81:16,18	bachelor 10:5	47:8 48:3,8	87:17	brother 48:6
assessments 22:4 69:24 77:6,7	attending 20:4 28:14	back 50:5	48:12,15,20	Bishop 58:22	48:11
assigned 16:11 18:7 27:10	attends 93:16	51:16 80:7	48:23 52:21	bit 83:18	brothers
assignment	attention 14:16 29:16 31:9	89:4 94:11	53:11 62:16	black 67:1	84:18 86:16
	attesting 6:7	98:10,13,20	65:11 77:2	blaze 50:9	89:15 96:16
	attorney 4:8	99:12	88:10 94:4	blessing 77:17,18,19	brought 44:13
	106:16,17	background 18:15	94:5,5,19	block 99:6,7	Buie 37:6,7,7
		bad 38:13	95:18 102:2	blocks 58:17	build 28:18
		89:21	believes 31:4	99:5,8	building 41:4
		barriers 16:22	benchmark 70:4 71:1	blue 58:7	73:13,14,19
			benefits 94:23	board 4:9,23	74:17,19
				7:10 14:8	75:17 84:24
				17:14 25:21	101:17
				67:8	102:17
				Board's 7:12	builds 68:24

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 3

bullied 87:15	Carrie 16:4	71:17,19	38:11 55:15	48:23 50:11	89:16 91:4
bunch 85:17	case 2:10	Chasity	56:10 83:6	50:17,24	94:11 96:6
bus 43:14	3:11 97:19	44:15,22	childrens	51:7,21	102:13
66:6 101:14	casket 67:20	chats 30:4	93:21	55:20 57:15	Collins 102:5
C	cause 48:10	Chicago 1:16	choice 6:2	closed 15:20	102:6 103:2
C 7:23 8:1,12	CD 39:24	2:9 3:9 4:8	choices 53:4	40:2 50:11	104:5
8:21 50:14	41:11 42:2	4:12 7:17	choose 53:2	closing 3:8	color 61:3
50:15 106:2	CDs 40:10	9:17 11:19	circle 14:21	52:13 54:8	colored 58:6
C-h-a-n-i-k-a	cell 3:22 4:1	14:9 18:1,4	circles 29:7	55:17 62:11	colors 58:4
97:5	CEO 4:12 5:5	26:2 54:7	29:12	65:3 67:16	combine
Caldy 37:6	10:16,22	55:3 62:2	Circuit 2:3	72:1 80:17	79:22 83:9
calendar	14:2 15:20	86:3 90:22	circumstan...	82:14 85:15	85:24 99:22
6:19 66:13	18:8,12	99:17	30:11	103:3,5	combined
call 3:2 58:4	31:4	100:23	citizens 58:13	closings 7:23	14:22 15:13
65:17 96:12	CEO's 3:17	107:2	city 14:8 54:7	closure 1:2	19:23 22:3
called 33:3	4:18 5:3	Chicago's	99:13	2:5 10:23	30:22
44:17 62:17	7:19,21 8:1	54:14	Clark 32:3	11:2 31:5	combines
calling 38:2	9:3,10 17:8	chief 4:11	class 46:2	clue 103:18	15:2
104:13	20:6,7,12	10:14 18:1	classes 13:12	cluster 63:2	come 36:1
calls 66:17,20	25:2 31:13	18:6,13,19	classified	64:23	40:11 42:24
76:20	Certified	18:21 19:9	63:1	cluttered	46:4 52:7
capable	106:3 107:9	33:5 60:12	classroom	35:22	52:11 57:15
28:21 52:23	certify 106:5	62:23	56:3,21	coach 28:6	60:4 67:6
78:19	challenge	child 87:11	60:23 86:23	coaster 79:10	79:12 84:19
capacities	45:24 55:14	89:14,14	87:3	code 5:4 7:9	84:19,20
16:21 18:16	challenges	93:16 94:6	classrooms	76:24	86:18 92:21
capital 55:4	55:15 63:11	94:8 100:10	12:5,7,16	coffee 30:4	93:3 94:20
capture	70:9	100:16	12:20,23,24	Coleman	95:8,14
75:17	challenging	childhood	56:1,4	44:1,2,3	comes 70:18
car 42:23	63:6	30:15	73:16 74:21	collaborating	comfort
card 66:4	chambers	children	75:12	76:20	100:13
72:10 73:3	4:23	36:12 38:17	clean-ups	collaborati...	comfortable
care 39:6	chance 52:8	38:18,21	50:1	76:12	44:22 48:13
52:20 53:5	83:22	39:15 42:21	clear 87:23	colleague	56:16 58:16
78:18 91:13	change 8:20	43:6,19	88:13	11:8 17:1	coming 35:23
91:14	16:13,17	44:4,17	clearly 33:8	82:6	93:1 94:19
career 63:21	43:17 46:4	45:12,14	client 93:13	colleagues	95:13 99:10
76:14 96:6	52:13	46:17,22,24	climate 58:10	76:20 88:1	103:23
carefully	changed 90:5	57:12,18,23	63:16	collect 65:17	COMMEN...
53:2	changes	57:24 59:8	close 4:12	collectively	1:9
caring 49:18	51:24 64:7	60:7 80:22	10:13,16	62:6	comment
Carpenter	64:13,15	92:11 93:23	36:1 40:24	college 53:15	6:17 8:4
58:21	Chanika 97:4	102:1	44:19 45:6	63:20 68:19	comments
	Charnette	children's	45:13 46:2	68:20 76:14	31:18,19

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 4

32:1 105:4 105:9 commercial 93:10,11 commitment 66:3 76:14 committed 49:18 64:1 66:2 common 90:1 commotion 51:11 communica... 36:22 65:15 65:16 communities 8:6 54:14 61:24 62:5 community 6:5,20,21 7:1 8:2,4,10 10:9 25:23 26:4 27:4 33:2 42:17 50:1,6 53:5 56:11,12 59:24 60:1 60:2 64:12 76:8,10 78:11 80:2 89:18 92:3 92:7,16,20 92:21 93:1 93:2,4,24 94:9,12 98:23 99:16 99:19 100:5 compare 21:9 80:16 compared 24:14,21 80:14 compares 22:13	Comparing 61:9 compassio... 52:24 compiled 4:19 9:4 complete 50:2 complex 28:23 complexity 76:15 complies 5:3 component 22:12 composite 19:3 21:3 22:2,5,7 72:22 82:10 comprehen... 27:21 compromis... 12:12 computer 41:3 56:20 73:22 75:1 concern 42:9 43:19 59:7 95:17 103:5 concerned 39:8 57:11 60:8 94:16 94:17 95:10 95:11 concerns 25:12 26:15 29:8 42:7 54:8 conclude 41:17 81:2 105:4 concludes 17:4 31:9 31:12	conclusion 30:21 78:14 conduct 76:9 77:1 conference 102:15 conferences 66:5,7,15 conferencing 77:12 Confident 52:23 confidentia... 76:13 confusion 48:10 connection 4:10 consider 1:2 28:10 31:22 43:12,18 57:2 60:21 considerati... 4:21 32:10 32:14 39:15 61:10 70:17 75:12 82:13 considerati... 16:23 considered 12:10,15 13:8,11 16:17 42:20 55:23 56:21 57:8 considering 58:12 consistent 72:12 consistently 97:10 consists 5:1 consolidati... 54:9 66:9	constitutes 106:9 constraints 2:15 contact 77:5 contains 8:1 content 63:8 continue 59:17 67:9 68:15 101:19 continuing 76:16 continuity 27:18 contributed 10:3 contributing 63:13 control 23:6 Controlling 23:3 controls 22:18 convenient 8:5 convey 10:8 coordinating 63:14 coordinator 27:9 copies 16:14 41:12 42:2 copy 4:22 7:5 32:16,18,23 32:24 41:22 Corey 65:11 corner 92:7 corners 26:21 42:13 58:14 92:5,6 correcting 3:14 54:21 Cory 34:12	cost 54:22 council 5:11 6:10 45:10 48:1 49:11 49:20 50:8 51:23 counsel 106:16,17 counselor 96:1,2,8 counselor's 73:21 counselors 96:11 count 58:17 COUNTY 106:2 court 2:1,3 2:18,18 3:19,21 33:8 covering 83:17 coworkers 67:9 84:14 98:8 CPS 9:22,24 10:17 11:4 14:12 19:12 25:10,20,24 28:13 29:5 29:10,21 38:17 54:13 56:19 61:8 67:21 69:18 72:13 75:11 88:6,13 100:8 create 99:15 created 52:22 creating 99:20 creative 52:23	crime 79:20 79:20 80:11 criteria 5:17 19:9 critical 28:21 64:14 cultural 66:19 67:2 culture 63:15 culture-bui... 29:23 cultured 64:4 current 14:5 14:24 15:1 19:19 21:14 65:2,6 currently 11:12 15:23 16:3,9 19:7 CVS 89:9 <hr/> D D 51:5,6,20 daily 65:6 67:3 75:14 Daniel 1:6 2:7 4:14 Daphne 44:1 44:2 Daren 100:3 data 27:22 63:3,4 65:2 69:10,12,15 69:19 70:14 70:14 71:1 72:16 73:21 78:20 80:22 80:23 81:8 82:7 84:24 97:7,16 data-driven 63:5 dated 68:9 daughter
--	---	--	---	---	--

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 5

91:22 94:3	105:5	10:4 76:17	district 22:16	Dorian 37:16	35:10 60:24
David 87:18	define 20:8	76:17	23:20 24:1	37:17	68:6 74:2,7
87:19	20:12	deviation	24:5,8 31:6	downright	74:10 90:7
day 10:20	defined 11:4	23:14,22	57:18,19,20	78:16	91:14,15
11:14 13:22	12:3 14:12	differences	70:1	Downtown	92:11 100:1
19:14 43:15	definitely	62:1,3	district's	99:17	educational
44:6 51:3	47:14	66:19	23:16	draft 5:12,14	19:6 56:23
52:12 53:15	delay 4:4	different	disturb 44:24	6:14 11:11	60:24 87:8
63:7 66:22	deliver 63:5	35:20,22	diverse 30:13	25:15 30:18	87:14
67:5,7,10	delivered	44:5 58:6	64:1	dream 103:7	educators
67:13,13	32:2	59:24 66:24	divided 18:5	dreams 98:6	49:17 78:13
68:22 80:9	delivery 6:7	85:7,8,10	divine 78:3	drop 90:20	78:17 80:18
80:22 87:16	demonstrate	88:18 98:22	Dixon 92:14	dropped	84:23
93:21,24	5:7	99:4,5,5	92:15	91:23	101:22
94:7 96:24	demonstrat...	100:5,7,7	doctorate	due 2:14 72:1	effective
99:17	5:2 8:14,23	differentiat...	19:7	72:3 84:24	12:18
101:12	department	63:21	doctors 68:20	84:24 100:4	efficiency
103:1 107:2	4:9 10:1	difficulties	68:22 101:5	100:6	8:18 11:3
days 6:19,22	26:2,3 32:3	3:14	document	duty 96:13	11:19,23
deal 39:10	32:8 86:5	direct 14:16	76:2	dying 43:7	12:9,14
76:8 103:22	department's	28:3	documentary	47:1	13:3,19,24
103:24	10:4	directed	5:1		14:11,20
dealing 76:5	describe 5:15	60:14	documenta...	E	15:3,10,16
80:5	described	direction	71:13	E 52:16,17	19:24 31:1
deals 70:15	30:18	106:9	documents	e-mail 32:9	efficient 9:21
decide 82:13	deserve 91:19	directly 88:5	4:20 5:7	32:16 66:13	effort 90:17
104:18	designate	88:11,12	8:23 32:7	105:11	efforts 17:3
decision 36:1	27:4	106:18	doing 36:20	e-mailed 32:4	63:14
40:8 41:6	designated	disabilities	36:24 38:1	32:8	Egan 1:11
55:24 79:12	26:21 47:18	5:21	40:16 42:18	ear 46:14	2:2
80:19 104:7	designating	discretionary	43:16,16	Earle 18:23	eight 73:16
104:8	7:9	28:3	44:13 68:6	19:1	73:24 74:5
decision-m...	designing	discuss 11:6	68:14,16	earlier 97:8	84:14 96:24
42:19 76:18	28:22	11:9 17:1	77:20 83:13	early 30:15	eighth 11:17
decisions	desk 16:15	discussed	90:23 96:22	ease 25:8	38:1 48:8
28:11,24	destroy 46:16	71:24 97:8	101:19	Edmund	49:9,13
43:12	detail 30:18	discussing	102:20	92:14	52:6 59:1,3
decreases	details 11:6	71:14	dollar 100:17	educated	59:4 70:12
12:14	develop 26:6	disrespect	101:4,9,24	80:18	70:18,22
dedicated	developed	68:13	dollars 55:4	educating	71:5 74:9
94:16,17	25:10	disrespectful	100:18	78:19	80:6 86:21
dedicating	developing	78:17 79:8	donated 85:7	education 4:9	either 32:7
25:11	28:22 64:1	distance	Donovan	10:1 14:8	91:13
dedication	development	16:22 42:16	45:19,24	18:17 22:24	elected 6:10

April 17, 2013

Page 6

elementary 1:3,6 2:6,8 4:13,15 11:14 12:2 12:8,13,19 13:6 16:5 18:2,9,21 18:23 20:9 20:13 47:24 48:2 49:11 50:16 52:18 62:23 63:17 65:8 69:8 71:21 72:18 72:20 83:7 93:17 98:20 102:7	59:22,23 79:20,24 89:17,21 91:7,8 93:23 94:10 94:13 Englewood... 18:2,9,22 62:21,24 71:9 English 5:22 23:1 30:14 enhanceme... 26:13 enrichment 66:24 enroll 5:24 10:24 enrolled 16:9 enrollment 8:18 10:19 11:3,18,23 12:1,3,9,14 13:1,2,7,10 13:16,18,21 13:24 14:11 14:14,18,20 14:23,24 15:1,3,5,7 15:10,13,15 19:13,23,24 30:22 31:1 ensure 27:13 27:18 30:9 entire 65:21 65:22 Ento 46:19 entrust 94:6 94:7 environment 29:4,19 35:22 56:24 60:22,24 61:12 63:19	environme... 28:19 equal 20:14 equals 12:24 especially 38:14 essentially 31:12 establish 64:10 established 72:12,16 establishm... 7:15 16:18 ethical 76:9 ethnicity 22:21 evaluation 10:2 evening 2:1 4:5 9:14 17:22 42:6 43:15 45:18 49:8 52:17 53:24 54:2 62:18,19 65:13 69:6 71:18 73:10 81:5 83:4 88:21,22 93:7 95:23 98:17 Evers 79:16 88:5,10 everybody 39:11 45:4 45:4 49:2,4 95:13 103:15 everyday 65:14 everyone's 62:7 evidence 4:1	5:1 7:24 28:24 example 23:20 28:5 56:10,11 exceed 11:2 14:10 19:24 31:1 72:8 74:7 75:8 exceeding 8:18 exceeds 21:3 22:2,5,7 97:22 excellence 63:20 excellent 35:7 35:19,24 36:20 44:14 45:2,3 46:18 90:24 excuse 68:23 excuses 68:23 executive 4:11 10:14 19:10 33:5 54:13 Exhibit 4:19 9:4 expect 62:3 70:20 85:18 99:23 expectation 70:23 expectations 65:7 expected 72:3 experience 27:17 52:5 52:8 experienced 19:2 explain 5:16 14:14 21:5	21:6 explaining 25:16 extremely 78:21,22 eye 46:8 52:10 <hr/> F <hr/> F-e-l-t-o-n 9:16 face 40:5 85:2,12,17 95:6 98:9 102:20 facilitate 29:6 facilities 9:22 12:2 facility 8:17 10:12 11:19 12:20 13:6 13:12,17,19 14:6,21 15:4,11,18 19:19,20 30:24 facility's 11:3 12:1 14:11 15:15 19:24 31:1 facing 57:5 62:5 fact 42:20 54:17 75:17 81:21 86:1 88:11 factions 99:4 99:4 factors 16:17 22:19 23:3 55:22 facts 69:14 73:13 74:18	factual 73:1 faculty 27:19 fair 59:18 91:22 98:14 faith 26:4 fall 28:13 70:24 71:11 familiar 48:11,14 families 25:17 30:4 30:6 62:6 65:15,16 89:17 family 26:3 37:20 49:4 54:22 65:18 65:20 78:8 78:10 83:6 88:10 90:24 91:2 94:1 96:18,19 97:3 fantastic 56:19 far 23:15 60:16 81:22 82:9 85:15 94:2 98:21 faster 23:19 23:23 24:14 24:20 97:12 97:15 father 90:4 94:1 fathers 96:15 February 99:12 feedback 25:22 89:4 feel 35:8 48:12,16 58:15 79:7 85:2 87:7
--	--	---	---	---	---

April 17, 2013

Page 7

87:13,15	fit 69:20	42:14	59:5 99:6,7	41:11,12	good 2:1 4:4
95:3,5	fits 19:9	foundation	99:8	42:2,22	9:14 17:22
101:11	five 6:22 37:9	48:4 64:10	gangs 67:15	43:4 55:11	37:3 38:10
feels 79:15	42:22 46:1	four 19:4	67:17 89:23	60:16,17	42:6,13
98:9	47:9 57:1	20:16,22,24	98:22 99:3	67:18,20	45:18,21
felt 90:12	57:21 58:5	36:18 37:9	99:10,11	85:19 86:6	46:5,18
102:19	59:2 97:11	37:19,22	gather 61:18	86:9,12,13	49:8 51:10
Felton 1:19	98:22 105:7	56:17	gender 23:2	94:3 96:12	52:17 53:3
8:13 9:10	five-year	fourth 22:9	general 33:19	98:3,3,10	53:24 54:2
9:13,14,15	10:4	28:13 29:19	74:10	98:13,20	62:18,19
Felton's	fix 55:14	36:19 44:4	generated	99:7,12,16	65:13 69:6
17:17	floor 32:4	44:10 71:20	88:6,12	101:12	71:18 73:10
Fenger 100:3	flow 43:4	81:6 82:22	gentlemen	103:6,6	76:19 79:1
field 30:5	focus 65:1	89:4,14	2:2 65:14	104:15,20	81:5 83:4
87:9,14	focused 10:2	90:14	105:3	104:21	88:20,22
fifth 44:5	focuses 88:15	free 22:20	geographic	goal 63:12	93:7 95:23
50:20	follow 50:10	frustrated	16:3,22	goals 65:6	98:17
fight 90:3	76:22	54:17	George 35:15	goes 36:13	102:20
fighting 47:2	following 5:8	fuel 43:11	35:17	60:17 66:10	gotten 32:22
47:3 55:1	6:17 17:17	fulfill 25:12	getting 41:5,8	92:6	grade 22:19
87:10	26:9 27:8	fulfilling 98:6	43:8 68:18	going 3:2,15	36:19 42:11
figure 86:24	29:5 64:20	fully 14:14	99:24	4:17 34:9	44:4,5 48:8
file 41:23	FOLLOWS	fun 52:6,7,9	Gibson 78:24	35:20 38:6	49:13 50:16
final 25:20	1:16	fund 76:22	79:1,2 88:1	38:13,19	52:6,19
finalized 6:16	force 66:2	Fundraiser	Gifted 19:5	39:12 41:11	70:5,15,19
79:13	Ford 99:13	49:22	girl 90:12	41:17 42:8	70:22 71:4
Finally 6:11	foregoing	funds 28:5	give 31:15	46:22 48:7	71:5,20
7:21 8:21	106:6	49:22	35:5 40:17	48:19 51:9	74:9 77:5
13:2 30:8	forget 99:16	funeral 67:18	40:19,24	51:10,12	81:7 82:22
find 86:14	forgot 100:8	further 15:5	50:5 53:11	53:18 67:16	90:1,14
fine 3:19	forgotten	32:20	61:3 62:12	67:17,18,19	grader 38:1
33:24 40:21	100:2	future 52:20	73:12 74:18	68:23 75:7	44:11 49:9
fire 43:11	form 40:8	55:15 95:15	83:22	79:11,23	50:22 58:23
first 6:19	formal 77:7	101:3,5,8	100:14	80:2 84:23	59:1 70:18
21:9 26:9	formally	101:20	101:24	85:23,24	86:21 89:4
27:9 29:5	75:11		given 2:15,22	86:18,23,24	89:5
33:18 34:2	former 27:15	G	33:15 75:23	87:2 90:10	graders 59:3
34:7,20,22	formula	G-u-y-t-o-n	78:20 81:21	99:12	59:4 70:12
47:21 48:5	75:16	69:7	89:4	100:13,13	80:6
55:16 57:10	forth 64:24	gain 65:4	gives 60:18	102:23,24	grades 11:17
60:13 62:16	forward	gains 19:2	giving 90:16	103:13,18	44:7 73:15
64:16 69:11	47:22 62:11	86:19	global 28:21	103:24	73:24 74:4
92:24 98:10	93:2	gang 57:21	go 3:4 37:8	104:4,5,14	74:20,21
98:11,12	foster 29:19	58:1,2 59:2	37:12 39:19	104:16	90:11

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 8

graduated 46:3 79:4 89:8,11 91:3	59:18 99:23 grow 70:23 growing 23:18,23 24:3,6 98:4 99:2	80:7 hand 32:2 107:2 hand-deliv... 32:7 handbook 76:23 handle 86:5 hands 90:21 happen 54:20 54:21 66:12 67:16 90:10 91:7 103:13 104:6	6:14 9:6 10:8 17:6 17:13,20 25:23 31:22 32:10,15,21 33:4,24 34:11,14,17 34:21 35:13 36:3,7 37:5 37:15 39:17 41:22 42:4 43:22 44:1 45:16 47:7 47:16 49:6 50:13 51:4 51:18 52:15 53:16,21 54:2 62:14 62:19 65:10 69:4 71:16 73:9 75:21 76:3 78:21 78:23 81:3 83:2,24 84:4,6,9,12 87:18 88:17 88:22 92:13 93:5 95:18 98:15 102:2 105:2	29:3,5,10 30:6 31:5 40:18 49:22 56:8,19 62:4 65:23 helping 29:7 56:6 60:9 helps 56:5,14 hereto 106:18 hereunto 107:1 hero 45:23 Hi 37:17 39:20 44:2 84:10 98:17 high 23:9 53:7 57:2 68:19 86:7 89:1,9,16 97:17 100:3 higher 5:24 10:24 20:5 20:8,10,13 20:15,20,22 21:7,22 24:24 25:3 31:2 71:6 72:6,24 81:18 82:11 97:21	90:19 97:1 101:14,15 103:6 homeless 57:2 homeroom 12:5 homerooms 12:4,22 13:15 75:13 honestly 103:14,17 Honor 3:12 4:5 9:8,15 17:4,7,23 31:11 32:11 33:20 34:20 54:1 65:14 84:10 87:20 87:20 HONORA... 1:11 hope 35:3 50:8 66:11 91:18 95:14 Hopefully 66:11 horrible 38:6 hours 66:18 85:3 96:24 house 67:1 79:24 huge 57:10 hundreds 99:18,19 Hurley 1:18 3:12,20 4:3 4:6,6 9:8 17:7,16 31:11
graduating 48:7 graduation 81:23 grand 43:20 46:13 granddaug... 39:21 40:14 41:7,9 45:22 grandparent 39:18 45:19 grant 9:6 76:22 graph 17:15 51:16 great 35:9 48:4,21,22 51:2,2,22 53:9 60:3,6 91:10,10,20 greater 81:23 greatness 53:10 green 58:8,20 green-hash... 14:19 greet 66:21 Greetings 92:15 grew 24:13 24:20 94:10 grounding 28:24 group 64:20 65:22 77:11 grouping 77:11 groups 26:4 29:7,15	growth 21:17 22:14,15 23:9,10 61:11,15,16 70:16 71:11 97:15 guard 101:16 guardians 5:9 6:9 guess 61:18 86:19 Guggenheim 59:15 guided 64:20 guidelines 5:5,17 6:14 6:16 7:19 10:15 19:10 20:6,7,12 20:21 25:2 guys 35:24 40:16 41:5 92:1 Guyton 69:5 69:6,7 75:24 87:20 gymnasium 73:22 gymnasiums 75:2	happened 40:6,13,16 41:2 99:13 happens 57:17 60:5 60:8 103:14 104:14 harass 79:14 hard 49:18 53:8 Harding 83:3 83:4,5 hardships 78:11 Harper 89:1 Harris 46:19 hate 91:20,24 havoc 99:15 99:20 head-shaker 80:19 headed 91:5 hear 16:24 33:22 47:11 47:15 heard 19:8 57:11 60:15 71:24 92:19 hearing 1:1 1:12 2:4,5	hearings 6:6 7:22 heart 45:20 48:16 101:12 Heckmann 87:18,19,21 91:21 held 8:5,10 Hello 35:1,16 36:10 37:7 47:23 50:15 102:5 help 27:10	helping 29:7 56:6 60:9 helps 56:5,14 hereto 106:18 hereunto 107:1 hero 45:23 Hi 37:17 39:20 44:2 84:10 98:17 high 23:9 53:7 57:2 68:19 86:7 89:1,9,16 97:17 100:3 higher 5:24 10:24 20:5 20:8,10,13 20:15,20,22 21:7,22 24:24 25:3 31:2 71:6 72:6,24 81:18 82:11 97:21 higher-perf... 8:24 highest 71:11 highlight 11:10 17:2 highly 29:17 59:5 79:18 86:12 hired 98:12 history 67:1 home 25:17 26:23 56:11 60:7 66:14 82:21 83:6	homeless 57:2 homeroom 12:5 homerooms 12:4,22 13:15 75:13 honestly 103:14,17 Honor 3:12 4:5 9:8,15 17:4,7,23 31:11 32:11 33:20 34:20 54:1 65:14 84:10 87:20 87:20 HONORA... 1:11 hope 35:3 50:8 66:11 91:18 95:14 Hopefully 66:11 horrible 38:6 hours 66:18 85:3 96:24 house 67:1 79:24 huge 57:10 hundreds 99:18,19 Hurley 1:18 3:12,20 4:3 4:6,6 9:8 17:7,16 31:11
	H				I
	H-u-r-l-e-y 4:7 hair 93:9 half 64:16 Halsted 58:19,20	heard 19:8 57:11 60:15 71:24 92:19 hearing 1:1 1:12 2:4,5	held 8:5,10 Hello 35:1,16 36:10 37:7 47:23 50:15 102:5 help 27:10	helping 29:7 56:6 60:9 helps 56:5,14 hereto 106:18 hereunto 107:1 hero 45:23 Hi 37:17 39:20 44:2 84:10 98:17 high 23:9 53:7 57:2 68:19 86:7 89:1,9,16 97:17 100:3 higher 5:24 10:24 20:5 20:8,10,13 20:15,20,22 21:7,22 24:24 25:3 31:2 71:6 72:6,24 81:18 82:11 97:21 higher-perf... 8:24 highest 71:11 highlight 11:10 17:2 highly 29:17 59:5 79:18 86:12 hired 98:12 history 67:1 home 25:17 26:23 56:11 60:7 66:14 82:21 83:6	homeless 57:2 homeroom 12:5 homerooms 12:4,22 13:15 75:13 honestly 103:14,17 Honor 3:12 4:5 9:8,15 17:4,7,23 31:11 32:11 33:20 34:20 54:1 65:14 84:10 87:20 87:20 HONORA... 1:11 hope 35:3 50:8 66:11 91:18 95:14 Hopefully 66:11 horrible 38:6 hours 66:18 85:3 96:24 house 67:1 79:24 huge 57:10 hundreds 99:18,19 Hurley 1:18 3:12,20 4:3 4:6,6 9:8 17:7,16 31:11

April 17, 2013

Page 9

ideal 12:1,2 12:24 13:16	59:17 60:23 83:18,23	21:17 25:14 27:24	interfere 3:23	job 90:24	keeping 104:10
identifiable 26:20	improveme... 21:15 55:4	individuali... 22:24 29:16	intersections 27:5	96:23 98:10 98:11	Keller 19:4
identified 25:1 58:1	90:14	individuals 34:2	intervention 29:6 74:3	101:18,21	Kendal 78:23
identifies 5:18,23	improveme... 55:8,9,10	infomercial 93:12	75:3	jobs 45:11	79:2
identify 6:2 23:8 27:24 70:9	improving 61:13	informal 77:7	interventio... 64:22 69:10	John 1:3 2:6 4:13 49:11	kids 35:21
IEP 22:24	inaccurate 82:6 98:24	information 6:1 10:11	interventions 29:18 70:11	63:17 68:16	37:12 43:7
IEPs 77:13	include 3:16	31:23 69:17	interview 98:12	69:8 71:20	43:9 44:21
Illinois 5:4 7:9 72:10 106:1,4 107:2	includes 5:8 6:4,11 7:8 7:12,21,24	71:7 81:9 82:5 105:8	introduce 9:9 17:8	89:6,8 90:8 91:3,11,18	45:8,8,9,13
immediately 17:17	8:12,21	informed 47:18	invested 55:5	96:1 98:19	46:13 65:24
impact 23:4 77:22,24	96:3	input 25:24	inviting 63:15	100:22	67:11,11,22
impacted 10:23	including 16:20 18:17	inquiry-ba... 63:22	involved 16:21	Johnson 43:23,24	68:6,7,19
implement 29:11,22 63:12 65:1	22:19 27:8	inside 56:8 56:13 58:5	Iowa 89:10 91:6	88:19,20,23	83:14 86:2
implemented 62:8	29:4 30:12	instruction 63:7,23	ISAT 19:3 21:3 22:1,3	88:23 89:5	86:6 90:11
implementi... 64:19	97:16	64:21 77:12	22:5,14,20	89:6 102:13	91:2,14
implication 78:1	inclusive 29:20	instructional 28:6 65:1	70:14 72:7	joined 9:24	92:18,18,23
implications 78:2	inconsider... 79:9	insulting 78:22	77:8 97:23	Jordan 98:18	96:20,24
implore 65:24 68:12	incorporate 25:22	integrate 38:6	ISBE 73:3 81:12	judge 2:3	98:4 99:2
importance 57:7	increased 64:15	integration 38:14	issue 90:7 92:9,10	judgment 76:19	99:10,14,19
important 57:10	increases 12:9	integrity 76:8 87:24 88:15	issues 44:11 48:20 54:24	July 9:19 18:14	99:21,23
impression 41:5	independe... 64:2	intense 63:3	57:5 59:11	jumped 66:6 104:4	100:19
improve 9:21 55:2 56:23	independent 6:13	intentional 63:6	62:5 83:16 92:9	juries 29:12	101:1,2,4
	indicates 23:21	interactive 63:15 72:10	J	jurisdictions 100:7	102:16
	indicating 88:3	interest 62:7	J-o-r-d-a-n 98:18		103:1,2,5,7
	indirectly 106:19	interested 10:10 106:18	Jacobs 16:4		103:8,9,16
	individual		James 1:11 2:2		103:17,21
			Jennifer 83:2 83:5		103:23
					104:1,3,19
					104:22
					killig 47:4
					killings 46:24 80:4
					kindergarten 11:17 49:15
					50:19 70:5
					71:4 80:5
					93:17
					kindergart... 37:23 50:20
					58:24
					King 46:14 46:20
					Kira 36:4 81:4,6

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 10

know 3:7 30:6 35:5 38:5,22 39:5,8,12 44:12,24 46:12 47:10 49:1,1,16 50:21,23 51:1 57:1 62:1 68:8 78:1 80:2 81:21 82:4 82:14 83:20 85:5,13,17 87:6,12,16 89:18 90:4 91:16 92:1 92:2,4,4,5,6 94:13 95:2 96:20,23 103:12,17 104:13,16 104:23	84:11,13,19 ladies 2:1 65:13 105:3 Lakeshore 85:9 Lamonica 84:1,9,11 language 5:23 23:1 30:15 laptop 40:19 Lashanda 34:23 35:2 Latasha 33:16 54:3 80:6 89:2 late 93:8 law 4:9 32:2 32:8 lawyers 68:21,22 101:6 leader 28:6 leadership 29:22 62:22 64:11 leading 67:24 learn 35:21 56:10,15 59:9 learned 50:22 learner 23:1 learners 5:23 30:15 64:1 learning 28:19 30:13 35:8 38:3 50:4,20 53:9 58:13 59:11 83:15 83:21 99:24 leave 84:23 85:24 87:1	87:2,8,10 87:14 101:10 leaving 66:8 ledge 4:24 Lee 98:17,18 left 66:7 length 58:24 59:1 lessee 12:18 Let's 55:19 letter 47:18 47:20 79:6 79:17 88:3 88:4,6,11 88:12 letters 5:9,14 66:14 leukemia 49:23 level 20:10,14 20:19 21:14 22:19,19 28:21 37:24 70:16,19,22 71:6 72:7 77:15 liaison 83:6 library 56:19 73:22 75:1 License 107:10 lies 85:18 life 46:17,18 65:24 91:16 100:4,11,20 104:17 limit 101:8 limited 12:17 16:20 96:3 lines 14:19 100:7 list 1:24 2:22 6:13 33:14	33:16 34:1 34:2,2,23 47:8,13 listed 34:7 35:14 57:6 59:12 95:19 101:4 listened 89:2 lists 88:18 literally 80:3 little 39:23 48:6 80:10 83:18 90:12 91:5 live 16:10 38:9 46:18 79:23,24 94:13 lived 80:1 91:8 lives 62:2 living 5:22 22:23 30:14 local 5:10 6:9 26:4 45:10 located 9:12 11:12 15:23 16:5,13 17:11 19:19 25:18 30:19 74:16 location 8:5 14:5 73:14 74:19 logs 65:17 67:3 77:5 77:10,11,13 long 44:13 80:8 look 61:1,21 62:11 67:19 82:7 103:1 looked 57:4,8 looking 41:16	61:23 86:23 104:21 Loomis 58:22 80:7,9 lose 100:11 losses 78:8,9 lost 77:21 78:2 100:4 lot 35:20 41:19 43:2 43:3 48:10 48:19 51:11 51:23,24 52:9,10 55:9,11 66:8 80:10 82:4,11 85:13,15 87:4,7 94:15,16 loudly 2:17 love 44:10 48:17 85:11 loved 82:17 loves 93:18 low 23:8 lower 56:3 97:18,19 LSC 43:1 lumps 89:22 lunch 22:21 luncheons 29:24 Lynetta 84:4	Ma'am 75:21 main 41:4 58:14 73:13 73:14,19 75:17 92:10 95:17 maintain 27:11 76:12 maintained 77:13 maintaining 77:3 majority 20:15,22 25:1 making 12:17 40:6 43:13 51:24 55:23 Mall 99:13 manage 9:20 mandate 70:1 mandatory 70:6 manner 66:16 map 8:19 16:12,14 57:20 58:18 70:4,13,16 70:24 77:7 March 6:18 99:16 marked 3:6 33:13 Marshall 71:17,18,19 90:15 Master 19:5 materials 68:10 82:20 82:24 math 21:5 22:11 28:8
L L 73:11,11 L-e-e 98:18 lab 40:20 41:3 56:20 75:1 82:17 82:20 labs 73:22 75:16 82:23 85:6 Lacy 84:9,10				M M-c-M-i-l-l... 95:24 M-i-c-h-e-l-e 4:6 M-o-o-n-e-y 97:5 M-o-o-r-e 73:12	

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 11

28:16 38:2	23:12,15	metrics 20:16	3:17	63:9	needed 56:13
63:1 65:18	meet 28:1	20:23,24	mommy	multi-disci...	needs 5:20
65:20 71:3	66:21 72:8	21:6 22:9	44:19	63:10	25:14 27:24
71:12,20	76:7 81:15	25:1 61:14	Monday 7:2	multiple	28:1 30:10
72:21 73:7	97:22	61:15	7:7 8:8,10	28:22 97:23	30:13 56:2
82:10 85:21	meeting 6:20	Michelle 1:18	money 85:9	multiplied	negative 24:5
102:7	6:21,23 7:1	4:5	92:2 103:9	12:4 13:15	24:12,18
mathemati...	8:4,10	microphone	103:10	Multiplying	neighborho...
38:3	39:10 41:21	47:22	monitor	12:23	16:8 38:9
mathematics	88:24	middle 102:7	26:21	murders 80:3	network 18:3
22:4 24:16	meetings 6:5	mighty 46:15	monitoring	music 73:23	18:5,9,22
24:21	8:2 25:23	military 91:4	77:6	77:15	25:8 62:21
matter 53:11	30:5 33:2	million	monthly		63:1 70:1
Matthew	45:11 64:24	100:19	66:13	N	71:9
90:15	meets 5:17	Millions 55:4	months 71:22	name 2:2,17	networks
Matthews	21:3 22:2,5	mind 3:8	monumental	2:24 3:3 4:5	18:5
36:5,6 81:4	22:6 52:10	52:13	57:7	9:15 17:23	never 40:6,9
81:5,6	member	104:11	monuments	17:24 34:3	40:12,15,16
84:21 85:5	78:24 79:2	minds 67:7	68:24	35:1,16	41:2,13,14
maximum	89:20 90:2	67:10,12	Mooney 97:4	36:10 37:7	41:15 53:11
74:11	96:9,10	68:18	97:4	37:17 39:20	73:4 85:10
Maynard	members	mines 42:10	Moore 51:15	42:6 44:2	new 29:4
102:6	5:10,11	minus 11:24	73:9,10,11	46:4 47:20	30:7 39:10
mayor	6:10 10:10	13:3	76:1	69:6 71:18	39:11 57:13
102:15	29:6,11	minutes 2:15	Moorehead	79:1 81:5	57:22 64:10
McKenny	31:21 64:4	41:18 42:22	34:24 35:1	83:4 84:10	88:4 102:17
36:17	64:12 91:1	69:3	Morgan	88:7,23	103:23,24
McKenny's	men 52:24	misleading	58:20	95:22,22,23	104:1
67:4	67:6 93:10	69:19 72:15	morning	98:17 102:5	newly 49:10
McLaurin	mental 38:12	78:16,21	26:23 66:22	nationwide	64:11
42:5,6,7	mentioned	81:11 88:8	66:22 91:23	86:3	news 102:14
McMILLAN	75:22	88:16 97:9	93:9	nature 63:10	newsletters
95:23,24	merge 51:8	missed 36:8	mother 41:14	78:12	66:14
mean 23:12	merging	missing 77:9	82:21	near 24:2	newspaper
23:22 45:4	35:19	77:10	mothers	necessary	6:6
70:17 92:1	messages	mobility	96:15	64:14	nice 77:23
93:4 103:12	65:18	22:22 57:2	motion 9:7	need 4:4	80:10
meaning	met 72:13	Mohommy	motivate	29:15 41:1	niece 91:5
23:22	81:13 82:22	36:17	63:19	42:24,24	night 44:6
means 23:13	methodology	mold 67:7,9	move 53:18	43:11,13	93:8 103:6
23:17 24:2	22:18	67:12	moving 61:19	47:1 54:14	nights 65:19
24:5,12,19	metric 21:9	molding	93:2 103:3	82:12 85:20	65:21
57:24 69:13	22:1 23:7	68:18	MPG 70:6	85:21 91:9	Nilah 45:20
measure	23:11	moment 3:13	multi-dime...	102:1	nine 22:18

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 12

nine-year-o... 42:10	occurring 55:6	officially 40:2	outline 74:15	35:14,17	60:3,6
note 6:24	offer 28:14	officials 6:10	outlined 16:18	36:4,11	partnerships 64:12
notes 79:5	40:23 94:9	26:5	outlining 7:10 9:1	37:18 44:3	passage 26:18,19
nother 86:10	offered 9:2	oh 36:7 84:12	outperform... 71:1 72:19	45:10 56:5	27:5 38:22
nothingness 69:1	11:11	86:17,24	97:10	66:12,23	57:15 58:15
notice 5:9,14	office 25:24	103:3	outperform... 72:17	74:24 76:23	path 50:9
6:4,8	54:13 60:4	okay 3:19	overall 72:22	77:4 87:9	patients 49:21,23
noticed 2:21	73:21	37:15 39:15	overcrowded 12:11 13:11	88:24	pattern 61:11
33:15	officer 1:12	40:23 47:7	overnight 54:20	100:10	pause 3:13
November 6:15	2:4 4:11 9:6	47:16 51:18	oversight 18:7,11	parent-stu... 66:15	pay 68:3,4
nowadays 99:1,10	17:6,13,20	84:8 85:20	overview 65:8	parents 5:9	94:3
number 4:19	31:22 32:10	87:22	P	6:8 10:9	peace 29:7
12:3,5,21	32:15 33:4	once 28:11	P 1:3 2:6 4:13	33:21 34:19	peer 29:12,12
13:14,14,15	33:6,24	105:12	49:11 63:17	42:15,15	50:2 83:14
13:23 18:16	34:11,14,17	ones 3:6 34:5	68:16 69:8	43:19,20,20	peer-to-peer 29:13
23:17 53:22	34:21 35:13	52:7	71:20 89:6	45:5 47:2,9	Peggy 106:3
56:3 57:6	36:3,7 37:5	open 31:19	89:8 90:8	48:13 54:13	107:8
59:7	37:15 39:17	37:10 39:2	91:3,11,18	56:5,9	Pennies 49:21
numbers 10:19 19:13	41:22 42:4	39:3 67:1	96:1 98:19	57:11 65:4	people 2:11
69:20,24	43:22 44:1	90:9	98:23	66:16,21,21	2:13,23 3:2
74:15 86:20	45:16 47:7	operates 87:24	100:22	89:3 90:20	3:21 32:17
92:2 98:21	47:16 49:6	opportuniti... 65:4	p.m 1:9 7:7	92:16 94:17	33:14 42:12
numerous 84:15 85:3	50:13 51:4	opportunity 3:6 28:15	8:8 31:20	105:6	52:21 54:5
nurses 101:7	51:18 52:15	32:22 35:6	pace 23:19,24	Parish 84:7,8	66:8 78:8
nurturing 63:18	53:16,21	49:16 69:23	24:4,7,20	part 3:15	78:18 80:11
NWEA 70:4	54:2 62:14	84:22 88:19	pages 60:18	47:24 48:2	85:14 92:16
	62:19 65:10	option 10:24	61:2	62:21 93:12	101:7
	69:4 71:16	options 5:24	paint 78:18	participants 30:16	Peoria 58:20
	73:9 75:21	12:11	paper 40:11	participate 28:15	perceive 69:14,23
	76:3 78:23	oral 105:4	41:12	participated 49:21	percent 11:24
	81:3 83:2	order 78:3	papers 40:20	participation 22:22 31:17	12:6,22
	83:24 84:4	organization 56:12	paraprofes... 64:22	105:13	13:4,13
	84:6,9,12	oriented 37:21	parent 30:5	parties 106:18	21:21 22:6
	87:18 88:17	OSS 26:1,8,9	34:23 35:2	partner 56:12	22:8 23:24
O 106:2,2	88:22 92:13	26:14,17		partners 26:4	71:2,3
o'clock 7:7	93:5 95:18	27:2		60:2	73:17 74:1
8:8 31:20	98:15 102:2	outcome 106:19		partnership	74:11,22
62:13 93:8	105:2				75:2,4,10
105:10	officer's 10:15 19:10				
obtain 28:7	officers 6:14				
obviously 90:10	offices 18:5				
occur 104:6	official 2:18				

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 13

75:18,19	26:11	47:4 50:11	23:17,20	43:1 49:10	proceed 2:9
82:1,2,22	pertains 97:8	68:12 81:2	56:22 63:15	50:7 51:6	2:11 3:10
percentage	97:15	96:21	possess 64:2	93:14	17:21 33:18
19:2 21:1	phased	plus 11:24	possible 25:9	pretty 82:3	34:5 47:17
21:10,23	102:13,21	13:3	63:16	91:11	62:16 91:16
72:8 81:18	phenomenal	pockets 85:5	100:16	previous 33:1	proceeding
81:24 97:21	78:5	103:10	posted 6:21	previously	106:11,13
perfect 44:14	phones 3:22	point 19:2	7:3	52:4	proceedings
perform	4:2	21:13 31:14	power 53:3	primary	106:10
97:12	phonetic	69:16 102:4	powers 7:10	74:17	process 7:11
performance	36:17 45:20	105:3	practicable	principal	25:9 83:22
7:13 11:9	picked 90:11	points 21:1	6:3	10:2 18:18	productive
17:2 20:10	picnics 30:5	21:10,13,20	practically	18:18,23	64:4 89:20
20:14,16,22	place 7:1	21:21,23	71:3	19:4 27:9	99:24
20:24 21:2	38:19,19	72:13 97:18	practices	27:11 45:3	professional
21:11,12,15	83:9,12,19	police 26:2	29:11	77:21 78:4	76:6,17
21:23 22:13	94:14,15	86:4 92:7	pray 35:4,24	78:5 79:14	program
22:20 23:7	106:12	policies 60:18	39:1 67:8	83:10,11	16:23 22:23
60:18,19	placed 17:14	policy 7:12	pre-K 44:9	88:2 102:18	22:24 28:8
61:5,8,20	82:18	7:14 16:19	48:3	principals	28:17,18
61:21,23	Plair 39:19	20:10,14	preaching	27:15 28:2	83:15
64:16 65:5	39:20,21	21:2,11,12	68:21	28:9 30:4	programmed
70:15 72:5	42:1	21:24 22:13	preK 74:20	prior 9:22	12:17
72:14	plan 5:15	politician	prekinderg...	18:20 19:3	programmi...
performed	10:5 11:11	101:6	11:16	22:19 23:6	12:11
20:21 21:7	25:10,15	pool 86:13	Prep 102:13	27:1	programs
24:23 71:5	26:6 30:19	poorly 12:17	prepare 28:1	privacy	64:23 66:24
72:6	95:9	population	prepared	76:13	progress 77:6
performing	planned	57:3 59:19	31:7 79:5	private 94:3	81:13
6:1 10:24	49:24	populations	100:10,12	privy 81:21	projected
20:5,8,13	planner 9:17	15:12	present 14:5	proactively	14:17,22
20:15,20	9:20,23	portfolio	31:24 33:17	27:23	15:5,7,13
25:3 31:2	planning	9:17,20,23	presentation	probably	projects 50:1
73:1 95:4	9:21	portfolios	3:15,18	68:13	50:3
97:14,17,21	plans 5:13	77:8	8:14 31:12	probation	proper 6:12
period 6:17	25:21 65:6	porthole	60:12 61:7	7:13	7:6
100:20,24	play 68:5	66:12	presented	problem	proportions
personal	playing 68:4	portion 16:2	32:9 40:1	28:20 29:13	73:18
48:20 77:15	68:5	16:10	69:18 78:20	39:22 40:3	proposal
106:8	plead 97:2	position 9:18	81:10 82:5	86:3 101:19	4:11,21 5:3
personally	please 4:1	18:20 28:7	presenting	problems	5:16,16 8:1
48:5,24	6:24 44:19	86:15	3:24 69:12	85:22	9:12 10:13
103:19	45:13 46:2	102:23	71:15 81:8	procedures	11:8 14:7
personnel	46:7,15,20	positive	president	7:22	17:11 19:16

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 14

25:4,18,21	7:22 8:4	70:10	67:7 68:19	recommen...	32:21
26:8 31:13	9:17 10:10	quite 81:10	real 62:8 87:5	33:11 55:20	relative
proposals	11:20 18:1		real-world	recommen...	106:15,16
6:18	18:4,17	R	28:23	33:5	released 72:3
propose	31:15,17,21	race 22:21	realistic	reconsider	religious
10:16,22	32:22 33:19	Racine 58:21	70:20	96:21	66:20
proposed 1:2	90:22	raise 49:22	realize 59:21	record 4:18	relocate 4:14
2:5 7:22	100:23	54:7	really 35:3,8	7:4 8:8 9:5	19:18
8:19 14:2	publication	raised 26:15	36:14,15	9:7 31:18	relocated
15:24 16:12	6:12 7:6	raising 76:22	37:1 38:7	77:9 88:14	14:4 15:24
17:3 31:5	publish 25:20	range 8:19	42:19 43:11	88:16 106:9	relocating
47:9 54:11	published 6:6	11:3,19,23	61:23 67:10	recorded	35:4
57:22 71:23	pull 51:16	12:10,15	90:6 93:11	10:19 19:13	relocation
proposing	pull-out	13:3,19,24	98:2 103:12	records 77:3	1:5 2:7
15:21 16:16	64:22	14:11,20	reason 55:17	77:4,4	remain 31:18
protect 55:2	purchased	15:4,10,16	92:17	recruit 90:2	remainder
protocol 40:9	82:24 85:6	20:1 31:2	reasoning	recruited	25:6 27:12
41:10	85:8	raped 43:8	29:1	59:4 89:24	remediate
proud 46:10	purchasing	rapid 23:9	reasons	recruitment	70:10
90:12	82:20	rarely 69:2	61:17,18	10:3 90:5	remediation
proves 72:16	pursuing	rate 75:18,19	62:9	Recycling	7:13 74:3
provide 6:1	19:7	79:21 97:12	reassigned	50:1	remember
18:6 25:8	put 48:9,21	97:15,18	15:22 16:6	red 58:8	91:1 102:14
26:17 28:3	52:2,3	rating 20:19	receive 25:5	redecide 35:4	102:18,18
28:5 29:21	59:17 83:9	21:13	27:7,21	reduced	repeat 31:16
63:18 70:10	90:21	ratio 73:18	28:2 29:2	12:12 22:20	report 33:4
provided	putting 2:10	read 36:23	32:23,24	106:8	66:4 72:10
29:17 30:2		40:19 50:21	66:17	Reed 102:12	73:3
30:9	Q	50:22 85:21	received	regarding	reported
provides	Q-u-a-l-i-t...	readiness	20:19 21:2	10:11 11:7	23:14 106:7
64:18 65:3	32:6	63:21 76:14	21:10,14,19	54:8 65:5	reporter 2:19
providing	qualified	96:6	21:21,22	regards	33:9 106:4
72:15 96:3	6:13 46:6	reading 22:3	25:24 38:4	72:14	107:9
provisions	86:12	22:11 24:10	40:15 41:14	Regional	represent
7:9	qualityscho...	24:11,14	41:15	19:5	53:6,7
provocative	32:5 105:11	28:8 36:20	receiving	registration	representat...
51:12	Quentin 76:4	37:23 64:21	20:9 59:13	16:15	9:10 17:9
PTC 27:10	question	64:21 65:18	59:14	regression	representing
PTCs 27:15	100:9	65:20 69:9	recess 73:23	22:17	14:22
public 1:1,16	questions	70:19,22	recognize	regular 99:2	request 9:3
1:22 2:4,10	32:12	71:2 72:21	53:2 54:14	99:9	required
2:14 3:10	quick 32:18	73:6 82:10	54:20	reimbursed	63:5
4:12,24	87:5	86:21,22	recognized	85:11	requirement
6:17 7:18	quicker 70:8	ready 4:2	71:10	reiterate	81:16

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 15

requireme... 5:4 81:14	review 7:15 16:18 26:10	S 1:6 2:7 4:14	6:16 7:9,11	58:11 59:12	14:15 16:21
requires 56:2 63:11	33:10	safe 26:6,17	7:12,14,15	59:13,14,15	18:1,2,4,7
resolution 29:14	rid 46:5	26:19 27:5	7:19,20,23	59:16,18,22	18:21 23:8
resolve 54:24	riding 21:4	38:22 42:11	8:6 9:1	59:23 60:2	23:9 24:1
resolving 29:13	right 17:6,20 34:17,21	57:12,14	10:16,17,20	60:5 62:20	35:20,23
resource 27:17 74:4 74:24	17:6,20	58:15 63:18	11:1,10,14	63:4,7,10	38:7 43:5
resources 12:18 25:11 25:16 28:3 28:10 29:21 30:2 40:18 41:1 74:14 75:15	34:17,21	100:16	11:15 12:2	63:17 64:9	54:16,18
respect 10:13 66:19	35:13 36:8	safely 101:16	12:10,15,19	64:14,17,23	55:3,3,5
respond 66:16	38:9 41:16	safety 5:18	13:5,23	65:5,8	57:19 62:5
responding 66:17	41:20 53:17	25:12 26:1	14:1 15:6	66:23 67:7	62:23 64:3
responsibil... 76:6	62:14,15	26:10,12,15	16:5,8,19	67:8 68:2,4	66:3 67:16
responsible 18:10	65:10 71:16	26:22 35:10	18:23 19:5	68:20 69:9	79:22 83:9
rest 104:17	81:2 87:12	38:11 43:5	19:10,15	70:19,21	86:1
restorative 29:11	90:6 92:13	57:12,13	20:5,6,7,9,9	73:1 76:7	science 10:6
restrict 101:9	102:3	58:12 59:8	20:11,13,15	76:10 79:7	22:4 28:16
result 22:3 75:16 93:1	104:18,19	59:10 92:4	20:17,20	79:17 80:1	40:20 63:2
resulting 11:1 14:9 19:23	rigor 27:12	95:10	21:2 22:14	80:17 82:14	65:19,21
results 77:7	ringing 46:14	Sage 90:15	23:4,18,21	82:18 83:7	72:21 81:7
retired 2:3	rings 93:14	Salvation 60:3	24:3,6 25:2	85:8 86:8,8	82:10,16,17
return 31:14	riot 99:13	Samantha 84:6	25:3,7	86:10 87:1	82:19,23
returning 94:12	rise 78:4	Sangamon 15:23 58:20	26:10,12,19	87:24 88:4	91:22
reveal 47:20	rises 80:23	sat 88:24	26:23 27:2	88:14 89:1	score 21:3,4,5
	robo 66:20	satisfaction 100:14	27:12 29:4	89:7,9,9,16	22:2,6,7,11
	Rogaine 93:9	Saturday 7:3 91:23	29:5 30:3,7	90:21,22	23:13,16
	role 69:9 96:2	saw 93:9	31:3,5 35:5	91:6,18	24:2,5,10
	roller 79:10	saying 38:24	35:6 36:1	93:17,18,21	24:11,17,18
	room 37:11	45:14 68:6	36:12 37:10	93:24 94:4	72:22
	67:4,5	98:21	37:11,21	94:4,7 96:1	scores 19:3
	73:21 74:2	says 87:15	39:7,8 40:2	96:2,2,8	23:8,10
	74:2,3,8,15	93:13	40:18,24	97:8,13	71:11 82:11
	74:24	scenario 69:20	42:21 45:10	98:3,20	screen 14:17
	rooms 56:5	scheduled 6:5	47:4,24	100:3,24	seat 31:14
	73:23 74:1	school 1:3,6	48:2,23	102:7,21	second 6:24
	74:4,6,7,9	2:6,8,10 3:8	49:12 50:3	103:2,4	8:9 22:1
	74:10 75:3	4:13,15 5:4	50:11,12	104:1,5	26:14 27:20
	75:3,5,8,9	5:5,10,11	51:7,9,13	school's 12:8	29:10 50:19
	RTI 65:1	6:1,9,9,15	51:22,24	12:13 13:9	50:21 70:5
	77:4		52:12,18	21:10,14	74:20 76:1
	rude 78:17		53:5 54:9	22:10,10	97:6
	79:7		54:10 55:18	23:15,23	secretaries 96:14
	run 18:6		56:8,14,17	schools 1:16	security 5:19
	running 87:6		57:3,5,9,13	3:10 4:12	26:1,11
	S		57:14,17	6:2 7:18	98:19
			58:5,5,9,10	9:18 11:20	

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 16

101:16	99:11 100:8	24:7	sleep 103:7	3:1,5,7 33:8	stabbed 43:8
see 1:24 3:4	107:1	simplicity	slide 14:17	33:18,22	stabblings
17:21 23:4	seven 96:24	58:3	slides 3:16	34:6,10,15	80:4
24:9 34:22	seventh	simply 69:14	slow 23:10	34:20 43:23	stability 97:1
39:24 40:6	36:20 50:16	single 42:15	slower 24:7	47:11 53:1	staff 5:10 6:9
41:3,6	52:5 59:3,4	43:20 82:21	slowly 52:1	53:13,18	20:4 26:16
52:11 61:5	90:1	93:24 94:7	small 16:2	55:19 67:12	26:18 27:23
81:2 82:8	SGI 77:11	96:9,10	42:20 64:20	87:22 88:19	29:6,10,23
91:20 92:1	shalom 75:20	sir 17:16	77:11	88:20 95:20	38:15 39:4
92:24 93:2	sham 40:7	98:16	smart 53:8	95:21 102:8	39:5 48:11
94:15,18	share 44:6	sister 26:5	80:19	102:9	48:15 49:17
100:5	53:10	91:2	Smith 84:4	speaker	51:15,22
101:12	sharing 71:7	sisters 84:18	smooth 27:13	47:21 84:2	52:2 64:12
103:1	sheets 2:21	86:16 89:15	social 5:19	84:5	65:21,22
seeing 95:13	Shirley 45:17	96:15	25:13 29:2	SPEAKERS	72:2 76:7
seen 39:23	Shorthand	sit 42:23 45:9	64:3 96:4	1:15,22	76:10 77:18
102:17	106:4 107:9	67:15 86:14	social-emot...	speaking	78:9,24
104:6	shot 43:9	99:22	83:16	3:24 32:23	79:2,9
selections	show 69:23	101:13	society 64:5	36:4 38:17	86:18 88:3
28:11	showed 58:19	site 73:4	89:20	speaks 17:14	88:8 90:23
send 65:17	61:15 90:14	sitting 2:3	solutions	53:12	91:10,11
66:20	showing	92:20 96:9	28:23 62:8	spearheaded	92:16 94:5
sending 7:4	14:19 16:12	96:11 98:2	solve 62:4	49:20	94:8 96:9
senior 58:13	41:10 66:1	101:22	solvers 28:20	special 56:2	96:10,14,17
98:19	shown 61:14	situation	somebody	74:2,6	102:9,10
seniors 42:14	shows 14:17	95:2	67:20 87:15	specialist	103:3,15,15
sense 90:1	53:14 80:23	situations	son 37:8	69:10,19	104:23
sensitive	80:23	5:22 22:23	90:13	75:15	stakeholders
44:23	Shuronda	28:23 30:14	soon 44:18	specific 5:20	63:24 64:8
sent 25:17	93:6	six 72:15 75:9	sorry 69:3	26:15 27:4	stand 26:20
40:11 79:16	siblings	96:24	71:12 84:12	Specifically	standard
88:2,5,10	50:18 86:7	sixth 59:3	87:21	5:6	23:14,21
seriously	sic 51:12	89:5	South 15:23	specified	95:4
53:13	side 102:16	skills 63:13	16:6 32:3	106:12	Standardiz...
serve 31:6	sides 94:17	skip 34:22	space 7:18	SPED 75:3,8	23:13
69:9	94:23	skyrocket	8:16 10:11	spell 95:22	standardized
served 18:22	101:23	79:23	10:18 11:1	spend 52:12	21:16 23:12
19:4	sign 100:6	skyrocketed	11:4,7,20	103:9	standards
serves 11:16	significant	79:21	14:9,12	spent 103:10	7:18 10:18
service 43:14	27:16 53:22	slap 40:4	15:11,17	spoke 72:13	11:5,21
services 26:3	62:1	85:2,12,16	19:12,21	105:7	14:13 19:12
56:13 73:15	signs 101:24	95:6 98:9	24:14 56:18	sponsor 30:3	72:9 97:23
74:19 75:15	similar 22:15	102:19	60:23 61:13	spring 85:22	standing
set 38:23	23:19 24:4	slated 72:1	speak 2:16	ss 106:1	42:12 47:2

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 17

58:14	steps 26:9	56:6,15,15	47:9,12,15	89:12 96:5	91:12 92:23
start 27:1	stop 68:5	58:6,7,8	47:17,19	successful	101:15
33:13 34:4	84:16	61:1 63:4	48:4 50:9	92:19	surely 52:1
51:17 55:13	stops 101:14	64:15 66:14	52:3 54:6	sufficient	surfaces 56:7
started 36:18	storage 75:1	67:2 70:15	54:22 56:2	58:16	surgeons
89:13	stores 85:10	70:21,23	56:3,8,9	suggest 61:2	101:6
starts 90:19	stories 89:2	71:11 76:12	58:10,11	summarize	surpassed
state 2:17	89:12	76:23,24	59:14,16,19	24:23	82:9
21:18 48:6	story 74:12	83:5 87:11	60:9 63:19	summary	system 21:13
55:16 74:8	strategic 9:21	89:6 100:3	64:19 65:7	6:20 7:2,6	systems
75:7 82:19	10:5	student's	70:2,5,8	8:3,9 75:11	26:12
89:10 91:6	street 11:13	5:24	71:5 72:8	supplement	
95:22 106:1	14:6,10,21	student-spe...	73:15,19,20	7:4 8:7	T
106:4	15:15,24	27:22	74:8,11,20	supplies	T-a-m-m-y
state's 72:9	16:1,6	students 5:10	74:23 75:8	56:13	69:7
stated 2:12	19:20,21	5:18,21,21	75:14 76:19	support 4:21	T-i-f-f-a-n-y
13:21 33:12	26:21 30:24	8:17 9:2	77:19 78:7	7:24 9:11	73:11
34:1 72:24	32:3 103:4	10:23 11:16	78:19 81:22	17:10 18:6	tab 5:8 6:4,11
82:6 88:1	Street's 15:17	13:20 14:3	81:24 82:22	18:10 26:3	7:8,11,17
106:14	streets 46:22	14:24 15:2	84:17 85:4	27:19 28:9	7:21,23 8:1
statement	46:23 58:14	15:3,9,14	85:12,20	31:13 50:4	8:12,21
8:13,22	99:5	15:18,19	88:9 91:9	54:12 62:10	9:13 11:22
9:11,12	strengths	16:9 19:17	91:13 93:4	62:10 64:19	16:14 17:12
17:5,10,11	70:9	19:22 20:2	94:8,23	78:9 96:4	17:18,19
17:18 31:10	strive 63:20	20:4 21:17	95:5,10,11	96:14	60:17
62:13 73:2	strong 64:10	22:15,22	95:16 96:5	supported	table 74:13
statements	structured	23:18,19,23	96:16 97:12	30:11 78:6	Tabs 25:19
5:2,7	29:17	24:3,4,6,7	97:14,17,22	78:7,10	30:20 60:15
static 43:3	struggling	24:13,15,19	99:1,18	supportive	Taiesha 34:7
stating 69:14	54:18 68:7	24:21 25:5	100:24	29:20 43:5	62:17
status 8:24	83:20	25:13 26:7	101:14,15	78:6	take 26:9
23:1,1	stuck 93:11	26:16,18,22	101:18,23	supports	46:16,20,22
stay 35:6	student 10:18	27:6,19,23	103:11,22	5:18,20 9:1	47:4,5
37:12 48:14	15:12 19:13	28:4,8,14	103:22,23	11:10 25:5	49:15 51:19
68:17	22:13,18	28:20 29:2	104:3,10,11	26:18 27:5	53:4,12
stays 65:22	23:5 27:24	29:8,15,21	104:13,15	27:7 28:4	54:23 61:10
steak 79:16	37:18 47:21	30:10,12,13	105:7	29:3 30:9	68:8,10
STEM 28:17	47:21,23,23	30:23 31:6	study 62:3	30:17 31:8	69:22 70:2
28:18 40:21	48:1 49:7,8	31:7 35:2,8	stuff 101:12	supposed	70:6,13
stenograph...	49:10,14,20	35:11,18	submitted	67:23,23,24	75:12 82:12
106:7	50:8,14,15	37:19,22	4:20 32:2	68:1,2,3	86:8 94:15
step 33:7	50:15 51:5	38:15 39:5	succeed 70:8	80:17	96:16 97:2
34:18 47:22	51:6,20,23	39:6,9,12	91:9	sure 3:5	101:23
95:21 98:16	52:16,17,18	40:23 46:1	success 76:21	32:17 59:21	102:3

REPORT OF PROCEEDINGS 4-17-2013 5:30

April 17, 2013

Page 18

taken 106:11	46:10,16,19	tendered	105:12	70:12,19	90:16 95:3
takes 42:21	46:21 47:5	4:17	Theodore	71:19 74:9	tomorrow
70:16 94:14	47:12 48:14	Tennessee	43:23 88:18	81:6	31:20 62:13
talk 2:12,14	48:17,18	10:1	thing 38:13	third-grade	105:10
36:21 77:22	50:23 51:1	tenure 19:1	39:3 51:10	37:24	tonight 16:15
80:12	51:14 52:1	terms 43:17	79:19 87:5	Thomas	31:24 69:12
talked 70:13	53:19,20	92:2,3	87:7 89:19	33:16,20	85:16
97:24	62:16 63:5	territories	92:19,22	47:14 53:17	tool 68:24
talking 45:9	80:21 85:23	57:21 58:3	95:16	53:20,24	top 46:1
66:8 81:1	86:11 87:4	territory 59:6	102:24	54:3,4	total 12:6,20
101:17	87:7 89:3	Terry 59:2	104:11	98:21	13:11 15:2
Tammy 69:5	90:22 91:10	test 21:18	things 40:16	thought	15:8
69:7	91:17,20	23:8,9	54:19,23	79:11 92:24	totalling
tardies 77:6	93:19,22	76:15	55:22 57:6	three 50:18	74:10 75:9
targeted 87:1	94:6,15,16	tests 21:16	67:1 68:14	56:7 64:6	totally 87:14
taught 36:16	96:13,18	text 65:17	68:15,16	72:12 73:15	touch 79:20
84:17	105:6	thank 3:20	76:9,18	73:24 74:5	touched
teach 46:6	teaching	4:3 9:8 17:3	77:20 78:12	thrills 94:18	80:11
67:11,22	66:18 70:3	31:8 32:11	83:8,11	Throop	towers 59:2
82:17 86:16	76:19 86:13	32:13 35:12	85:7,8	58:22	track 81:22
95:5 98:8	team 29:24	35:14 36:2	88:16 90:5	tick 67:19	81:24 82:2
teacher 9:24	63:11	36:3 37:4,6	91:7 93:10	Tiera 89:5	82:3
10:2 18:17	tears 46:8	37:15 39:15	94:14	Tiffany 73:9	train 28:19
28:6 36:6	technical	39:17 42:4	think 38:5,8	73:10	transcript
36:15 45:22	3:14	43:21,22	38:10,12,20	time 2:15	32:24 33:1
51:15 69:8	technological	44:14 45:15	39:2,14	4:16 9:3,9	106:6
71:20 76:3	63:22	45:16 47:6	40:4 42:19	16:22 17:8	transcripts
77:15 81:7	technology	49:4,6	43:10 51:7	21:15 31:9	8:2
85:10 93:15	26:12 28:16	50:12,13	51:20 52:12	32:14 39:23	transfer
93:18 97:6	63:2	51:2,4	53:1,13,22	51:19 54:23	44:20
98:5 102:8	Ted 88:23	52:15 53:16	60:21 78:14	73:5 87:6	transition
104:12	tell 44:19	53:17 62:15	78:15,16	91:8,17	5:12,15 9:2
teacher-pa...	57:20 77:24	65:9,11	82:11 90:23	92:12	11:11 17:3
67:3	85:19,22	69:2,4	103:7,8,16	102:14,18	25:9,15,20
teacher-to-...	90:2 100:10	71:12 73:8	104:18	102:19	26:6 27:8,9
76:11	100:12	75:20 81:3	thinkers	106:12	27:13 29:9
teachers 35:5	101:1 105:5	82:24 83:23	28:21	timely 66:16	30:8,12,19
35:7,9,18	telling 40:11	83:24 87:17	thinking	tired 47:3	31:8 94:21
35:24 37:2	98:7	88:17 91:16	38:16,20	today 2:4,12	95:12
37:13,14	temperame...	91:17 92:12	84:16 86:1	4:10 10:8	102:12
38:4 39:11	95:1	92:14 93:5	third 22:9	61:7 71:14	103:13
44:7,10,12	temporary	95:17 97:3	26:17 28:2	87:9,16	transitioning
44:15 45:2	5:22 22:23	98:15 100:6	29:15 42:10	90:11 95:13	27:22 30:6
45:21 46:5	30:14	105:1,2,5	52:19 58:23	told 3:22 87:9	transportat...

April 17, 2013

Page 19

6:3 42:9	106:8	unprofessi...	viewing 4:24	87:12,21	weekly 65:1
travel 16:22	typical 12:19	79:8	violence	88:15 90:24	weeks 71:23
26:22	13:6	unused 12:16	35:21 51:11	92:10 93:2	welcome 8:17
traveled	<hr/> U	update 26:10	86:4 94:13	95:8 96:7	37:5 45:5,6
16:23	uh-huh 42:1	updated 7:5	100:4	98:8,16,20	welcomed
traveling	unconscion...	upheld 92:11	vision 83:10	99:22 101:1	14:3 19:17
26:19	78:15	upset 79:18	83:19	101:10	20:3
trend 14:15	underenrol...	use 12:17	visits 30:3	102:8,9	welcoming
14:18 72:17	54:19	28:10 53:3	66:14	103:15	11:10 79:6
trends 72:11	undergone	56:1,4 63:3	<hr/> W	104:7 105:4	88:3
Triplette	64:7	68:9,11	W-i-l-l-i-s	wanted 32:20	went 46:3
36:9,10,11	underperfo...	69:1	17:24 73:12	82:4 87:5	69:3 80:1
trips 30:5	72:4	uses 56:20	wait 3:16	88:13 90:2	85:4 89:9
true 93:14	underperfo...	utilization	40:22,24	98:5	89:10,15,16
106:9	54:16	7:18 9:22	84:3	wants 34:19	89:16,19
truly 101:2,2	understand	10:12,18	waited	77:22	91:3,4 94:2
trust 93:23	11:18 36:23	11:1,4,7,21	101:14	Ward 54:4,5	94:10
102:23	40:17 95:1	14:9,12	wake 103:8	54:6 55:2,5	Wentworth
trust-buildi...	102:22	19:12 55:18	walk 42:21	warrior	1:6 2:7 4:14
29:24	understand...	55:20 57:4	57:14,23	53:15	4:15 5:12
try 60:23	55:16 76:16	61:19 74:13	58:23 59:1	warriors	6:8 8:6 14:4
76:7 94:24	underutilat...	75:18,19	59:2,5 80:8	46:15	14:4,19
trying 43:4	80:13	utilized 73:19	80:8,10	Washington	15:8,19,22
59:16 65:23	underutiliz...	73:23 74:22	90:21	76:4,5	16:7,7,11
67:14 79:22	8:15 66:9	75:13	101:13	wasn't 86:21	17:2 18:8
86:24 91:12	71:23 72:2	utilizes 11:20	walked	90:4 95:4	18:11,14
turn 4:1	80:13 85:1	utilizing	102:16	waste 55:12	19:18,18,22
Turner 93:6	underutiliz...	56:17	walking 58:2	way 18:14	20:3,18
93:7	10:17 12:16	<hr/> V	80:7 104:4	35:11 44:13	21:7,19,22
tutoring 28:7	13:8 14:1	Value-Added	Walter	53:14 94:12	24:13,20,23
50:2	19:11 30:22	21:4,5	102:12	ways 56:23	25:7 27:3
two 2:15 8:2	54:15 56:22	22:10,11,12	want 3:5,23	we'll 90:17	27:14,20
33:1 35:19	86:17	23:11 24:10	31:14 35:3	we're 68:16	28:14 29:22
35:22 36:12	unemployed	24:11,17,18	35:18 40:19	68:22 81:1	30:23 31:2
38:7 41:18	79:12 91:20	97:13,16,18	40:20 44:20	81:8 83:20	40:12 42:8
44:4 45:11	unfair 100:1	97:20	46:24 47:1	86:11	42:17 43:21
45:19 56:4	UNIDENT...	Vanderbilt	47:14 50:17	104:24	45:7 48:9
59:23 60:18	84:2,5	10:6	50:24 59:8	we've 57:11	51:9 52:18
61:2,16	unique 30:10	variety 65:4	67:20 68:14	77:20 78:3	54:9 55:10
69:3 75:5	units 23:14	Vaughn	68:17 69:20	78:10 85:7	59:22 60:2
82:21 99:8	University	46:12,13,20	70:7 80:12	wear 26:20	60:20 61:9
Tyler 89:6	10:6 89:10	vests 26:20	84:19,19,20	WEDNES...	61:20 68:13
90:16	91:6	vice 51:6	86:6,9 87:8	1:8	69:13 71:2
typewriting				week 89:1	72:7,17,20

April 17, 2013

Page 20

79:6,14	53:18 94:1	worth 100:19	yeses 33:13	16:1 19:20	82:8
80:24 81:9	95:20	wrap 67:5	34:4 95:19	19:21 30:24	2012/2013
81:15,18	wishing 2:13	wraparound	yielded 64:15	146 75:9	7:20 10:15
82:1,2,9	2:24	56:7	yields 13:16	15 6:19 74:8	10:20 11:15
86:11,18	WITNESS	writing 76:22	Yolonda	75:8	13:22 19:14
88:2 90:8	107:1	written 5:2,6	95:24	155 74:19	64:9,17
91:12 92:22	women 52:24	7:24 8:12	young 52:24	15th 6:22 7:2	2013 1:8 6:21
93:15,16	67:6	8:22 31:18	67:6 78:7	8:11	7:7 81:1
95:7 97:10	wonderful	31:19 32:1	younger	17 1:8 74:21	99:12,17
97:20,21	51:14,21	32:17 105:9	50:18 84:18	17th 54:4,5,6	107:3
100:23	68:14,15		86:16 90:6	55:2,5	2013/2014
102:6,9	Wood 80:9	X	youngest	19 74:21	14:23 15:6
104:23	Woodlow	Y	89:14 91:1	1984 89:8	15:14 27:2
Wentworth's	35:15,16,17	year 7:14,20	Z	1st 6:15	203 74:2
8:15,24	Woodson-...	10:16,21	zero 23:12	2	208 74:6
15:1 22:5	34:8,9	11:15 13:23	24:2	2.1 24:19	20th 7:3
24:9,16	62:17,18,20	15:6 19:15		2:00 93:8	10:19 11:14
West 11:13	words 53:2	20:11,17	0	20 9:13 11:24	13:22 19:14
14:6,10,21	work 27:2	21:18,18	0.8 24:10	13:3 17:18	21 17:19
15:15,17	29:8 42:16	23:6 25:7,7	084-003813	53:22	21-day 6:17
16:1 19:20	44:12,14,18	27:2,12	107:10	2004 68:9	22 7:7 16:14
19:21 30:24	45:1,11	49:19 50:3		2006 18:24	221 75:6
59:23	51:23 53:8	52:6,9,9	1	79:5	22nd 8:9
WHEREOF	53:12 67:13	59:15 60:19	1 4:19 5:15	2007 72:5,20	23 17:12
107:1	80:21 90:17	61:6,8,10	6:13 9:4	73:5 81:1	18:15
Willis 1:20	94:21 95:9	61:16,22	23:20	81:15,19	23rd 99:12
8:22 11:8	95:16	64:9,17	1,080 13:5,10	82:7	24 82:2
17:1,9,22	102:20	70:14,21	1,116 13:20	2008 18:14	25 60:17,17
17:23 60:12	104:9,9,12	80:15,16,24	1.7 24:17	18:22,24	73:16
62:22 69:18	104:15	81:14 82:23	10 6:21	73:7	256 74:10
70:13 71:8	workable	84:24 97:6	100 74:1 75:2	2009 77:16	26 73:16
72:23 73:11	42:17 94:22	97:9,13,24	75:4	2011 73:6	26.2 21:21
80:14,16	worked 9:23	100:19	106 74:1	81:16	283 73:15
81:10 83:8	18:16 26:1	year's 72:14	10th 8:3	2011/2012	3
97:7,24	85:3	yearly 81:13	11-year-old	7:14 20:11	3 6:18 20:19
winter 70:24	workers	years 18:15	44:8	20:17,19	30 12:4,23,23
71:12	26:20	19:4 37:9	123 75:6	21:8,19	12:24 13:15
wish 2:12 3:5	working	55:1,6	125 32:3	24:24 61:8	82:1
31:16,21	38:24 44:15	61:17 64:6	13 55:6	2012 9:19	302 74:6
34:14 41:23	49:18 62:12	72:15 81:19	13.6 19:2	24:10,17	308 74:6
43:23 47:11	83:7 104:24	84:14,16	1340 11:13	72:6,20	31 13:14
47:22	works 91:18	86:20 97:11	14:6,10,21	73:5,7	314 15:8
wishes 3:10	worried 59:9	97:23	15:15,17	81:15,19	31st 6:18
34:6 47:10	60:4				

REPORT OF PROCEEDINGS 4-17-2013 5:30
April 17, 2013

Page 21

333 15:1	13:13				
39 12:20,23	77 12:6,22				
	13:13				
<u>4</u>	776 15:2				
4.6 24:12	7th 32:4				
41 13:11	57:18,19,20				
413 15:7					
43 100:19	<u>8</u>				
443 11:16	81 60:15				
13:23 14:24	82 60:15				
39:5 101:17	84 23:24				
45.2 21:20	89 74:22				
49 71:2	75:19				
<u>5</u>	<u>9</u>				
5:00 7:7 8:8	90 74:11				
31:20 62:13	900 13:1,4				
105:10	930 13:17				
5:30 1:9	94 75:9				
50 2:23 34:2	96 73:17				
54 71:3	75:18				
59.4 22:6					
<u>6</u>					
66.2 22:7					
67 71:3					
69 71:2					
6950 15:23					
<u>7</u>					
7:15m 91:24					
7:30 102:4					
7050 16:6					
71st 11:13					
14:6,10,21					
15:15,17					
16:1 19:20					
19:21 30:24					
80:9					
720 13:4,5,7					
727 15:8,13					
74 82:22					
744 13:20					
75th 80:9					
76 12:6,22					



**Board of Education of the City of Chicago
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April 19, 2013

Honorable James D. Egan
ADR Systems
20 North Clark Street, Floor 29
Chicago, Illinois 60602

*Re: Supplemental Information In the Matter of the Proposed Closure of
John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School*

Dear Judge Egan:

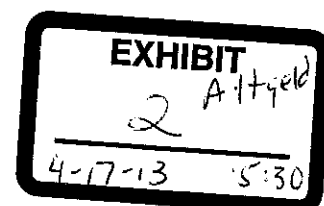
Thank you for previously agreeing to permit the Chicago Public Schools (CPS) to supplement the record in the matter of the Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School.

At the time of the public hearing held Wednesday, April 17, 2013, the summary of the April 15, 2013, community meeting and the affidavit attesting to the proper publication of said summary were not available for inclusion in the Chief Executive Officer's compiled exhibit 1. These documents are now available and the summary has been properly published on the CPS website. I respectfully request that these documents be received into the record.

Thank you for your consideration. If you have questions or concerns, feel free to contact me at (773) 553-1661.

Sincerely,

Michele Hurley
Assistant General Counsel



BOARD OF EDUCATION OF THE CITY OF CHICAGO

In The Matter Of:

**PUBLIC HEARINGS ON THE PROPOSALS OF
THE CHIEF EXECUTIVE OFFICER TO CLOSE,
PHASE-OUT, AND CO-LOCATE SCHOOLS**

AFFIDAVIT OF JASON VAN PATTEN

I, JASON VAN PATTEN, state as follows:

1. I am a resident of Illinois, of legal age, and competent to give testimony under oath. I have personal knowledge of the matters contained in this affidavit. If called to testify in the above-captioned proceeding, I would testify as to the matters stated in this affidavit.
2. I am currently employed as the Director of Web Services at the Chicago Board of Education.
3. On information and belief, copies of the List of Independent Hearing Officers for Hearings, compiled by the General Counsel, and the Draft Guidelines for School Actions, 2012-2013 School Year, for public comment, were published on the CPS website on October 31, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/qualityschools.aspx.
4. On information and belief, a copy of the final Guidelines for School Actions, 2012-2013 School Year, was published on the CPS website on November 30, 2012 at http://cps.edu/About_CPS/Policies_and_guidelines/Pages/2013GuidelinesforSchoolActions.aspx.
5. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members, and board members for charter schools, and draft transition plans were published on the CPS website on March 21, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
 - a. Proposed Phase-Out and Closure of Crispus Attucks Elementary School
 - b. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy
 - c. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School
 - d. Proposed Closure of Mary McLeod Bethune Elementary School
 - e. Proposed Closure of Arna Wendell Bontemps Elementary School
 - f. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School
 - g. Proposed Closure of Kate S. Buckingham Special Education Center
 - h. Proposed Closure of John Calhoun North Elementary School
 - i. Proposed Closure of Miriam G. Canter Middle School
 - j. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School
 - k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School
 - l. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School
 - m. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School
 - n. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence

- o. Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville
- p. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School
- q. Proposed Closure of Ana Roque de Duprey Elementary School
- r. Proposed Closure of Robert Emmet Elementary School
- s. Proposed Closure of Leif Ericson Elementary Scholastic Academy
- t. Proposed Closure of Enrico Fermi Elementary School
- u. Proposed Closure of Garfield Park Preparatory Academy Elementary School
- v. Proposed Closure of Marcus Moziah Garvey Elementary School
- w. Proposed Closure of Nathan R. Goldblatt Elementary School
- x. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School
- y. Proposed Closure of Matthew A. Henson Elementary School
- z. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School
- aa. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School
- bb. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy
- cc. Proposed Closure of Francis Scott Key Elementary School
- dd. Proposed Closure of William H. King Elementary School
- ee. Proposed Closure of Alfred David Kohn Elementary School
- ff. Proposed Closure of Jean D. Lafayette Elementary School
- gg. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School
- hh. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy
- ii. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School
- jj. Proposed Closure of Mahalia Jackson Elementary School
- kk. Proposed Closure of George Manierre Elementary School
- ll. Proposed Closure of Guglielmo Marconi Elementary Community Academy
- mm. Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School
- nn. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School
- oo. Proposed Closure of Garrett A. Morgan Elementary School
- pp. Proposed Closure of Near North Elementary School
- qq. Proposed Co-Location of Noble Street Charter – Gary Comer College Prep with Paul Revere Elementary School
- rr. Proposed Closure of Anthony Overton Elementary School
- ss. Proposed Closure of Jesse Owens Elementary Community Academy
- tt. Proposed Closure of Ignance Paderewski Elementary Learning Academy
- uu. Proposed Closure of Francis Parkman Elementary School
- vv. Proposed Closure of Elizabeth Peabody Elementary School
- ww. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet
- xx. Proposed Closure of Nathaniel Pope Elementary School
- yy. Proposed Closure of Betsy Ross Elementary School
- zz. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School
- aaa. Proposed Closure of Songhai Elementary Learning Institute
- bbb. Proposed Closure of Graeme Stewart Elementary School

- ccc. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center
- ddd. Proposed Closure of Lyman Trumbull Elementary School
- eee. Proposed Closure of Alexander von Humboldt Elementary School
- fff. Proposed Closure of West Pullman Elementary School
- ggg. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School
- hhh. Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School
- iii. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School
- jjj. Proposed Closure of Elihu Yale Elementary School

6. On information and belief, in connection with the recently announced proposals of the Chief Executive Officer to close, phase-out, and co-locate schools, copies of the notice letters addressed to parents or guardians, administrators, faculty, staff, Local School Council members and draft transition plans were published on the CPS website on March 22, 2013 at <http://cps.edu/qualityschools/Pages/qualityschools.aspx>. Notice letters and draft transition plans were published for the following proposals:
- a. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School
 - b. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School

7. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 6, 2013 community meetings detailed below were published on the CPS website on or before April 11, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Co-Location of Noble Street Charter -- Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 10:00am-12:00pm
 - b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 10:00am-1:00pm
 - c. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
 - d. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 10:00am-12:00pm
 - e. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 12:30pm-2:30pm
 - f. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
 - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 10:00am-12:00pm
 - h. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm
 - i. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
 - j. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
 - k. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
 - l. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm

- m. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm
8. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 8, 2013 community meetings detailed below were published on the CPS website on or before April 13, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
 - e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
 - f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
 - g. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
 - j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
 - k. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - l. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
 - m. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - n. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - o. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - p. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
9. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 9, 2013 community meetings detailed below were published on the CPS website on or before April 14, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm

- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 7:30pm-9:30pm
- g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
- h. Proposed Closure of Ignace Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
- i. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
- j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 5:00pm-8:00pm
- k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
- l. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
- m. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
- n. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
- o. Proposed Closure of Marcus Moziah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
- p. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at Robert Lindblom Math & Science Academy High School from 5:00pm-7:00pm

10. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 10, 2013 community meetings detailed below were published on the CPS website on or before April 15, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:

- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
- b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
- c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
- d. Proposed Closure of Nathan R. Goldblatt Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- e. Proposed Closure of Edward C. Delano Elementary School and Relocation of Genevieve Melody Elementary School, Meeting at Al Raby High School from 7:30pm-9:30pm
- f. Proposed Closure of Francis Scott Key Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-7:00pm
- g. Proposed Closure of Robert Emmet Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 7:30pm-9:30pm
- h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
- i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
- j. Proposed Closure of Near North Elementary School, Meeting at Lincoln Park High School from 7:30pm-9:30pm

- k. Proposed Co-Location of a new Noble Street Charter School campus with George H. Corliss High School, Meeting at Chicago Vocational Career Academy High School from 5:00pm-7:00pm
 - l. Proposed Co-Location of a new Noble Street Charter School campus with Bowen High School, Meeting at Chicago Vocational Career Academy High School from 7:30pm-9:30pm
 - m. Proposed Closure of Benjamin Banneker Elementary School and Relocation of Benjamin E. Mays Elementary Academy, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
 - n. Proposed Closure of John P. Altgeld Elementary School and Relocation of Daniel S. Wentworth Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
11. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 11, 2013 community meetings detailed below were published on the CPS website on or before April 16, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Co-Location of Noble Street Charter -- Gary Comer College Prep with Paul Revere Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - b. Proposed Closure of Louis Armstrong Math & Science Elementary School and the Relocation of George Leland Elementary School and Proposed Closure of Horatio May Elementary Community Academy and Relocation of George Leland Elementary School, Meeting at Austin Business and Entrepreneurship Academy High School from 5:00pm-8:00pm
 - c. Proposed Closure of Mary McLeod Bethune Elementary School, Meeting at Manley Career Academy High School from 5:00pm-7:00pm
 - d. Proposed Closure of Matthew A. Henson Elementary School, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
 - e. Proposed Closure of William H. King Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
 - f. Proposed Closure of Garfield Park Preparatory Academy Elementary School, Meeting at Whitney M. Young Magnet High School from 7:30pm-9:30pm
 - g. Proposed Co-Location of Belmont-Cragin Elementary School with Northwest Middle School, Meeting at Charles Allen Prosser Career Academy High School from 5:00pm-7:00pm
 - h. Proposed Closure of Graeme Stewart Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
 - i. Proposed Closure of Joseph Stockton Elementary School and Relocation of Mary E. Courtenay Elementary Language Arts Center, Meeting at Roald Amundsen High School from 7:30pm-9:30pm
 - j. Proposed Closure of Elaine O. Goodlow Elementary Magnet School and Relocation of Charles W. Earle Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
 - k. Proposed Closure of Jesse Owens Elementary Community Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
 - l. Proposed Closure of West Pullman Elementary School, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm
12. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 12, 2013 community meetings detailed below were published on the CPS website on or before April 17, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Pershing West Middle School and Relocation of John J. Pershing Elementary Humanities Magnet, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-7:00pm
 - b. Proposed Closure of Anthony Overton Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 7:30pm-9:30pm
 - c. Proposed Closure of Miriam G. Canter Middle School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm

- d. Proposed Closure of Betsy Ross Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
- e. Proposed Closure of Martin A. Ryerson Elementary School and Relocation of Laura S. Ward Elementary School, Meeting at Al Raby High School from 5:00pm-7:00pm
- f. Proposed Co-Location of Mary Mapes Dodge Elementary Renaissance Academy with Morton School of Excellence, Meeting at Al Raby High School from 7:30pm-9:30pm
- g. Proposed Closure of Leif Ericson Elementary Scholastic Academy, Meeting at Manley Career Academy High School from 7:30pm-9:30pm
- h. Proposed Closure of Victor Herbert Elementary School and Relocation of Robert Nathaniel Dett Elementary School, Meeting at Whitney M. Young Magnet High School from 5:00pm-7:00pm
- i. Proposed Closure of Elizabeth Peabody Elementary School, Meeting at Roberto Clemente Community Academy High School from 5:00pm-7:00pm
- j. Proposed Closure of Jean D. Lafayette Elementary School, Meeting at Roberto Clemente Community Academy High School from 7:30pm-9:30pm
- k. Proposed Closure of Lyman Trumbull Elementary School, Meeting at Roald Amundsen High School from 5:00pm-7:00pm
- l. Proposed Closure of Mahalia Jackson Elementary School, Meeting at William Rainey Harper High School from 5:00pm-7:00pm
- m. Proposed Closure of Garrett A. Morgan Elementary School, Meeting at William Rainey Harper High School from 7:30pm-9:30pm
- n. Proposed Closure of Songhai Elementary Learning Institute, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm
- o. Proposed Closure of Kate S. Buckingham Special Education Center, Meeting at John M. Harlan Community Academy High School from 7:30pm-9:30pm


13. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 13, 2013 community meetings detailed below were published on the CPS website on or before April 18, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:

- a. Proposed Closure of Francis Parkman Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 10:00am-12:00pm
- b. Proposed Phase-Out and Closure of Crispus Attucks Elementary School, Meeting at Paul Laurence Dunbar Career Academy High School from 12:30pm-2:30pm
- c. Proposed Closure of William J. & Charles H. Mayo Elementary School and Relocation of Ida B. Wells Preparatory Elementary Academy, Meeting at Kenwood Academy High School from 10:00am-12:00pm
- d. Proposed Closure of Austin O. Sexton Elementary School and Relocation of John Fiske Elementary School, Meeting at Kenwood Academy High School from 12:30pm-2:30pm
- e. Proposed Closure of John Calhoun North Elementary School, Meeting at Al Raby High School from 10:00am-12:00pm
- f. Proposed Closure of Guglielmo Marconi Elementary Community Academy, Meeting at Al Raby High School from 12:30pm-2:30pm
- g. Proposed Closure of Nathaniel Pope Elementary School, Meeting at Manley Career Academy High School from 10:00am-12:00pm
- h. Proposed Closure of Ignace Paderewski Elementary Learning Academy, Meeting at Manley Career Academy High School from 12:30pm-2:30pm
- i. Proposed Co-Location of Richard T. Crane Medical Preparatory High School with Chicago Talent Development High School and Richard T. Crane Technical Preparatory High School, Meeting at Whitney M. Young Magnet High School from 3:00pm-5:00pm
- j. Proposed Closure of Alexander von Humboldt Elementary School and Proposed Closure of Ana Roque de Duprey Elementary School, meeting at Roberto Clemente Community Academy High School from 10:00am-1:00pm
- k. Proposed Closure of Elihu Yale Elementary School, Meeting at TEAM Englewood Community Academy High School from 10:00am-12:00pm

- l. Proposed Co-Location of The Montessori School of Englewood Charter with Luke O'Toole Elementary School, Meeting at TEAM Englewood Community Academy High School from 12:30pm-2:30pm
 - m. Proposed Co-Location of a new KIPP Middle School campus with Hope College Preparatory High School, Meeting at TEAM Englewood Community Academy High School from 3:00pm-5:00pm
 - n. Proposed Closure of Granville T. Woods Math & Science Academy Elementary School, Meeting at William Rainey Harper High School from 10:00am-12:00pm
 - o. Proposed Closure of Arna Wendell Bontemps Elementary School, Meeting at William Rainey Harper High School from 12:30pm-2:30pm
 - p. Proposed Closure of Alfred David Kohn Elementary School, Meeting at John M. Harlan Community Academy High School from 10:00am-12:00pm
 - q. Proposed Closure of Marcus Mozhiah Garvey Elementary School, Meeting at John M. Harlan Community Academy High School from 12:30pm-2:30pm
 - r. Proposed Co-Location of Kwame Nkrumah Academy Elementary School with Walter Q. Gresham Elementary School, Meeting at John M. Harlan Community Academy High School from 3:00pm-5:00pm
14. On information and belief, in connection with the Chief Executive Officer's proposals, summaries of the April 15, 2013 community meetings detailed below were published on the CPS website on or before April 19, 2013 at <http://cps.edu/qualityschools/pages/schools.aspx>:
- a. Proposed Closure of Williams Multiplex Elementary School and Relocation of John B. Drake Elementary School, Proposed Closure of Williams Preparatory Academy Middle School and Relocation of John B. Drake Elementary School, and Proposed Co-Location of John B. Drake Elementary School with Urban Prep Academy for Young Men – Bronzeville, Meeting at Paul Laurence Dunbar Career Academy High School from 5:00pm-8:00pm
 - b. Proposed Closure of Dumas Technology Academy and Relocation of James Wadsworth Elementary School, Meeting at Kenwood Academy High School from 5:00pm-7:00pm
 - c. Proposed Closure of Enrico Fermi Elementary School, Meeting at Kenwood Academy High School from 7:30pm-9:30pm
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 - h. Proposed Co-Location of Disney II Magnet School with Thurgood Marshall Middle School, Meeting at Carl Schurz High School from 5:00pm-7:00pm
 - i. Proposed Closure of George Manierre Elementary School, Meeting at Lincoln Park High School from 5:00pm-7:00pm
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 - o. Proposed Closure of Robert H. Lawrence Elementary School and Relocation of Burnham Elementary Inclusive Academy, Meeting at John M. Harlan Community Academy High School from 5:00pm-7:00pm

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Illinois Code of Civil Procedure, the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.


JASON VAN PATTEN



125 South Clark Street • Chicago, Illinois 60603 • Phone: 773.553.1550 • Fax: 773.553.1502

Community Meeting for the Proposal to Close John P. Altgeld Elementary School and relocate
Daniel S. Wentworth Elementary School
April 15, 2013, 7:30pm-9:30pm
Location: Harper High School 6520 S. Woods St.

CPS Staff in Attendance:

Leonard Moody, Internal Audit Officer
Adrian G. Willis, Chief of Elementary Schools, Englewood Auburn Gresham Network
Mirlene Dossous, Family and Community Engagement

Also in Attendance:

Andrea Zopp, CPS Board Member
Alderman Latasha Thomas, 17th Ward

CPS Presentation: Leonard Moody, Internal Audit Officer, welcomed those in attendance and introduced the meeting. Mr. Moody spoke briefly about the community meeting process, investments in safe passage and introduced the note taker and court reporter. He ensured that all public comments would be recorded and submitted to the CEO for review. Mr. Moody provided briefly reviewed the contents of the packet of information that the attendees of the meeting received. Mr. Moody gave the time and location for the public hearing related to this action. He then opened the meeting for public comment.

Brief Summary:

The purpose of this meeting is to receive public comment on the proposal to close Altgeld Elementary in accordance with 105 ILCS 5/34-230. The speakers ranged from parents, students and teachers to community members and representatives from local organizations. CPS officials made a presentation regarding this proposal and then opened the meeting for public comment. There were about 29 community members in attendance and 11 speakers. The speaker comments focused on a variety of topics including:

- Concerns that Wentworth would lose its partnership with the Salvation Army if they relocated
- Concerns about students having to cross multiple busy streets
- Requests that CPS ensure students in the Altgeld facility receive hot lunches, as they currently do at Wentworth
- Concerns about students having to cross violent neighborhoods and gang lines to get to school
- Request that CPS not proceed with the closure of Altgeld
- Alderman Thomas voiced her opposition to this proposal. She described how CPS failed to take into consideration the special education populations of the school and how the schools use the classrooms. She is also concerned that CPS did not take into consideration the homeless population at the school. She contested the CPS space utilization standards, stating that it is important for schools in Englewood to provide wraparound services. She challenged that



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Wentworth is a higher performing option for students. Alderman Thomas talked about her concern for students traveling through multiple gang territories. Lastly, she stated that this community has already had school closings and that further instability would be even more disruptive for students.

- Concern that Altgeld students will lose their valuable partnership with the Children's Home and Aid organization
- Testimonials about how well Altgeld has served its students, even in the face of significant challenges
- Community frustration that CPS is now considering making significant investment in the facilities, only when one of the schools is closing.
- Students discussing how important Altgeld has been to them
- Concern about the two communities coming together in order to create a strong partnership
- Challenges about CPS methodology in designating a higher performing option for students

4/18/13

Chicago Public Schools Mail - Fwd;



Sullen, Michele <mshurley@cps.edu>

Fwd:

1 message

Schools, Quality <qualityschools@cps.edu>

Thu, Apr 18, 2013 at 4:11 PM

To: Michele Sullen <mshurley@cps.edu>

—— Forwarded message ——

From: **Ward17** <Ward17@cityofchicago.org>

Date: Thu, Apr 18, 2013 at 3:31 PM

Subject:

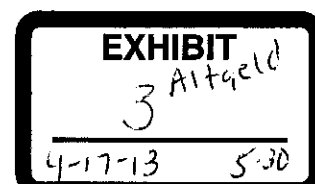
To: "qualityschools@cps.edu" <qualityschools@cps.edu>, "lwangston@cps.edu" <lwangston@cps.edu>

Please see attached

Alderman Latasha R. Thomas

This e-mail, and any attachments thereto, is intended only for use by the addressee(s) named herein and may contain legally privileged and/or confidential information. If you are not the intended recipient of this e-mail (or the person responsible for delivering this document to the intended recipient), you are hereby notified that any dissemination, distribution, printing or copying of this e-mail, and any attachment thereto, is strictly prohibited. If you have received this e-mail in error, please respond to the individual sending the message, and permanently delete the original and any copy of any e-mail and printout thereof.

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1360K





**CITY COUNCIL
CITY OF CHICAGO**

CITY HALL - ROOM 305
121 NORTH LA SALLE STREET
CHICAGO, ILLINOIS 60602
TELEPHONE: 312-744-7738
FAX: 312-744-8443

**COMMITTEE MEMBERSHIPS
EDUCATION AND CHILD DEVELOPMENT
(CHAIRMAN)**

BUDGET AND GOVERNMENT OPERATIONS

SPECIAL EVENTS AND CULTURAL AFFAIRS

HUMAN RELATIONS

RULES & ETHICS

BUILDING

FINANCE

ZONING

LATASHA R. THOMAS

ALDERMAN, 17TH WARD
7811 SOUTH RACINE AVENUE
CHICAGO, ILLINOIS 60620
TELEPHONE: 773-723-0908
FAX: 773-723-1156

**ALTGELD SCHOOL CLOSING / WENTWORTH
SCHOOL RELOCATION TESTIMONY**
April 17, 2013

Good evening. I am here today on behalf of the people of the 17th Ward and the students of the city of Chicago to raise some concerns regarding the closing of Altgeld Elementary School and consolidation into Wentworth Elementary School. I don't agree with this proposed action and I don't support it!

The executive office of the Chicago Public Schools and parents of Chicago's communities recognize the need to do something about underutilized and under-performing schools. I am frustrated with the fact that so many schools are struggling or under-enrolled. But these things did not happen overnight and we recognize that to correct this - in the best interests of students and families - will take time.

But we can resolve these issues as well. For years I have been fighting to protect and improve our 17th Ward schools as well as schools across Chicago. Millions of dollars in capital improvement in the schools of the 17th Ward have occurred over my last 13 years as alderman. We can't allow these improvements to be wasted.

So - where do we start? How do we begin to fix this most recent challenge to the futures of our children?

1. Utilization concerns. The recommendation to close Altgeld is based on utilization of the school. As you analyze the utilization issues facing our schools, there are a list of things that are of monumental importance in utilizing school space, and deserve your full attention and creativity. When analyzing Altgeld, did you consider these elements in determining the school's fate?

- a. The use of classrooms for special needs students which require lower numbers of students per classroom;
- b. The use of classrooms as parent rooms which helps the parents thereby helping the student;

- c. The wraparound services inside schools helping students and their families. Children's Home + Aid is a community partner that offers much needed services at Altgeld school.
 - d. The library, computer lab and other uses of classrooms that were considered underutilized;
 - e. The high mobility of some students and homeless populations.
2. I believe everyone's main concern for children is safety. **Will our children be safe at these new schools?** It's not just an issue during the walk to and from school; what is happening during school hours? Children attending Wentworth may cross 5 gang territories on the way to the new school, 6 to 12 blocks away.
3. 6 to 12 blocks may not be a lot in some people's minds, but it is too far for our children in this climate of violence. Older kids will have to cross boundary lines, where they may be challenged and recruited by undesirables. For younger children, this is just too far to walk from home. "Within walking distance", however, does not mean the children will be safe.
- a. From school to school, the walking distance is 12 blocks. The attendance boundaries are more (Halsted-Green-Peoria-Sangamon-Morgan-Carpenter-Aberdeen-May-Racine-Elizabeth-Throop-Ada-Loomis-Bishop-Laflin-Justine-Ashland);
 - b. There are five different gangs within the attendance boundaries. Therefore, the walk to and from school is very dangerous for the students;
 - c. The school culture will be compromised with several different identifiable groups in one building. The students will spend more time concerned about their safety than they will on learning.
 - d. The "Safe Passage" program is insufficient for the dangers that the students will face walking to and from school. The adults on some corners will be inadequate. Further, there is no guarantee that those adults or any adult will be there everyday at the different times the children will be leaving from school or school supported programs. Safe Passage is not a fix; it's a stop gap measure.
4. Third, Bond school is listed again as a receiving school for some of the Altgeld students. Bond was a receiving school last year for Guggenheim students. This unfairly compromises the environment and opportunities for the students to improve at Bond.

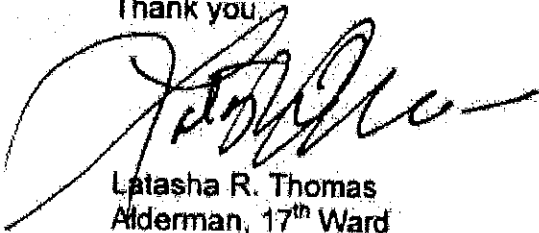
- c. The wraparound services inside schools helping students and their families. Children's Home + Aid is a community partner that offers much needed services at Altgeld school;
 - d. The library, computer lab and other uses of classrooms that were considered underutilized;
 - e. The high mobility of some students and homeless populations.
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4. Third, Bond school is listed again as a receiving school for some of the Altgeld students. Bond was a receiving school last year for Guggenheim students. This unfairly compromises the environment and opportunities for the students to improve at Bond.

5. The communities of Englewood and West Englewood are divided by Racine Avenue. The services and services areas of community partners for both Altgeld and Wentworth are rendered less effective with this action. Children's Home + Aid (West Englewood community) and Salvation Army (Englewood community) are two vital community partners whose work will be negatively affected.
6. The CPS presentation lacks sufficient information in its comparison of Wentworth and Altgeld performance ratings. The metrics used only looked at one academic year for both schools. This does not adequately show the growth and potential of Altgeld verses Wentworth. Information in Tab 25 of the CPS binder gives a clearer picture.

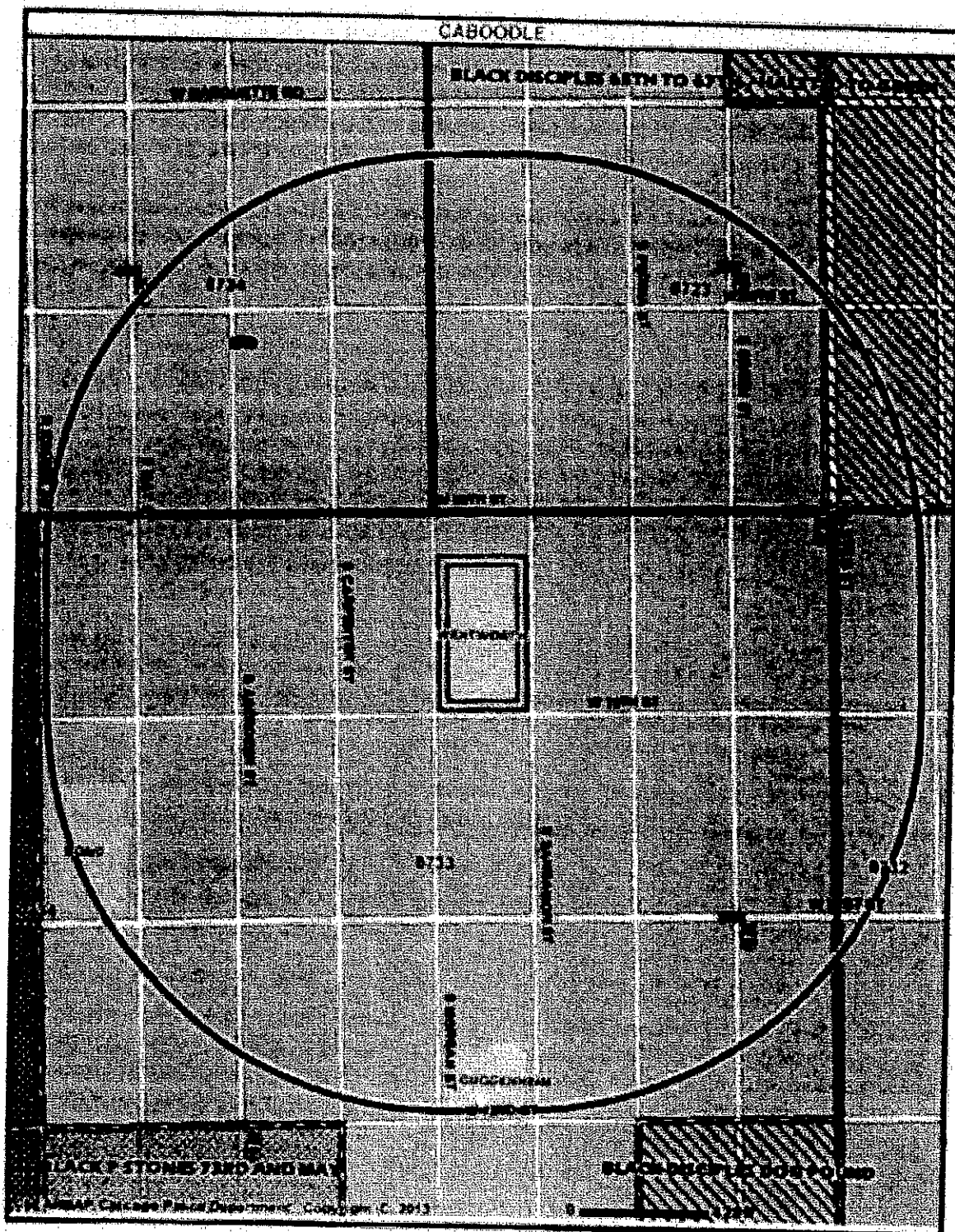
Each of our city's communities has significant differences. I would expect for you to study the differences between these areas to help solve these issues facing our schools and our communities' families as a collective...so that everyone's interests can be addressed, and real solutions can be implemented.

I don't see the evidence of that kind of deliberation taking place in the process, and so, for these reasons, I do not support this action.

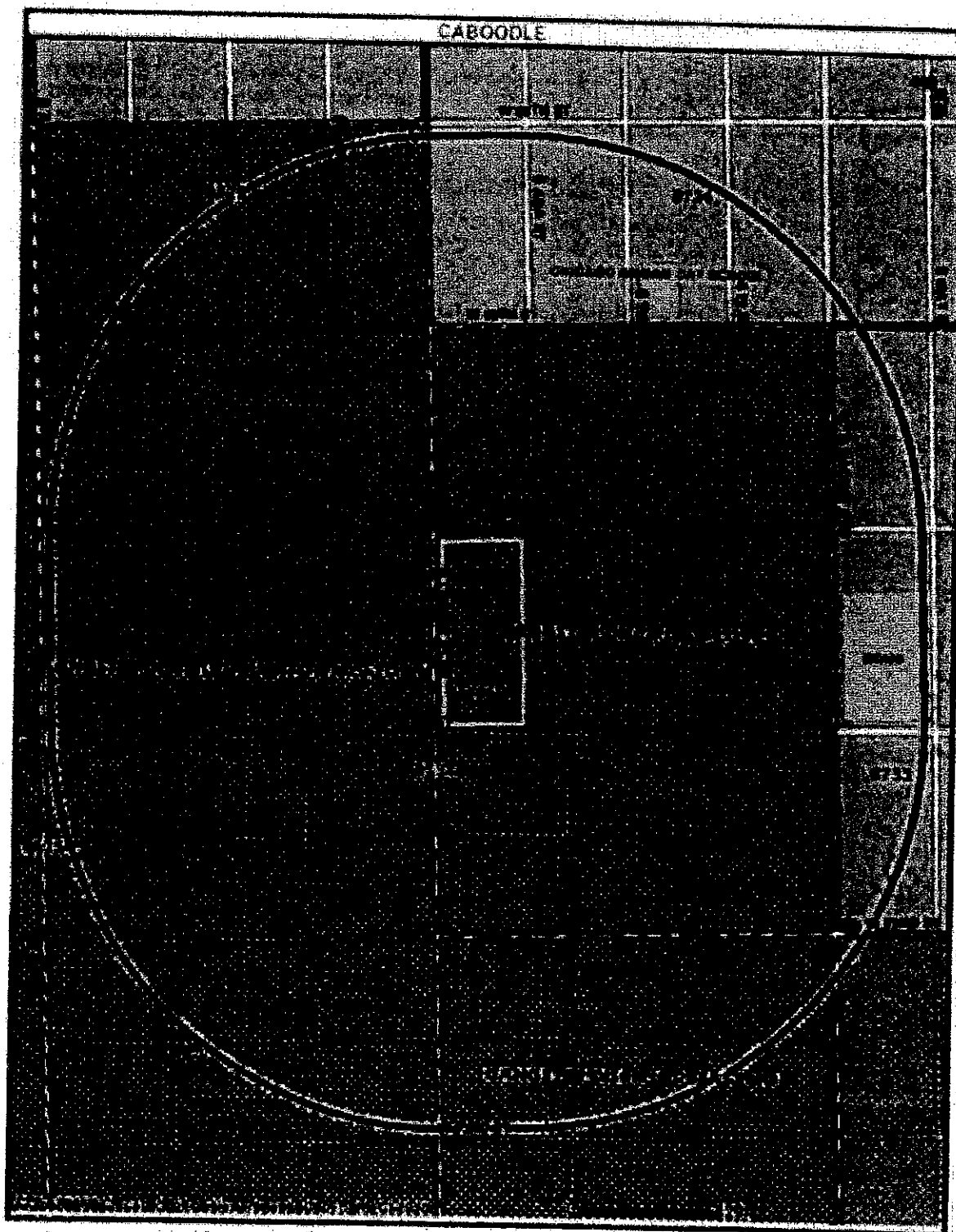
Thank you.



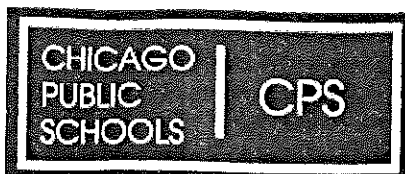
Latasha R. Thomas
Alderman, 17th Ward
Chairman, City Council Committee on Education



Map Generated: Wed Apr 10 15:12:30 2013
Crimes Incidents Grouped: Index - Apr 3 to Apr 10, 2013
School: WENTWORTH - Butler 1320 N.
Selected Hours: ALL Weekdays: ALL



Map Generated: Wed Apr 10 18:11:30 2013
Crime Incidents Grouped: Index - Apr 3 to Apr 10, 2013
School: ALTGELD - Buffer: 1320 ft.
Selected Hours: ALL Weekdays: ALL



John P. Altgeld Elementary School

1340 W. 71st Street
Chicago, Illinois 60636

Phone: 773-535-3250
Fax: 773-535-3639

Kenya Underwood
Principal

Dorian Price-Dixon
Assistant Principal

Altgeld School is part of the Englewood-Gresham Network under the leadership of Mr. Adrian Willis, Chief of Elementary Schools. Within the Englewood-Gresham Network, Altgeld is classified in the Math, Science, and Technology Cluster. With the use of intense data analysis of all available student and school data, it is required that teachers deliver data driven, intentional, challenging, and engaging instruction every school day in every content area.

The multi-dimensional and thus multi-discipline nature of many school challenges requires a TEAM approach. It is the goal of Altgeld to implement this approach by contributing skills and coordinating efforts towards the most positive, inviting, and interactive culture and climate as possible.

John P. Altgeld Elementary School will provide a nurturing and safe environment that will motivate students to strive for academic excellence, college and career readiness through differentiation, technological, and inquiry based instruction. All stakeholders will be committed to developing diverse learners that possess independence through appropriate academic and social skills to become cultured and productive members of society.

Over the past three years Altgeld has undergone several changes that have affected all Altgeld stakeholders (students, parents, staff, and community). As of 2012-2013 school year, we have been able to establish a strong foundation with new administrative leadership, newly appointed staff members, and community partnerships. Through these changes we as a school have made critical but necessary changes that have yielded increased student performance within the first half of the 2012-2013 school year.

Altgeld adopted Balanced Literacy as our reading curriculum, Everyday Math (K-5), Mathematics (6-8), as our math curriculum, and Sallie SePup, Foss, and It's About Time as our science curriculums. We have established a strong foundation and are gradually increasing in Reading throughout all grade levels. Additionally, we have incorporated components of our Balanced Literacy Program into the Math and Science instruction. With this approach to providing Reading instruction, it allows us to meet the individualized needs of our students.

Altgeld provides additional support to at-risk students by implementing the following:

- *Small Group/Guided instruction
- *Reading Interventionist (push-in and pull-out)
- *Paraprofessional pull-out support
- *Intersession academic enrichment
- *After school programs (AIM High, SES After School, Altgeld After School)
- *Cluster Planning Meetings
- *Scheduled data analysis on all professional development days

* Interventions are monitored and discussed by the ILT, teacher team reflections (vertically & horizontally), and data conferences held with the teachers.

Altgeld develops a focused plan for whole school staff professional development based on the schools assessment data, priorities, and growth targets.

*In addition to scheduled professional development, Altgeld has incorporated Google Docs (as a method of ensuring continuous and ongoing cooperation) in efforts to enhance the level of collaboration among all stakeholders; clear understanding of priorities and goals.

*Teachers meet weekly in grade levels to discuss and plan instruction for the upcoming week. The teams are required to discuss and record responses to the following:

- * Analysis of Current Assessment Data

- *Accomplishments and Challenges

- *Weekly Instructional focus

- *Action plan for weekly instructional focus

- Action plan roles

- *Next meeting instructional focus

- *RtI (implementation, tools/resources, questions)

- *Teachers and specialists meet to discuss concerns and develop a short action plan.

- *Special Education staff are included in the development of short and long term action plans to ensure adequate representation of each child.

- *Altgeld has established professional norms when participating in grade level and cluster meetings. On a biweekly basis, teachers meet with their content area peers to collaborate and discuss best practices, data trends, and increasing the rigor through the use of Common Core Standards.

- * Altgeld has established an "open door" policy and support systems for all families.

- *Teachers and administrators offer incentives and training workshops to promote parental involvement in school and at home.

- * Parents are strongly encouraged to utilize Parent Portal (training is provided)

In closing, Altgeld provides parents a variety of opportunities to gain knowledge regarding school performance, current goals with action plans, and daily expectations of students.

Altgeld Elementary Main Building
1340 W. 71st Street

Room 102
4th Grade
26 Students

Room 103
3rd & 4th Grades
26 Students

Room 205
3rd Grade
27 Students

Room 104
Data Room

Room 101
Counselor's Office

Room 106
SPED Resource Room
Grades 3-8

Room 112
Music Room
Grades 3-8

Room 111
Recess Room
Grades 3-8

Room 100
Computer Lab

Room 204
6th Grade
27 Students

Room 303
6th Grade
23 Students

Room 206
5th Grade
21 Students

Room 301
5th Grade
22 Students

Room 208
SPED Classroom
5th & 6th Grades
9 Students

Room 209
Intermediate &
Upper Grades
Science Lab

Room 107
Redirection &
Mediation Room

Room 203
Reading Interventionist
Resource Room
Grades 3-8

Room 201
Library Room
Grades 3-8

Room 308
Autistic Cluster
Grades 5-8
8 Students

Room 302
SPED Classroom
Grades 4-8
10 Students

Gymnasium
Physical Education
Grades 3-8

Room 307
7th Grade
19 Students

Room 305
7th Grade
15 Students

Room 306
8th Grade
26 Students

Room 304
8th Grade
24 Students

Room 309
Computer Lab

Altgeld's Main Building Facts

- The main building location services 283 students in Grades 3-8.
- **25 of the 26 classrooms (96%)** in the main building are utilized by students. The students do not have access to the data room.
- The Counselor's Office, Computer Labs, Library, Gymnasium, Music, and Recess Rooms are utilized by Grades 3-8 **(100%)**
- Rooms 106 (SPED) and 203 (Intervention/Remediation) are resource rooms for Grades 3-8.
- Rooms 208, 302, and 308 are Special Educations classrooms and should not exceed the state allowance of 15 students per room.
- 11 rooms are 3rd-8th grades general education homerooms totaling 256 students **(90%)**

Categories	# of Rooms Utilized
Resources (SPED/Interventions/Remediation)	2
Specials, Counselor, Recess	7
SPED	3
Homerooms	11
Data Room	1
Intermediate/Upper Science Lab and Redirection/Mediation Rooms	2
Total	26

Altgeld Elementary Annex Building
7007 S. Loomis Street

Room 120
Pre-K (A.M.)
16 Students

Room 120
Pre-K (P.M.)
17 Students

Room 123
Autistic Cluster
Grades K-4
7 Students

Room 124
Kindergarten
19 Students

Room 125
Kindergarten
20 Students

Room 220
Reading Interventionist
Resource Room
Grades K-2

Room 127
Music Room
Grades PK-2

Room 126
Parent Room

Room 221
SPED
Grades K-3
2 Students

Room 222
Science Lab
Grades K-2

Room 210
SPED Resource Room &
Children's Home and
Aide

Room 224
Science Club Lab

Room 225
Gymnasium
Grades PK-2

Room 226
1st & 2nd Grades
23 Students

Room 227
Library
Grades PK-2

Room 228
Computer Lab

Room 229
Recess Room
Grades K-2

Room 230
2nd Grade
29 Students

Room 231
1st Grade
22 Students

Room 223
Resource Storage

Altgeld's Annex Facts

- The Annex building location services 155 students in Grades Pre-Kindergarten – 2nd grades.
- 17 of the 19 classrooms (89%) in the Annex are utilized by students. The students do not have access to the Parent Room and Resource Storage.
- The Computer Lab, Library, Gymnasium, Music, and Recess Rooms are utilized by Grades K-2 (100%)
- Rooms 210 (SPED) and 220 (Intervention/Remediation) are resource rooms for Grades K-2.
- Rooms 123 and 221 are Special Educations classrooms and should not exceed the state allowance of 15 students per room.
- 6 rooms are Pre-K-2nd grades general education homerooms totaling 146 students (94%)

Categories	# of Rooms Utilized
Resources (SPED/Interventions/Remediation)	2
Specials, Counselor, Recess	5
SPED	2
Homerooms	6
Parent Room & Resource Storage	2
Science Lab & Science Club Lab	2
Total	19

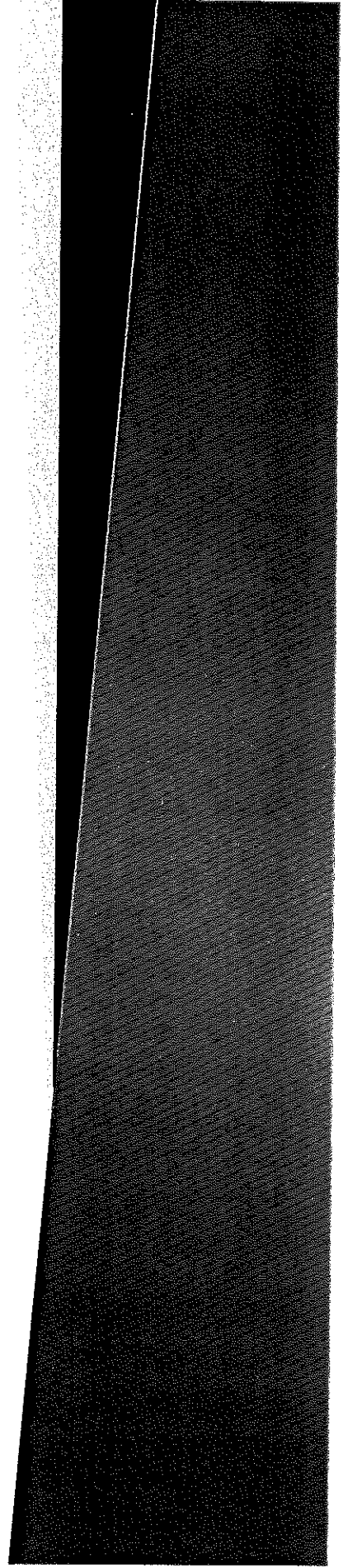
Summary

CPS' formula does not take into consideration classrooms that are not homerooms, but are utilized on a daily basis by students for activities and services such as Specials, Recess, Resources, and Labs. As a result, the formula does not capture the fact that the Main Building has a 96% utilization rate and the Annex has an 89% utilization rate.

Keep Altgeld Open!

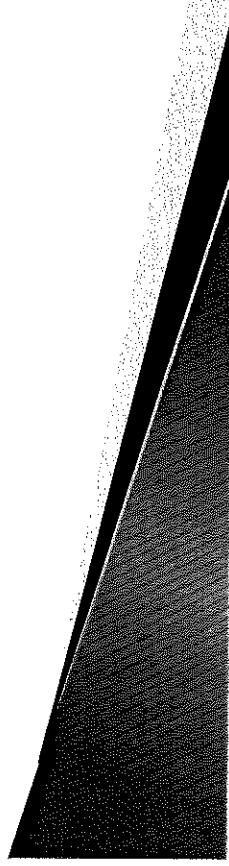
Community Meeting

April 10, 2013



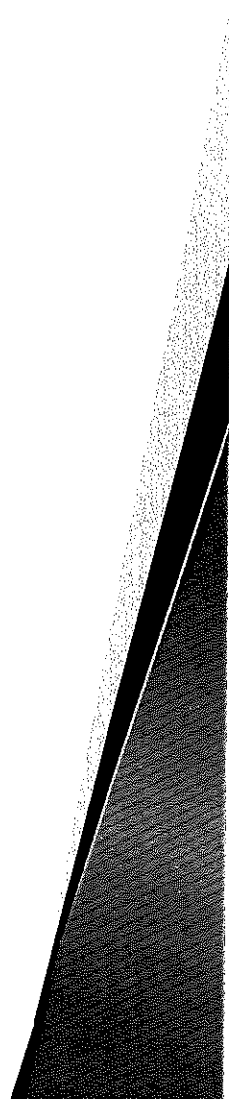
Is it Performance?

- ▶ From 2007–2012, Altgeld is performing at a higher level than Wentworth on the ISAT for the percentages of students meeting or exceeding state standards.



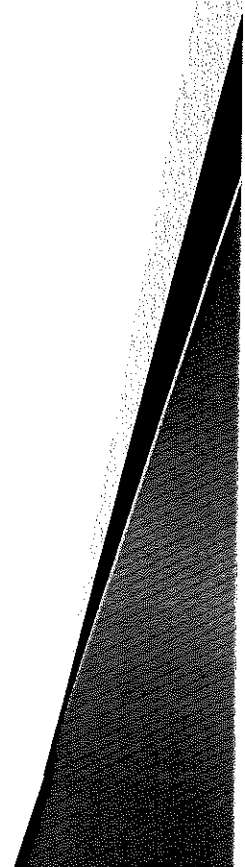
	Reading		Math	
	Altgeld	Wentworth	Altgeld	Wentworth
2007	49	43	68	41
2008	60	49	77	48
2009	75	44	83	47
2010	67	54	76	59
2011	79	45	75	62
2012	63	54	68	68

Source: Illinois Interactive Report Card (IIRC)



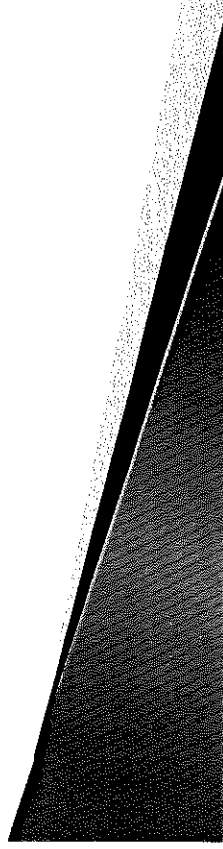
	Science		Composite	
	Altgeld	Wentworth	Altgeld	Wentworth
2007	41	36	56%	41%
2008	47	38	65%	47%
2009	57	48	76%	46%
2010	55	44	70%	55%
2011	66	40	75%	52%
2012	66	48	66%	60%

Source: Illinois Interactive Report Card (IIRC)



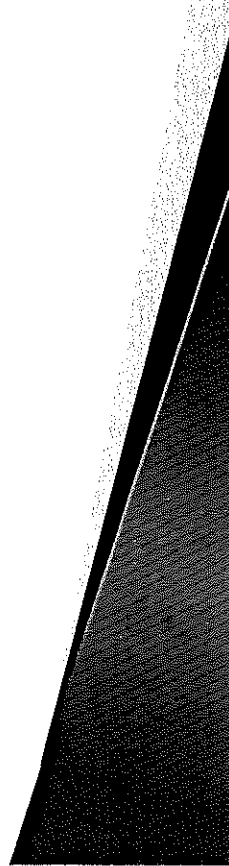
Is it AYP?

- ▶ Wentworth has never made AYP from 2007–2012 in Reading or Math.
- ▶ Altgeld made AYP for Reading in 2011
- ▶ Altgeld made AYP for Math in 2008 and 2010.



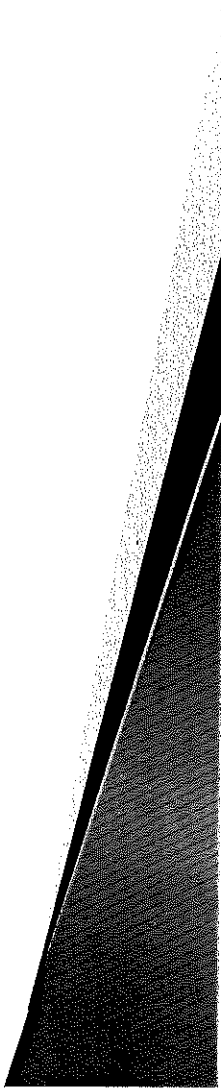
	Reading		Math	
	Altgeld	Wentworth	Altgeld	Wentworth
2007	NO	NO	NO	NO
2008	NO	NO	YES	NO
2009	NO	NO	NO	NO
2010	NO	NO	YES	NO
2011	YES	NO	NO	NO
2012	NO	NO	NO	NO

Source: Illinois State Board of Education (ISBE) – eReport Card Public Site



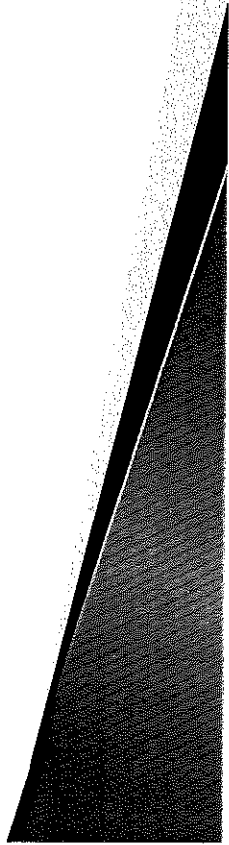
Is it Attendance?

- ▶ Altgeld has met AYP attendance requirements for the years of 2007–2012.
- ▶ Wentworth did not meet the AYP attendance requirements for 2011
- ▶ Additionally, Altgeld has a higher attendance percentage than Wentworth for the years of 2007–2012.



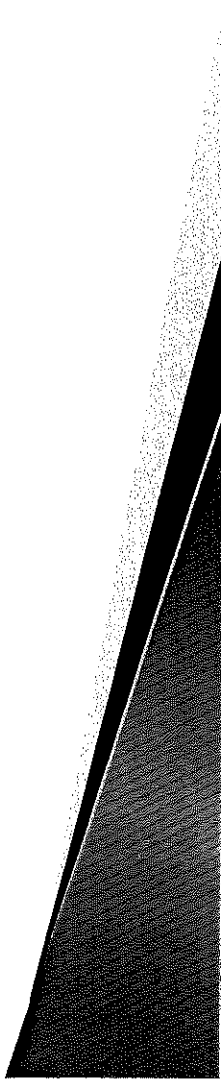
	Attendance	
	Altgeld	Wentworth
2007	90.7% - YES	90.4% - YES
2008	91.8% - YES	91.6% - YES
2009	91.3% - YES	90.1% YES
2010	91.6% - YES	91.4% - YES
2011	91.1% - YES	89.8% - NO
2012	91.8% - YES	91.5% - YES

Source: Illinois State Board of Education (ISBE) – eReport Card Public Site



Is it Benchmark Assessments?

- ▶ MPG (Grades K-2)
- ▶ MAP (Grades 3-8)
- ▶ Overall, Altgeld had a greater percentage of students meeting or exceeding expected growth from fall to winter than Wentworth on the MAP and MPG Benchmark assessments

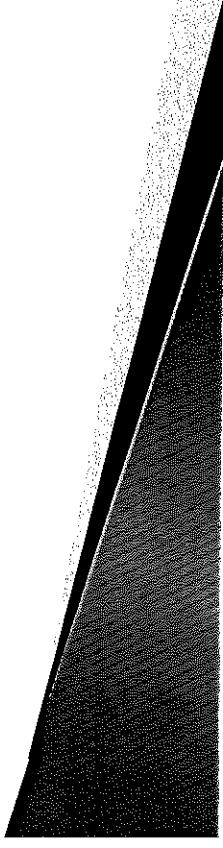


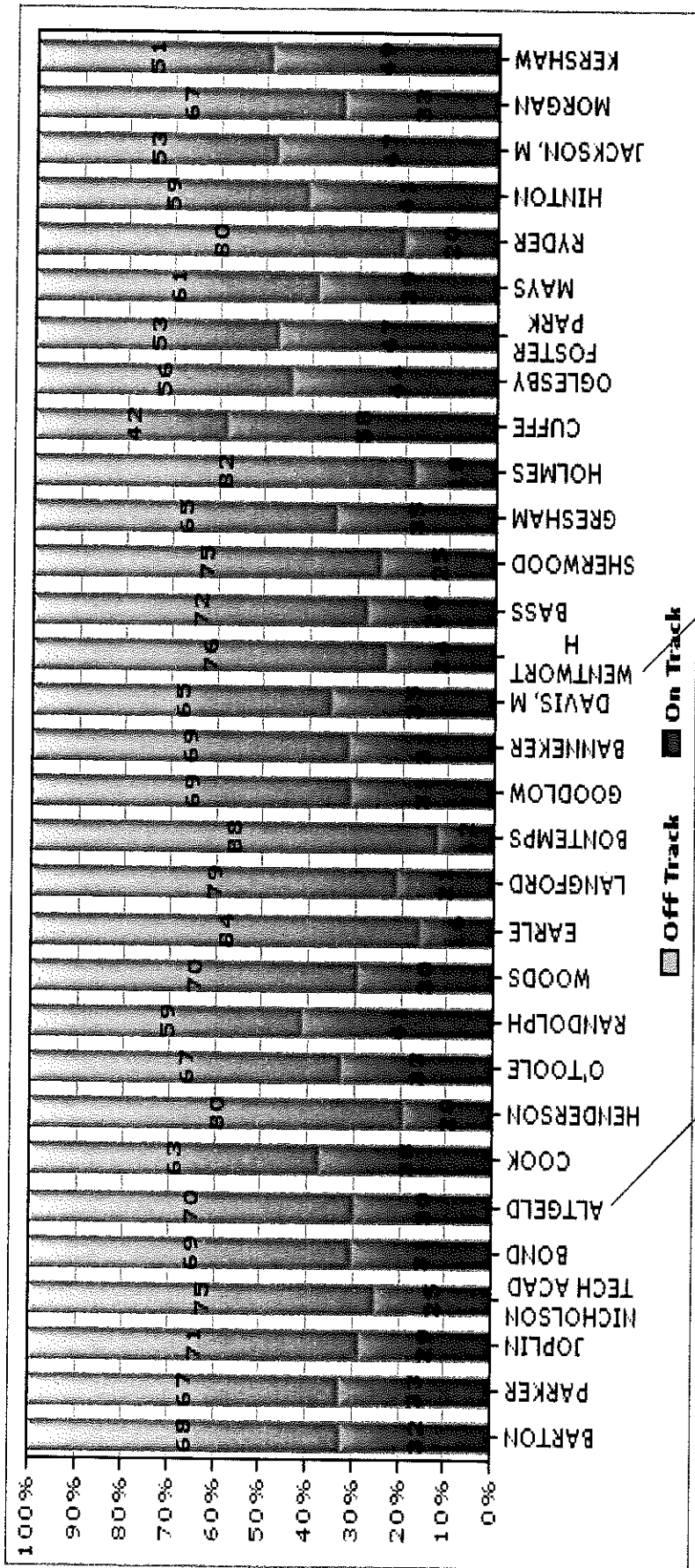
Grade Levels	Reading % of students meeting/exceeding expected Growth from Fall to Winter		Math % of students meeting/exceeding expected Growth from Fall to Winter	
	Altgeld	Wentworth	Altgeld	Wentworth
Kindergarten	66%	26%	42%	25%
1st	80%	28%	69%	59%
2nd	63%	44%	78%	60%
3rd	74%	39%	80%	49%
4th	62%	68%	73%	44%
5th	79%	58%	46%	52%
6th	96%	47%	68%	74%
7th	64%	67%	75%	82%
8th	60%	58%	78%	35%
All Grades	69%	49%	67%	54%

Source: Englewood-Gresham Network (EGN) Winter 2013 MAP Growth Data PowerPoint Presentation

Is it Students on Track?

- ▶ Altgeld has a greater percentage of students on track than Wentworth
- ▶ Altgeld has 30% on track and Wentworth has 24% on track





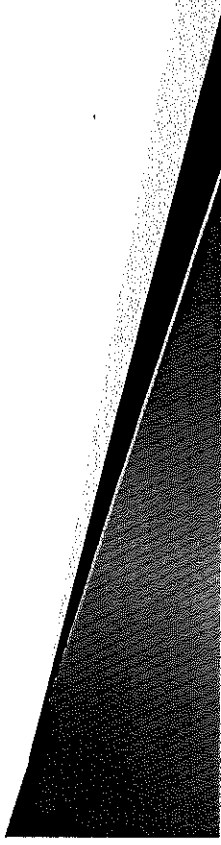
Altgeld

Wentworth

Source: CPS Dashboard

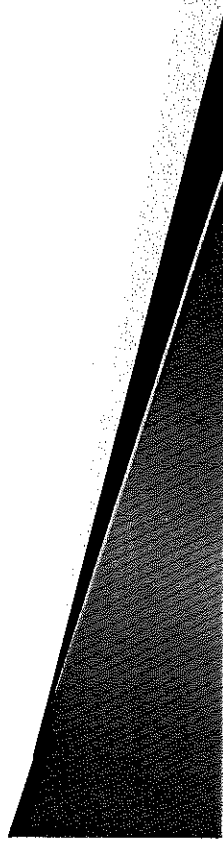
Is it Underutilization?

- ▶ Both buildings on the Altgeld campus can hold up to 1,000 students
- ▶ Altgeld has 443 students per the CPS School Locator
- ▶ Wentworth has 323 students per the CPS School Locator
- ▶ If both buildings on the Altgeld campus are underutilized, why can't Altgeld occupy the main building and Wentworth occupy the Annex?



Are promises kept?

- ▶ Lastly, CPS promised that all students affected by school closings will be sent to a higher performing school.
- ▶ If this is the case, then the data contradicts CPS's promise, and most certainly speaks for itself.



C.P.S.
3-25-2013

To Chicago Board of Education,
CC: Mayor of Chicago, Rahm Emanuel
CC: CEO of Chicago Schools, Barbara Byrd-Bennett

Good Day,

We are parents of students at John P. Altgeld, our children are subjects of the reformation and closures of schools in our community. We understand that budget cuts and other issues has forced some of the teachers to be terminated and other teachers from different schools will come to take their place. We as parents understand that we have no control over the decisions that the Board of Education and the Mayors office choose to make in those closing decisions or termination or transferred teachers from other schools, however we feel that a few teachers at Altgeld deserve to stay with our children. We feel that these teachers portray the utmost in professionalism and teaching and making sure our children receive the best quality education that is possible for their basic growth, learning and development skills. We also understand that we as parents must do our parts as well to make sure our children are doing their part at home after learning their daily lessons. We are just as frustrated as you are with what is going on within our school system, however certain teacher we believe do their best daily with our children. We as concerned parents only want whats best for our children as you want for your children. Please consider our plea to you to keep our children teachers. We as parents of our community would like our children to have the best possible education that the great city of Chicago has to offer our precious children. With the daily challenges we as parents must deal with within our community just to get our children to school the last thing we need is to remove the teachers that we feel are best for ours kids at this time.

Mrs. Harris 124
Ms. Intoe 125
Ms. Blanchard 125
Mrs King 120
Ms. Boynes 120
Ms. Smith 230
Mrs. Geist 231
Ms. Dixon 226
Ms. Muhummad 123
Ms. Daniels 123
Ms. Buendia 123
Ms. Matthews 104
Ms. Marshall 103
Ms. Lacy 303
Ms. Taylor 206
Mrs. Durham 204
Ms. Ruffin 208
Mrs Saez 205
Mrs. McKinney 308
Mrs. Neal 307
Mr. Allen 305
Mrs. Moore 304
Ms. Moody 301
Ms. Parish 302
Ms. Guyton 309
Mr. Heckman - Gym teacher
Mr. Washington - Music teacher

We as a parental community would like to thank you for your time to read our letter and consider our request to you.

Thank you
Parent of children at John P. Altgeld

PARENT SIGNATURE

- | NAME | ADDRESS | TELEPHONE | SIGNATURE |
|---------------------------------|-----------------|--------------|--------------------------|
| 1. James J. Felt | 6927 S. JUSTINE | 713 699-2217 | James J. Felt |
| 2. Rayton Brinkman | 6528 S. JUSTINE | | |
| 3. Ronda Price | 6753 S. Bishop | | |
| 4. Tanya Brown | 7120 S. Union | | Tanya Brown |
| 5. Rebecca Moore | 1535 W. 70th | | Rebecca Moore |
| 6. Raven Dalton | 7001 S ADH | | Raven Dalton |
| 7. Charles J. Martin | 8613 MARSHALL | 773 5990 | Charles J. Martin |
| 8. Maggie Miller | 1438 W 70th St | | |
| 9. Lakisha Miller | 1438 W 70th St | | |
| 10. James Miller | 1438 W 70th St | | |
| 11. Therin Galt | 7011 S. Bishop | | |
| 12. Charles Simmons | 6915 S. Bishop | | |
| 13. Rayon Thum | 8535 S. LAFIN | | |
| 14. Terrance Norri | 7034 So Bishop | | |
| 15. Tony Norri | 7034 So Bishop | | |
| 16. Anthony McNeal | 6344 S. HURON | | |
| 17. James Watson | 6725 S. JUSTINE | | |
| 18. James Ross | 6744 Raine | | |
| 19. Romyles Palmer | 6824 S. JUSTINE | | |
| 20. Tim Taylor | 1453 E 86 St | | |

21. Carl Smith 2238 W 81st 773 778-8031 Carl Smith
22. FRANK HAYES 5102 S Mayday (7P) 944-7694
23. JERMAINE BOOKER 6811 S. JUSTINE 312 285-7505
24. Lebron Russell 6943 S. Joyce (7B) 776-7484
25. Cheryl McDaniels 6527 S. Paulina 776-8621
26. M. Nathaniel 6841 S. Redland 773-410-6231
27. W. HAYES 6917 S. JUSTINE 773 641 9223
28. Edward McDaniel 68015 Loomis
29. Valene Booker 6811 S. Justine
30. S. King 10905th DRIVE Apt 301[#]
31. Dennis Jones 6828 SA LAFLIN ST
32. Orlando Yancey 7026 S Bishop
33. Lamar Jones 6833 Ridgeway
34. Felix Walker 68th Justine
35. MARTY LOBMAN 6833 S JUSTINE
36. FRANK STRAFUS 1421 W. 60th
37. Carl McDaniel 6849 S JUSTINE ST
38. Stanley Miller 6739 S Bishop
39. ~~FRANK STRAFUS 1421 W. 60th~~
40. Sharda Thompson 7009 S. Bishop
41. Debra Williams 7014 Paulina
42. Michelle Shigump 6943 S. Laflin
43. Debra Russell 6936 S. Bishop
44. Loleta Daniels 6419 South Bishop

45. EBONIE HAMER \$951. Lafin
46. An quilt a Lockett 6947 S. Parnell
47. Inez Miller 3900 W. 69th ST. (L) 8041
48. Shaneka Flowers 6523 S. Bishop
49. Derna Thompson 6801 S. Justin
50. Maurice Hursey 6926 S. JUSTIN

PARENT SIGNATURES

	NAME	ADDRESS	TELEPHONE	SIGNATURE
1.	Angela Brown	7058 S. Throop	704-208-6128	Angela Brown
2.	Andrea Fitzpatrick	7058 S. Throop	773-606-1095	Andrea F.
3.	Fannie Inby	6902 S. Ada	-773-783-7425	
4.	Sharon Henderson	6902 S. Ada	#773-783-7425	
5.	QWANA/CLOVE	6844 S. Ada	#773-556-5653	Qwana
6.	Hwendolyn Plowen	1450 S. 69th		
7.	Shereel Steel	6640 S. Morris	(773) 732-0319	
8.	Andre Milan	6401 S. Throop		
9.	Kenyatta Flournoy	6612 S. Bishop	773-664-4243	
10.	Shatira Williams	1421 W 69	773-372-7580	
11.	Andy Davis	6737 S. 69th		
12.	Jeff Jones	6901 S. Morris	708-645-8030	
13.	Cleanna Pigeon Hayes	6800 S. Bishop 2nd fl		Cleanna Hayes
14.	Kerston Charles	6726 S. Morris	(773) 877-4546	
15.	Shantia Roberts	6916 S. Green Street		
16.	Edward Williams	6835 S. Green street		
17.	Stephanie McField	6831 S. Ada St		
18.	Millie Spang	6931 South Throop	773-949-5564	Millie Spang
19.	Daniel Hines	6722 South Marshall	773-647-0048	
20.	Kerree Fuller	6927 S. ADA	(773) 673-7948	

21. Anthony Truby 6902 S. Cedar
22. Parlae Barksdale 6913 S Loomis
23. Brian Logan 6913 S Loomis 7737835262
24. J. Wilson 7320 Marshfield
25. Frank H. 6232 S ADA
26. Jack C. 6889 S ADA
27. Michelle 6859 S Kestrel
28. Peter Dault 1450 W 61st
29. Osmond Bell 4649 S. Bishop
30. Nathan 6957 S Loomis
31. Roger King 6931 S. Loomis
32. Ludora Hopper 6747 S. Loomis
33. Kalesha Villums 6747 S. Loomis
34. Karaka Nello 6747 S. Loomis
35. 6755 S. BISHOP
36. Ray Anderson Jr. 6851 S. ADA
37. Omar K. 6914 S Loomis
38. Chanette Matthews 6928 S Wood St
39. James Tys 6331 S. Bishop
40. Andrianna Hayes 7016 Throop
41. Rionna Moore 7016 Throop
42. Jenna Zubicky 6757 S. Loomis
43. Christina Lambert
44. Daruk Martin 6358 S. Sacramento

45. ~~Kim~~ Minique Corley 6710 Vernon
46. Chantell Brooks 6729 S. Throop
47. Odeya Pether (M) S. Eggleston
48. Wilhelmina Jackson 6842 S. Throop
49. Wilson Holtz 6859 S. ADA
50. Holly C Bass 6858 A DA
- Manissa Jones 7003 S ACLC

45. Precious Carter 6433 S May
46. Lara Bland 6433 S May
47. Katrina Natham 6959 S Loomis
48. Michelle Cox 7717 Lowe
49. Brandy Matten 6828 S Morgan
50. Jovi Blott 6828 S Morgan
51. Renina Howard 6714 S. Bishop
52. Joseph Thompson 1425 W 71 St Bishop
53. Myesha Wheeler 6939 S. Throop
54. Nicole Wheeler 6939 S. Throop
55. Daniel Pennick 6847 S ADA
56. Breanna LEE 7148 S Aberdeen.

PARENT SIGNATURES

NAME

ADDRESS

PHONE

1. Bedka Wallace 7242 S. May (773) 997-4105
2. Lanasa Distink 8345 S. Hermitage 773-302-0023
3. Truitt McQuell 6832 S. Ada (773) 619-2245
4. Brian Carey 6914 S. Ada (708) 646-1839
5. Saytha Chawel 6914 S. Ada (708) 646-1717
6. Venus Trons 6914 S. Eggelston (773) 662-9397
7. Donavan Williams 7035 S. Bishop 1708-829-7005
8. Lemard Fields 7019 S. ADA 1-773-708-0196
9. Ronald Monurel 8047 S. Houston 773-502-9115
10. Mare R Beardsley 6906 S. ADA
11. Sylvia Arnold 6904 S. ADA 773 683-6848
12. Latoya Striblin 1757 W 71st 773-306-6185
13. Latisha Striblin 1757 W 71st 708-623-3523
14. Joseph Striblin 1757 W 71st 773-746-0201
15. Jacque Striblin 1757 W 71st 708-510-8060
16. Jerome Striblin 1757 W 71st 312-509-0096
17. Toni Striblin 1757 W 71st 708-849-4544
18. Gregory King 6931 S. Lewis 773-370-3003
19. Debra Dill
20. Edward Smith 6959 Thorpe 773-544-3400

21. Toni Browlee
22. Joanna Jones 6946 S. May Street
23. Bianca Jordan 6976 S. May Street
24. Melvin Carpenter 6750 S. Aberdeen
25. Rashonda Hunt 6750 S. Aberdeen
26. Jerome Bulter 7032 S. Marshfield
27. James Ballarach 7120 S. May
28. Jimmy D. [unclear] 6854 S. Throop
29. Marlena Williams 6933 S. Washtenaw
30. Michael Solomon 6640 S. Loomis
31. Pete Jackson 6800 S. Throop
32. Mr. [unclear] 7069 E. [unclear]
33. LaShonda Maynard BISHOP
34. [unclear]
35. [unclear]
36. KAREN IRBY 6902 S. ADA
37. [unclear] 6800 S. Throop
38. Lashia Smith 6918 Lowe
39. Lashia Peive 61st Peoria
40. Nancy Ware 67 Ada
41. Dale Johnson 67th Bks 6647 S. Bishop
42. Eugene Myers 6901 S. Loomis
43. Patricia Craig 6750 S. May
44. Kimberly Williams 6732 [unclear]
- Tia [unclear] 6727 S. [unclear]

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

125

- 1 Donovan Prather
- 2 Angel Watson
- 3 Kamontae Phipps
- 4 Marsean Coffey
- 5 Damhuri Mitchell
- 6 Shamora Beal
- 7 Tamarri Fulton
- 8 Adrianna Maxwell
- 9 Jaito Lee
- 10 Tanya Vinson
- 11 Donovan Williams
- 12 Mark Shawn Swann
- 13 Michael Gordon
- 14 Anthony Jones
- 15 Sahirah Shields
- 16 Takyla Banks

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 Monique Johnson 6855 S. Ada 773-744-3898
- 2 Earl Clayton 6855
- 3 Mary Alsop
- 4 Tanish Grant 6858 S. Throop (312) 661-6256
- 5 Latisha Stevens 6858 S. Throop 773-397-6783
- 6 Timmye Burke 6858 S. Throop 312 216 9206
- 7 Garry Parker 6858 S. Throop 329 532 5222
- 8 Dominique Baugh 312-385-0411
- 9 Raven Green
- 10 Paul Edward 6626 Laflin (773) 299-2785
- 11 J. B. Green 6915 S. Ada
- 12 Annette Alvarado 6909 S. Ada (773) 678-0613
- 13 Lakera Amstrong 1326 W. 72nd St (773) 469-0059
- 14 Martin McCue 11540 S. Campbell Ave (773) 535-3255
- 15 Katrina Nathan 6959 S. Loomis 773 (703) 1462
- 16 Yolanda Davis 1434 W. 70th Pl 773 691-7214
- 17 Crystal Brown 4735 S. Loomis 773-905-4914
- 18 Bernard Moore 1535 W. 70th 773-492-1687
- 19 Matt Allen 464-277-3144
- 20 Makeesha Starks 1504 W. 71st Street 312-4676-4280
773-793-1074

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 Wilma Charney 6914 S. Ada 773-994-1189
- 2 JoAnn Smith 6914 S. Ada 773-366-2426
- 3 Hercules Charney 6914 S. Ada 773-994-1189
- 4 Mario Zamora 6853 S. May
- 5 CASH Howard 6859 S. Ada
- 6 Kimyanna Washington 6859 S. Ada 773-556-0113
- 7 Margie LaSage 6859 S. Ada 773-675-8550
- 8 ANGELA Powell 6849 S. Ada 773-658-2745
- 9 Mooly Mchik 6849 S. Ada 773-641-7182
- 10 John Weaver 6849 S. Ada 312-221-0416
- 11 Denise Miller 6851 S. Ada 312-545-1398
- 12 Larry Anderson 6851 S. Ada 313-838-2417
- 13 Walter Mudder 6859 S. Ada
- 14 TERENCE F. 6859 S. Ada
- 15 William Mudder 6859 S. Ada 773-263-6369
- 16 Bruce Graham 6903 S. Ada (773) 783-7689
- 17 John McLaughlin 6903 S. Ada (773) 783-5456
- 18 Rico Byrdwell 6910 S. Ada 773 (621) 0123
- 19 Arthur Wright 6855 S. Ada 773-551-6678
- 20 Stephanie Carreau 773-6853 S. Ada 773-946-8992

21. Tasha Wesley Park/Prof
22. R. Smith & W. Smith
23. Christine E. King
24. Jacqueline Mason
25. Keri Lynn
26. Lashawn White
27. Kershawn Quarles
28. Karla Quarles
29. Robert Wee R
30. Kenneth Smith
31. H. R. R. R.
32. Keri Smith
33. Earl Washington
34. Frankie Bradley
35. J-Town Bucktown DomeCity Team Red
36. T. J. T. G. C. Tape
37. J-Town DeWitt Center
38. David Washington
39. Jamie Peavale
40. Jamie Lee
41. Johnny Coles
42. J. R. R.
43. Derek R. Henry
44. Claude Allen

45. Renee Johnson
46. Michelle Shepard
47. Katrina White
48. James M. Miller
49. James Miller
50. Austin Jackson

Marye D. M.

PARENT SIGNATURES

NAME	ADDRESS	TELEPHONE	SIGNATURE
1. Angela Sca	7046 S. Loomis		Angela Sca
2. DEXTER HUNTER	6920 S. LAFKIN		
3. VICTOR JOHNSON	6921 S. LAFKIN		
4. Eva Morgan	6926 Justice		Eva Morgan
5. MARK COLEMAN	6949 Loomis		Mark Coleman
6. LaMorre Martin	1542 W 69 th		
7. Jay C. [unclear]	6919 S. Bishop		
8. Roy Johnson	6909 S Ashland Ave		
9. Marion Fitts	69 Justice		
10. William Ray	67 LAFKIN		
11. Charles Love	72 Parnell		
12. Rochael King	73 Steeet		
13. Shawanda McCray	83. Ashland		
14. Mary Wright	6318 S. Lashin		
15. Duwayne Krell	6733 S. Mdy 773 957-5057		Duwayne
16. Jessie prue	69 1410 W. 69TH		J
17. Opha Lee Harris	41 1353		2
18. Antoin Johnson	6921 LAFKIN		
19. Lonnie Johnson	6921 LAFKIN		
20. Billie Johnson	6921 LAFKIN		

21. ~~Farrier~~ Elbert 7015 Justine
22. Ontaine J. Dyson 6840 S Laffin
23. Milton Lampton 6842 S Justine
24. Evans Jones 6827 S. Loomis
25. ~~Michael~~ Samur 1411 W 71st
26. Kevin Morehead 6801 S. Loomis
27. Ms. Rena Ross 6726 S. Loomis
28. Ms. Larisha Thomas 6727 S Loomis
29. Karen Briskin 1558 W. 69th
30. Maurine Stanley 1505 W. Marquette Rd
31. Emerson Stanley 1505 W. Marquette Rd.
32. Truss Kaly 6818 S Laffin
33. Darrell Williamson 6804 S. LAFIN
34. MALCOLM CALHOUN 1508 W. 73rd Pl.
35. McKee Shepard 1353 W. 65th St
36. Regina Carter 6733 S Justine
37. ~~Robert Johnson~~ 6719 S Loomis
38. Britton Moore 1425 W. Bishop
39. Ninaa Mashaye 7732 S. Carpenter.
40. Keithrick Childs 7800 S. Wood
41. David Johnson 6854 S. Adams
42. Laurencia Mochel 1334 W 97th St
43. W. Nelson 1450 W 69th St
44. J. Cindera 7035 S. LAFIN

45. Sherrie T. Brown 7027 S. Ada Chicago, IL
713) 558-2852
46. Bernice Crawford 7041 S. Ada
47. S. Ada Crawford 7041 S. Ada (773) 645-9513
48. Antonia McCaskill Antonia McCaskill 1392 W 71st St. 773
691-1083
49. India Brown 773) 398-6799
50. Wynette Smith 312-480-7573 7019 S. Throop St

PARENT SIGNATURES

NAME	ADDRESS	TELEPHONE	SIGNATURE
1. Shirley ARNOLD	6906 Ada	773-966-4907	Shirley Arnold
2. Christina Holbert	6906 Ada St	(773) 707-4256	Christina Holbert
3. TORRANCE ARNOLD	6904 S Ada	773 615-4179	Torrance Arnold
4. EMMA ARNOLD	6904 S Ada	773-966-4907	Emma Arnold
5. Christopher Holbert	6906 S. Ada	N/A	C. Holbert
6. GREGORY ARNOLD	6904 S. ADA		Gregory Arnold
7. Alisha McCay	6937 S Ada	773 628-4294	Alisha McCay
8. Camiel Brookins	6937 S. Ada	(773) 651-4458	Camiel Brookins
9. Odella Townsend	6937 S. Ada	(773) 630-3981	Odella Townsend
10. SHARON KELLUP	6907 S. ADA	(773) 704-3547	Sharon Kellup
11. RAVEN DALTON	7001 S ADA	-772-354-5990	Raven Dalton
12. April Dalton	7001 S ADA	312-675-9340	April Dalton
13. Angel Dalton	7001 S ADA	773-920-8740	Angel Dalton
14. FRANK LYLES	7007 S ADA	ST FRANK LYLES	Frank Lyles
15. Mark A. Jones	7019 S. Ada		Mark A. Jones
16. Cliff Durham	7019 S. Ada	773-808-8300	Cliff Durham
17. Michele Durham	7019 S. Ada	"	Michele Durham
18. Lemard Fields	7019 S. Ada	"	Lemard Fields
19. Linda Harris	7019 S. Ada	"	Linda Harris
20. Lemard Fields Sr.	7019 S. Ada	"	Lemard Fields Sr.

21. Lillie Johnson 7042 S. Throop 773-783-7944
22. Louise Johnson 9257 S. Durbin 312-619-1921
23. Theresa Johnson 7032 S. Throop 773-962-9041
24. Debra Fenorel 6904 Ada 773-960-4907
25. Shawna Miller 6127 S. S. Durbin 773-516-0536
26. Christopher Beasley 6837 S. Loomis 773-444-9314
27. Studia Bishop 6736 S. ADA 773-683-8849
28. Darryl King 6822 S. Justine 773-524-1771
29. Tamika Brown 6815 S. Justine 773-984-1165
30. Quentin Harper 6806 S. Justine 773-876-0974
31. Robyn Harper 6806 S. Justine 773-306-0439
32. Paulette Harper 6806 S. Justine 773-870-8483
33. Shawanna Robinson 6752 Justine 773-321-6121
34. Freddie Leroby 6740 S. Justine 773-392-9173
35. Mark Wofford 6720 S. Justine 1312-282-0300
36. Cerita Williams 6720 S. Justine 773-577-4194
37. Keith Perry 6720 S. Justine 773-300-5498
38. Edith Alton 6725 S. Justine 773-778-6430
39. Tilwanne Austin 6731 S. Justine (773) 707-3865
40. Shirley J. Samuels 6739 S. Justine 773-776-7593
41. DAVID PLATT 6759 S. JUSTINE 773-772-5580
42. Robert Crump 6811 Justine 773-239-0492
43. HELEN Gary 6841 Justine 773-675-0878
44. Therrell Carr 214 N. Central 773-403-4619

45. STERLING BEDDING-6901 S. LOOMIS BD.

46. DENNIS 6922 S LOOMIS

47. Touja Morgan 6928 S. justine

48. Janet Morgan 6928 S. justine

49. Black Lug 15422 6951 ch. IL 6636

50. Jupe Adult 7215 S ENEALD

PARENT SIGNATURES

	NAME	ADDRESS	TELEPHONE	SIGNATURE
			773-759-9812	
1.	Cotce Escob	6941 S. Loomis		Cotce Escob
2.	TYRONE REDDING		773-23234	
3.	Robert M. DOR	7127 ADELLEN		
4.	Robert M. DOR	6807 LAFAYETTE		
5.	Paula Jones	1412 W 69th	773-914-6418	
6.	Lela Massie	4809 S. JUSTINE		
7.	Sharon Jones	6152 709 S 12th		
8.	Sharon Jones	6901 S. ADA		
9.	William Hayes	6727 S. Loomis		
10.	Mrs. B. Jones	7014 S. Loomis		
11.	Emma Erving	6907 S. Prairie		
12.	Vernell Morris	6900 S. ADA		
13.	Raymond Jones	6929 S. JUSTINE		
14.	Willie Coleman	6914 S. Loomis		
15.	Earl Turner	6728 S. Claremont		
16.	Jenny Sullivan	6832 S. Bishop		
17.	Deontae Booker	7142 S. May		
18.	James Robinson	8103 S. Evans		
19.	Early Butler	6749 S. Laffin		
20.	Willie Ware	649 W 68th		

21. Johnson, Bobby 6921 S. Lafflin
22. Murrell, Verna 6936 S. Lafflin
23. Elaine Spear 4450 69ST
24. M. Bryant 6917 S. Justine
25. Yvonne Marshall 6959 S. Bishop
26. Lennie Keith 7020 W. 60th St.
27. Ellen McHitt 6649 S. Justine
28. Jim Hatcher 6753 S. Lafflin
29. Fizzie Smith 6615 S. Lafflin
30. NIKKI Ellington 6630 Lafflin
31. Cheilia Evans 915 Cranedr. 204
32. Janita Sawyer 6924 S. Lafflin
33. Fabian Demus 7246 S. Evans
34. Linda Davis 6823 S. Wood
35. Stephone Gordon 6806 S. Justine
36. Wilton Doff 6950 S. Loomis
37. Willie Ann 6841 Lafflin
38. Thurgood Smith 6753 S. Calypso
39. Jeneva Anderson 7010 S. Sangamon
40. Carol Carlton Lloyd 6909 S. Loomis
41. Jamika Gayden 1820 W. 60th St.
42. Catina Eggleston 6809 S. Calymet Ave.
43. Ray Bryant 6806 S. Bishop
44. FRANKLIN, L. 4500 S. 65th St.

45. Tanya Harris
46. Lisa Carter
47. Alpikore Smith
48. Johnny Ross 6558-Bishop
49. Anthony Lee 7017 soapline
50. Anthony Johnson 6921 Calfin

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 Lyndy Dan 5616 So Alexander 708-355-0183
- 2 Tamish Dan 5614 So Alexander 773-512-1036
- 3 Willie Abrams 6841 Laflin 773-526-2423
- 4 Frederick Carter 6747 Coombs 773-488-2141
- 5 Rohit Mile 568786 Koffl
- 6 Tamara's Smith 3137655
- 7 Sharon May 6831 S. Paulina 773-812-933
- 8 Trenton McQuell 6832 S. Ada (773) 614-2245
- 9 Dominique Davis 1507 W. Marquette Rd. (773) 297-2420
- 10 Whitney Deloach 6748 S Laflin (773) 971-3325
- 11 Amanda Legers 6748 S Laflin (312) 882-7996
- 12 GREGORY Arnold 6904 S ADA 773-996-2574
- 13 Lina Cumberlander 6755 S. Bishop St.
- 14 Ryan Nuly 6751 S. Bishop St.
- 15 Alice Brady 6724 S. Bishop St. Chgo. IL
- 16 Dwayne Jackson 6715 S. Lincoln
- 17 Bernice Hunter 2123 S Hoye
- 18 Paul Weller 1230 West Laflin (773) 966-2507
- 19 Dwayne Jackson 6904 S ADA 773-717-4136

Wen

PARENT SIGNATURES

	NAME	ADDRESS	PHONE
1	Joi McCaster	1002 W. 70 th	773 364-0058
2	Renee Dalton	7001 S ADA	773-846-3706
3	Terrence Davids	6754 Loomis	
4	Shavon Jackson	6923 S Loomis	
5	Yvonne Thompson	6714 S Oakley	
6	James Thompson	6719 S Ashland	
7	Sean Kelly	1223 W Racine	(738) 41-1518
8	Perry Blackburn	6757 S Loomis Blvd.	
9	AL JENKINS	6924 S ABERDEEN	
10	Hussein Mohmmad	6857 S. LOOMIS	
11	Michael McBride	6915 St Lallyn	
12	Jasmine Thomas	1015 W 70 th	
13	Leslie Gray	68 th Morgan	
14	Angela Jackson	69 th Justine	
15	Willie Robertson	69 th S Justice	
16	Delia Jairo	4969 S Justice	
17	Edward Oliver	6930 S. JUSTINE	
18	Crystal Ross	6952 S. Justine	
19	Dwayne finney	Dwayne Finney	6952 S Justine
20	Michael Riley	1540 W. 70 th	

21. Stephen Wagoner 1540 W. 70th Street
22. Willie Ann Williams 7026 S. Bishop
23. Robert Brown 7018 S. Justice
24. Sherri Brown 1536 W 70th Street
25. Anthony Jones 7032 W 70th Street
26. D'Antoinette Carter 7028 S. Justice
27. Dawn Loun 7034 S. Justice
28. Rome Magee 1476 S Bishop
29. James Smith - 1544 West 71st St
30. Anthony George - 7034 So. Carpenter
31. Kenneth Irvin - 7034 S. Carpenter
32. Rebecca Sanders - 1506 W. 71st St
33. LEE Robinson 7132 S. Wood
34. ~~MARTINE KASHING 7341 S. WACKLE~~
35. Warren Sallie 1251 W. 72 St
36. Georgie A. Hannah 7039 So. Laflin
37. Cleo Hannah 7039 Laflin
38. Geraldine Hall 7021 S. Laflin St.
39. Taneka Denise 7019 S Laflin
40. Diane Dennis 7019 S Laflin
41. ~~Wanda 7019 S Laflin~~
42. John Russell 7011 S. Laflin
43. Jelly Smith 6947 S Laflin
44. Tasha Knowles 6937 S Laflin

45. Kimberly Jones 6737 Laflin
46. Lammell Howard 9100 S Norana
47. Shantone Lawrence 4626 S. Lowe
48. Earl Merken 6935 S. LAFLIN
49. Michael McMillan 6915 S Laflin
50. Bobby Larry 7042 S Laflin

STUDENT SIGNATURES

SIGNATURE	CLASSROOM NUMBER
1 Miyah Coleman	226
2 Seth Wilson	226
3 Maya Hagan	226
4 Tremesha Pierce	226
5 Patrick Larkie	226
6 Deandra Dyer	226
7 Shylah Banks	226
8 Anedriya Hamilton	226
9 Taron Haynes	226
10 Kionn Smith	226
11 Jayveon Woodrow	226
12 Mahavira Booker	226
13 Mof Kel Biers	226
14 Toshonne Posey	226
15 Makya Carroll	226
16 Zenobia Armistead	226

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

- 1 ANITA HANNAN 120
- 2 DEON B D B E L *monica fitts* 120
- 3 ASHLEY B D B E L *Terrad 2 cell* 120
- 4 JAZMINE LATHAM 120
- 5 DAKAYLA McDOWELL 120
- 6 STOVORAE 120
- 7 D T O M
- 8 Nyla Holbert S.A.
- 9 Trenton McDowell / Dakyla McDowell
- 10 Shawntise Newton - Fredricka Davis
- 11 *Shawntise Newton* / *Trenton McDowell* / *Dakyla McDowell* 120
- 12 Trenton Williams / Donovan Williams
- 13 *2 p R + 120* / *J. Davis* 120
- 14 EMANUEL WILLIAMS
- 15 DEANDRE DYER SRA Jamika Baker
- 16 *Rashad / Michael* / *Romya / Michael*

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

1 Amyla 231

2 Katherine 231

3 Gregory 231

4 Jalsia 231

5 Trinity 231

6 Arion 231

7 Anthony 231

8 Patricia 231

9 Lyanna 231

10 Iviana 231

11 Angelo 231

12 Lohesh 231

13 Emmanuel 231

14 Kentrell 231

15 Treya 231

16 Saniah 231

17 Lorette 231

Rm. 230

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

1) Darion Thomas

17) Jackie Williams

2) Egypt Gavin

18) Kanari Gentry

3) Christopher Stricklin

19) ROYNE IMMER

4) Martin Coffey

20) ZEPHANIAH

5) VONTA PALMER

21) TASHARA McDONALD

6) Patrick Shine

22) Makayla Walls

7) Keoreun Williams

23) Makalish Keaton

8) Michael Irvin

24) Kieran Thomas

9) Terence Davis

25) Jannay Teague

10) Jomari Tanksey

26) Serenity Frye

11) Makayla Bacon

27) KeSean Smith

12) Emont Moorehead

28)

13) Xavier Griffin

29)

14) Da'Maire Caldwell

15) Tiesja Anderson

16) Tashara Booker

PARENT SIGNATURES

NAME

ADDRESS

PHONE

1. Leeshar Davis 6732 S. ADA 773-355-2062
2. Cherri Brown 6735 Loomis-773-905-49K
3. LaSheba Spencer 6935 S. Elizabeth 773-441-3298
4. Ernestine Spencer 6808 S. Ada 773-858-4345
5. Helena Davis 6736 S. ADA 773-782-4130
6. KESTY Lacy 6839 S ADA 1-815 670-3089
7. Dallas Street 6923 ^{2nd floor} Loomis 1-773-587-5175
8. Mrs. Jackson 6739 S. Throop
9. Mohamed Hussein 659 W. 72nd 773-744-6246
10. Dwayne John 1330 W. 76th 773-447-8135
11. William W. 7015 S. 5th 224-3600
12. Yvonne Smith 7029 S. Justice 773-351-0200
13. Shakura Sanders 1506 W 71st Street (773) 783-5907
14. Deborah Henderson 1543 W 71st Chicago, IL 773-874-3652
15. Sam Redden 1539 W 71st 773-994-1096
16. Mary Harris 1520 W 71st
17. Marie A. Shepard 1353 W. 65th Apt 2
18. Clifton Denny 7019 S. Laflin
19. Milton Trinkle Jr. 312-221-1799
20. Flossie Trimble 1-773-783-5944

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 SANDRA BRINSON 736 N. Homan 773 719-3278
- 2 Donald Hayward 915 E 100th Pl. 773-544-9428
62628
- 3 Tanika Somerville 7836 S Paulina 773-619-6158
- 4 Vincent Brown 1520 W 80th 312-513-9059
- 5 Sharon Jinks 7158 EUCLID 773-499-3722
- 6 Daphne Coleman 7131 S. Youth (773) 414-6061
- 7 WALTER MOGLEY 8820 S WINCHESTER 773 612-3878
- 8 Tommie Brown 1312 S. Harding, 773-703-1439
- 9 Barbara Pointer 6605 S Rockwell 773-776-7556
- 10 TANYA Pointer 6605 S Rockwell 773-776-7556
- 11 Mary Kay 773 978-4030
- 12 Iesha Young 6731 S. JUSTINE
- 13 Whitney Young 6731 S. JUSTINE
- 14 Rosanna Fitt 710 Statest 773-651-9232
- 15 Deaton Young 6731 S. JUSTINE 773-436-4927
- 16 Delita Young 6731 S. JUSTINE
- 17 Eugene Young 6731 S. JUSTINE
- 18 Sherrice White 6731 S. JUSTINE 2nd fl
- 19 Imzeed Young 773-957-3170
- 20 Eddie Young 71st 773-562-8451

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 Shaun Owens 14526 S. San Francisco Ave (773) 294-7818
- 2 Shatara Scaggs 1404 W. 71 Street 773-994-3876
- 3 Valerie Booker 6811 S. Justine 773-793-1157
- 4 MONICA Fitts 6811 S. Justine 773-703-2357
- 5 WANDA Booker 6816 S. Justine 773-953-3955
- 6 IAMIKA BOOKER 6816 S. Justine 773-953-3955
- 7 IDA Patterson 6811 S. Justine 872-220-8300
- 8 Meshele Coleman 6811 S. Justine 773-441-1401
- 9 GLORIA Booker 6811 S. Justine 773-703-3698
- 10 MAURICE Smith 6952 S. Laflin 224-633-0635
- 11 Dianna Foster 1515 W. 72nd St (773) 407-6513
- 12 George Wondlar 6801 S. Loomis (773) 969-0768
- 13 Andron Russell 6755 S. Laflin (773) 952-6407
- 14 Katonika Banks 1104 W. 71st (773) 943-0037
- 15 Tashara Moorehead 6801 S. Loomis (773) 969-0769
- 16 Sharon Andrews 6902 S. ADA 773-696-6956
- 17 Lorena Woodard 6607 S. Ada 773-488-0688
- 18 Diane Baer 6900 S. ADA 773-663-1958
- 19 Anthony Arnold 1351 E 62 St.

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 James O'Neal 6127 S. May Chi, IL 60636-773-671-989
- 2 Martiese Hudson 7210 S. May ^{Chicago, IL} 60636-773-997
- 3 Shelma Smith 6340 S. Wolcott ⁵⁰³³ Apt 2
- 4 Anita Marshall 6917 S. Loomis ^{Chicago, IL} 664-2364
- 5 Arthur Bellamy 6818 Bishop
- 6 Arthur Reed 11211 S. King Drive ^{Chicago, IL} 773-559-7416
- 7 Jesse Shannon 6827 Loomis
- 8 Gloria Warner 6924 S. Justine 773 925-2239
- 9 Constantine Weatherly 6926 S. Justine (773) 925-2239
- 10 Kenneth ~~Spence~~ 15326 West 70th Street (773) 274-643
- 11 GEORGE BURNETT 7022 S. LAFLIN 773-793-9956
- 12 Alfred Grant 7027 S. JUSTINE
- 13 ALONZO NEVILS 7039 S. 4th St
- 14 Shawn Ewing 1545 W 71st
- 15 Willie Atkins 1509 W. 71st
- 16 Rachel Reed 1514 W 71st
- 17 Jasmine Wilson 3417 W 105th St
- 18 Carolyn Starks 1504 W. 71st St
- 19 Anna R. Pennington 746 A. Laflin St
- 20 Sylvia Hancock 7032 Laflin

21. Mianna Rapisdale (312) 532-6561
22. ~~Dee D. [unclear]~~ (773) 843-4105
23. Rance King (773) 221-6207
24. Carolyn Palk 773-487873 / 706 Lufkin
25. Denise Veal 773-874/502
26. Anthony Veal 773-829-1186
27. Curtis Veal 773-412-4904
28. James Dunc 7009 Lufkin
29. Darla West 6958 Lufkin Apt 7A-773996-1418
30. WYNNE McClair 6930 S Lufkin 773 912 6250
31. Ricardo Johnson 6820 South Lufkin 773 999-9242
32. Wilmore Barnett 7045 South Lufkin
33. Kaizah Lockhart
34. Jennifer Morris
35. Jade Morris
36. Lamp 6748 S Lufkin
37. August Burns 1441 W. 6887
38. Selena Nelson 6750 S. Bishop 1st Fl.
39. DAVID L. MOSS 6750 S. BISHOP 1st
40. Ernest Horace 6732 S Bishop
41. Adrian Villa 6730 S Bishop
42. Montae Freeman 6716 S Bishop
43. Gregory Evans 6716 S BISHOP
44. Andrew Evans

21. _____
22. Milton Trumble ⁽⁷²³⁾ 783-5944
23. Martina Napier 312-448-1690
24. Iheisha Napier (773) 501-1494
25. _____
26. _____
27. _____
28. _____
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42. _____
43. _____
44. _____

45. Andrew Young 6731 S. Rustine 773-436-4927
46. Erie Johnson 1459 W. 71st
47. Michael Burden 1315 W. 71st pl
48. Algeria Jones 67. Rustine 877-2234167
49. _____
50. _____

PARENT SIGNATURES

NAME

ADDRESS

PHONE

- 1 James O'Neal 6127s May Chi, IL 60636- 773-671-9996
- 2 Martiese Hudson 7210 S May ^{Chicago, IL} 60621 773-997-6002
- 3 ~~Shelma Smith~~ 6340 S. Wolcott ⁵⁰³³ Apt 2
- 4 Anita Marshall 6917 S. Loomis ^{Chicago, IL} 664-2364
- 5 ~~Arthur Bellamy~~ 6815 Bishop
- 6 Arthur Reech 11211 S. King Drive ^{Chicago, IL} 773-559-7416
- 7 Jesse Shannon 6827 Loomis
- 8 Gloria Warner 6924 S. Justine 773 925-2239
- 9 Constantine Weatherly 6926 S. Justine (773) 925-2239
- 10 ~~Kenneth Spence~~ 1536 West 70th Street (773) 274-6438
- 11 GEORGE BURNETT 7022 S. LAFLIN 773-793-9956
- 12 Alfred Brant 7027 S. JUSTINE
- 13 ALONZO ALFARIS 7039 54th St
- 14 Shawn Ewing 1545 W 71st
- 15 Willie Atkins 1509 W 71st
- 16 Racheel Reed 1514 W 71st
- 17 Jasmine Wilson 347 W 105th
- 18 Carolyn Starks 1504 W 71st St
- 19 Anna R. Pennington 746 S. Laflin St
- 20 Yvonne Hancock 7032 Laflin

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

124

1 Tye Moll PINEC

2 Carleh Ogaleez

3 NAWIKA hewls

4 Da Mariah Evans

5 Davionta Johnson

6 Jarmal Brown

7 Omari Williams

8
9 Makayla Mack

10 RASHAWN DAVIS

11 ZACHARY

12 BRANTON SELLERS

13 Jacob Jones

14 Damarion Thomas

15 Javaris RILEY

16

STUDENT SIGNATURES

SIGNATURE

CLASSROOM NUMBER

124

1 Tremell Pirec

2 Carleh Ogaleez

3 Newkah Lewis

4 Da Mariah Evans

5 Davionta Johnson

6 Jermall Bonn

7 Omari Williams

8
9 Makayla Mack

10 RASHAWN DAVIS

11 ZACHARY

12 BRANBON SELLERS

13 Jacob Jones

14 Damarion Thomas

15 Javaris RILEY

16



School closings

Mitchell, Mary <mitchell@suntimes.com>

Tue, Apr 16, 2013 at 10:41 AM

To: Arnold Shirley <shirleyarnold237@tcpstudent.org>

Dear Ms. Arnold:

Thank you for reaching out to the Chicago Sun-Times regarding school closings. I am forwarding your email and attachments to our education reporter, Lauren Fitzpatrick. Ms. Fitzpatrick has been covering the school closing issue and have highlighted several of the schools scheduled for closing.

Best regards,

Mary Mitchell

[Quoted text hidden]



School closings

Arnold Shirley <shirleyarnold237@tcpstudent.org>
To: "Mitchell, Mary" <mmitchell@suntimes.com>

Tue, Apr 16, 2013 at 7:15 PM

Dear Mary Mitchell,

Thank you for your attention to our letter and our concerns. We also thank you for your speedy response and for forwarding our letter to Lauren Fitzpatrick as well. We are just very concerned parents and we want as much attention and public notice voicing our concerns about our schools and our teachers.

Thank you
Shirley Arnold

[Quoted text hidden]

--
shirley arnold

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***JOHN P. ALTGELD
ELEMENTARY SCHOOL***

1340 W. 71ST STREET
CHICAGO, IL 60636
MRS. KENYA UNDERWOOD, PRINCIPAL

MISSION and VISION

John P. Altgeld School provides a nurturing and safe environment that motivates students to strive for academic excellence, college & career readiness through differentiation, technological, and inquiry based instruction.

All stakeholders are committed to developing diverse learners that possess independence through appropriate academic and social skills so they become cultured and productive members of society.

Curriculum

- › Altgeld adopted Balanced Literacy as our reading curriculum, Everyday Math (K-5), Mathematics (6-8), as our math curriculum, and Sallie SePup, Foss, and It's About Time as our science curriculums. We have established a strong foundation and are gradually increasing in Reading throughout all grade levels. Additionally, we have incorporated components of our Balanced Literacy Program into the Math and Science instruction. With this approach to providing Reading instruction, it allows us to meet the individualized needs of our students.

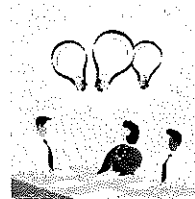
Altgeld addresses all student ability levels by implementing the following:

- **Small group/Guided instruction**
- **Reading Interventionist (push-in, pull-out)**
- **Paraprofessional pull-out support**
(across the content areas)
- **Intercession academic enrichment**
- **After school programs:**
 - *AIM High, SES After School, Altgeld "Willis" Program*
- **Cluster & Grade Level Planning Meetings**
- **Data analysis on all PD days**

TEACHERS and STAFF

Teachers meet weekly in grade level meetings to plan instruction:

- Analysis of Current Assessment Data
- Accomplishments and Challenges
- Weekly Instructional Focus
- Action Plan & Roles
- Rti (implementation, tools/resources, questions)



Altgeld

ATTENDANCE

Altgeld

2007	90.7%
2008	91.8%
2009	91.3%
2010	91.6%
2011	91.1%
2012	91.8%

Technology

- › 95% of the classrooms and teachers with ipads, smartboards, document cameras, and projectors
- › Three functioning PC labs
- › Classroom set of Mac books and ipads for classroom use
- › As a non-negotiable, teachers are require to integrate technology into their daily lessons (teacher and student lead)
- › Altgeld staff has implemented the use of Google Docs(as a method of ensuring continuous and on-going cooperation) in efforts to enhance the level of collaboration among all stakeholders

Established Partnerships for Curriculum Enrichment

- Drug Enforcement Agency
- University of Chicago
- Girl Scouts
- Real Men Charities
- Book Worm Angels
- Reading is Fundamental
- Lawyers in the Classroom
- Children Home and Aide
- Chicago's Safe Route's Ambassadors
- Salvation Army

Data At A Glance

	Reading	Math	Science	Composite
2007	49	68	41	56%
2008	60	77	47	65%
2009	75	83	57	76%
2010	67	76	55	70%
2011	79	75	66	75%
2012	63	68	66	66%

MAP Growth Data

Grade Levels	Reading % of Students Meeting/Exceeding Expected Growth from Fall to Winter	Math % of Students Meeting/Exceeding Expected Growth from Fall to Winter
Kindergarten	66%	42%
1 st	80%	69%
2 nd	63%	78%
3 rd	74%	80%
4 th	62%	73%
5 th	79%	46%
6 th	96%	68%
7 th	64%	75%
8 th	60%	78%
All Grades	69%	67%

Final Thoughts...



All stakeholders at Altgeld School strive to create and maintain a culture that welcomes and cultivates a family oriented environment. Thus allowing us to develop our students academically, physically, socially, and emotionally. With these traits we believe in our students and their ability to graduate college and career ready.